

Self-esteem, emotional intelligence and happiness among secondary school adolescents in
Wakiso District.

By

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
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A research dissertation submitted to the School of Psychology in partial fulfillment of the
requirement for the award of Master of Education in Educational Psychology of
Makerere University.

January, 2023

Declaration

I Erinah Nabirye, declare to the best of my knowledge that, this research dissertation entitled "Self-esteem, Emotional Intelligence and Happiness among secondary school Adolescents in Wakiso District" is my original work and has never been presented in any other University or institution for any academic award.

Signed..........

Date.....23-01-2023.....

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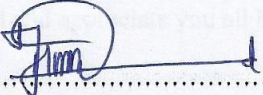
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Approval

I confirm that this research dissertation entitled “Self-esteem, Emotional Intelligence and Happiness among Secondary School Adolescents in Wakiso District “has been developed by Erinah Nabirye under my supervision and it is submitted with my approval to the school of psychology in partial fulfillment of the requirements for the award of a Master of Education in Educational Psychology.

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Acronyms/ Abbreviations

A:	Agree
APA:	American Psychological Association
CPDS:	Continuous Professional Developments
D:	Disagree
E I:	Emotional Intelligence
H:	Happiness
MOE:	Ministry of Education
NT:	Not Sure
PPMCC:	Pearson Product Moment Correlation Coefficient.
r:	Pearson correlation coefficient
SA:	Strongly Agree
SAQS:	Self-Administered Questionnaires
SD:	Strongly Disagree
SE:	Self-esteem
SPSS:	Statistical Package for the Social Science.
WHO:	World Health Organization

Abstract

Adolescents in secondary school in Uganda go through episodes of un happiness in school and this may be attributed to low levels of both self-esteem and emotional intelligence. The purpose of this study was thus to investigate the relationship between self-esteem, emotional intelligence and happiness among adolescents in secondary schools in Wakiso District with specific objectives: To find out the relationship between self-esteem and emotional intelligence. To examine the relationship between self-esteem and happiness. To examine the relationship between emotional intelligence and happiness and to establish whether emotional intelligence mediates between self-esteem and happiness amongst secondary school adolescents. A correlation survey research design with a purely quantitative approach was used to examine the relationship empirically. A sample of 201 respondents selected using systematic random sampling was used. Data was collected using self-administered questionnaires and analyzed using SPSS and hypotheses were tested using Pearson product moment correlation coefficient and regression analysis. Self-esteem and emotional intelligence were significantly related ($r=.366^{**}$, $p<0.01$), emotional intelligence and happiness were found to be significantly related ($r=.472^{**}$, $p<0.01$) and likewise happiness was found to be positively related to self-esteem ($r=.345^{**}$, $p<0.01$). The study also revealed that emotional intelligence partially mediates self-esteem and happiness. As a result, the study recommends that parents, teachers, Ministry of Education, Education institutions and other stake holders should be exemplary and inspirational (role models), positively and openly communicate with the adolescents continuously to enhance and boost self-esteem and happiness levels of the adolescent in secondary schools.

Chapter One

Introduction

Background

Happiness is an important component of human existence and overall societal survival. The belief that everyone should feel happy and emotionally stable with their life is part and parcel of human actualization. It is without doubt that everybody wishes to be happy of which this happiness is achieved when one experiences positive feelings, satisfaction and is able to avoid negative feelings (Argyle, 2001). Unhappiness usually manifests as negative feelings resulting from low levels of self-esteem and emotional Intelligence such as fear, sadness, stress, anxiety, illness among many others (Bulbul & Giray, 2011).

The WHO (2000) defines an adolescent as any person between ages 10 and 19 years. Adolescence is a transitional phase of growth and development and between childhood and adulthood. However, the transitional period varies from society to society and culture from culture as described by Kaplan (2004).

According to Rosenberg (1965), self-esteem is a favorable or unfavorable attitude towards the self. Emotional intelligence according to Goleman (1996) on the other hand is the ability to reorganize, understand and manage one's emotions. It is also the ability to identify and deal with a person's own emotions and the emotions of others. However, happiness is a state of well-being marked by positive emotions ranging from contentment to profound delight (Kesebir & Diener, 2008). There is evidence that self-esteem, emotional intelligence and happiness might be related. Self-esteem can be defined as "the positivity of the person's self-evaluation" (Pazzaglia 2020). According to Kendra (2022), emotional intelligence is the ability to perceive, control and evaluate emotions. However, some researchers suggest that it can be learned and

strengthened while others claim it's an inborn characteristic. Happiness is something that people seek to find, yet what defines happiness can vary from one person to the other (Kendra, 2022).

Adolescents with low self-esteem may not want to try out new things and may frequently speak negatively about themselves (Chacko & Abraham, 2017). They may also exhibit a low tolerance for frustration by giving up or waiting for someone to take over (Wong & Law, 2002). This behavior tendency affects adolescents' intelligence and their future wellbeing and happiness (Nakanjako, 2012). There is decreased emotional intelligence among many of the adolescents who lack self-worth, have low self-image. They associate poorly with peers there by ending up unhappy most of the time (Singh, 2002). However, Children who grow up in homes where there is a good parent –child relationship develop emotional security, feel loved and this helps the child to recover from un avoidable tensions that usually occur during the course of growing up. However, without the above relationship, a child grows up in an uncertain and unhappy environment which affects his or her self-esteem (Mataze, 2009). Basing on various sources and statistical data, evidence can be provided to prove the low levels of self-esteem, emotional intelligence and happiness in the Ugandan society especially among young people, and specifically adolescents.

There is evidence that some students in Uganda have got low self-esteem. Katumba (2013), in a research study about cultural practices, self-esteem, sex knowledge and adolescents' attitudes towards condom use argues that 31 percent of the respondents agreed that they did not have much to be proud of, 24 percent also agreed that they certainly felt useless at times and 21 percent accepted that at times they thought they were not good at all there by proving that they had low self-esteem. Trzesniewski et al. (2006) in their study on Exceptions, found that low self-esteem among early adolescence increased the probability of a major depressive disorder at the

age of 26 years. Another study by Steiger et al. (2014) revealed that adolescents having low self-esteem between 12 and 16 years were likely to show depressive symptoms as young adults.

There is more evidence that students have low emotional intelligence in Uganda. For example, Oyella (2012) found out that 30 percent of the respondents admitted that they were never tolerant when experiencing anger, while 22 percent could not control their anger in his research entitled domestic violence, physical child neglect, self-esteem and emotional intelligence among the children of Pabbo sub county in Amuru district. This implies that a total of 52 percent of the children proved that they had low emotional intelligence. Adolescents with high level of emotional intelligence most of the time are considered to possess a strong predictor of better psychological adjustment and high self-esteem whereas on the other hand low emotional intelligence is mostly related to depressive, harmful and distressing behavior (Bibi et al 2016).

On the international scene, Uganda was ranked miserable at 135th position out of 156 countries in the latest World Happiness Report released by the United Nations where by Uganda scored 4.1 out of a possible 10 in the global ranking. In the same study, out of the 19 countries polled around the world the top three happier countries were Mexico, Philippines and Argentina. While Kenya ranked 7th and Tanzania 18th, Uganda was proved to be having the happiest people in East Africa after ranking the 19th position. (Happy Planet Index, 2018).

A recent study among adolescents revealed that passive focus on distressing stimulus and attention shifting are linked to self-destruction and increase in anguish and development of externalizing behaviors (Silk et al., 2003). A recent study on self-esteem and happiness among young adults revealed that there was no significant relationship between happiness and self-esteem during Covid-19 pandemic (Anjitha and Thomas, 2021). Nahwera (2022) found out that

many people who are not satisfied with their life find it hard to make decisions and lack a particular sense of meaning and purpose for their lives.

Given the limited and contradicting studies, the researcher decided to investigate whether low self-esteem and emotional intelligence are related to unhappiness among the school going adolescents.

Statement of the Problem

Many of the adolescents in secondary schools seem to have low levels of emotional intelligence because of low self-esteem which has made a good number of them to become unhappy largely due to early childhood experiences and human developmental crises that emanate from the adolescent transition stage. As a result, they lack a sense of independence and confidence, feel unworthy, understood and unloved, which reduces their level of happiness. If not helped by the care takers, the effect might be reflected on the adolescents' intelligence, learning abilities / achievement and future behavior.

Purpose

The study seeks to investigate the relationship between self-esteem, emotional intelligence and happiness among adolescents in secondary schools in Wakiso District.

Objectives

The study was guided by the following objectives.

1. To find out the relationship between self-esteem and emotional intelligence among school going adolescents.
2. To examine the relationship between emotional intelligence and happiness among school going adolescents.
3. To examine the relationship between self-esteem and happiness among adolescents in secondary schools.

4. To establish whether emotional intelligence mediates the relationship between self-esteem and happiness.

Scope

Geographical scope

Geographically, the study was confined to Wakiso district particularly in four secondary schools two of which are government aided while the other two are private schools. Wakiso district is located in the central region of Uganda that partly encircles Kampala, Uganda's capital city. The district was chosen because previous researchers have studied some of the variables but not levels of self-esteem, emotional intelligence and happiness within the same district. The district has a huge number of school going adolescents who are experiencing issues concerning self-esteem, emotional intelligence and happiness and these could be having an impact on their academic life and leading to increased school dropout.

Contextual scope

According to this study self-esteem can be referred to how way the school adolescents value themselves in relation to both curricular and co-curricular activities in school, for example how they react when given particular tasks relates with others, (Gray, 2001). Having confidence even when one fails to achieve the desired goal, ability to appreciate their efforts, accept defeat and readiness to learn new ideas with ease.

Mayer & Salovey (1995) referred emotional intelligence to be able to recognize, understand and manage one's emotions as well as others. That is, the ability of school adolescents to harness emotions and apply them to tasks like thinking and problem solving, how and whether they can manage their emotions as well as for others, which includes regulating one's own emotions and cheering up or calming down other people.

According to Seligman (2002) happiness is when one maximizes pleasure and tries to minimize pain in order to achieve satisfaction in life. To some psychologists consider happiness as one of the most important emotions among the six humans which are; anger, surprise, fear, disgust, happiness and sadness (Sasanpour et al., 2012). This study seeks to nature of happiness among school adolescents in terms of self-satisfaction, wellbeing, willingness to participate in school activities with others and being hopeful about their future.

Time Scope

Data collection was done in the month of August 2019. The study was conducted on adolescents who have been in the secondary school environment for at least two to three years. This is because the period they have spent in school environment is expected to have concretized their adolescence transition and consequently had an impact on their self-esteem, emotional intelligence and happiness.

Significance of the Study

It is hoped that this study may be of great importance to the educational field that is, the Ministry of Education and Sports, teachers, future researchers and students as explained below.

The teachers especially where the research was carried out may use the information to instill self-esteem, emotional intelligence and happiness among school going adolescents while they teach. Teaching goes beyond academic content into life skills and soft skills imparting by the same subject teachers. They are expected to get the information from the school library because the researcher will take a copy of the dissertation to the school administrators after completion.

The Ministry of Education and Sports and commissioners in the ministry may use the study as a basis to advise teachers and other school stake holders on ground about the causes and consequences of low self-esteem, emotional intelligence and most importantly, low levels of

happiness among secondary school adolescents. They may also use this study's recommendations to suggest interventions into low self-esteem, emotional intelligence and happiness among secondary school students. They may access the information from online libraries.

Students in University pursuing research in psychology and education may use the information generated from this study as a point of reference to conduct further researches. It will be a source for those writing literature reviews and a focal point for those that desire to conduct similar or related researches on different population types, other than adolescents or on adolescents in different settings such as rural ones. They may access it in the different libraries and book banks.

Students in secondary schools in particular adolescents may benefit from the study both directly and indirectly. Indirectly, through their teachers and ministry officials as explained above and directly because before they are given questionnaires to fill in, the researcher will have to first explain to them what exactly the variables mean and how individuals exhibit the related characteristics. This implies that these adolescents will have learnt about self-esteem, emotional intelligence and happiness. This will hence be an eye-opening experience on what is the actual cause of their low happiness levels and hence an indicator what they need to do on their social fulfillment and ultimately, their academic achievement. They will also discover, from this research the help they might need to improve their self-esteem and emotional intelligence which are detrimental in their happiness at their age.

The Conceptual Frame Work

The figure below shows the linkage between self-esteem, emotional intelligence and happiness.

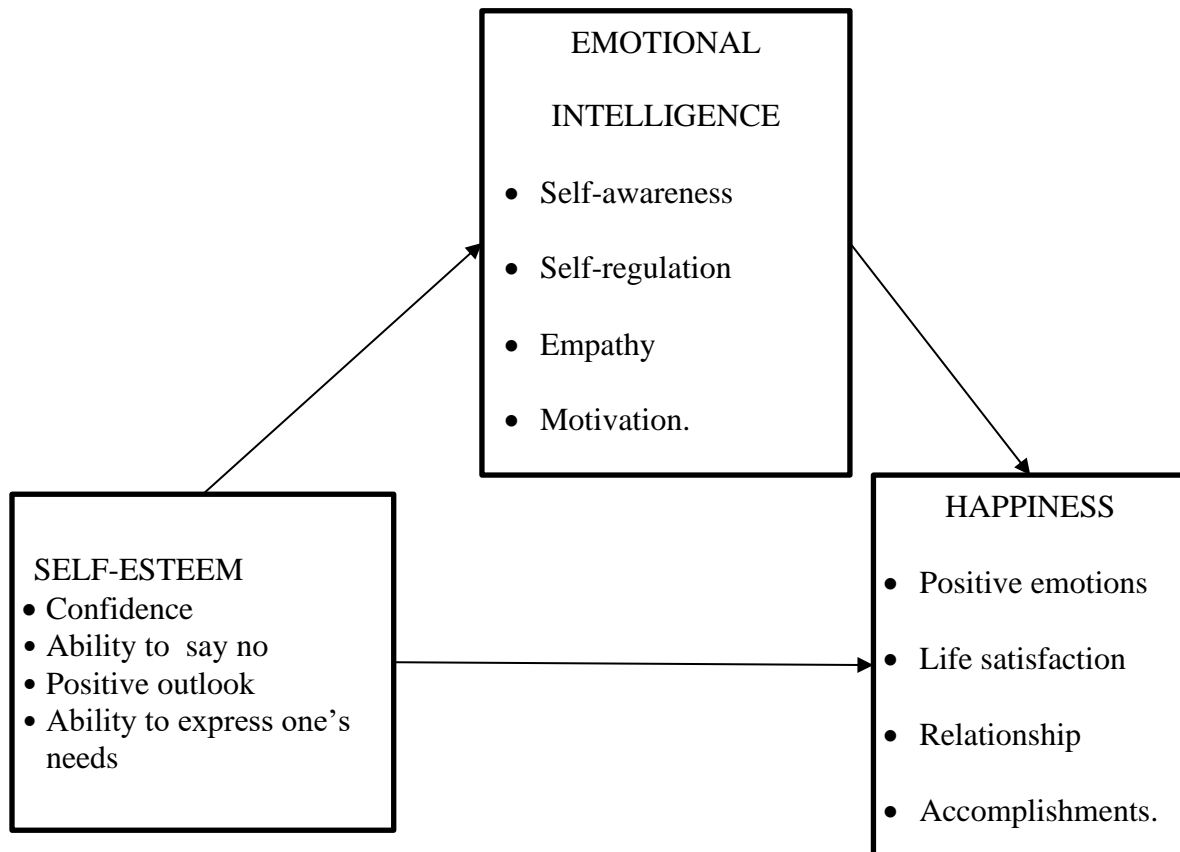


Figure 1: Conceptual frame work.

If young people score high on self-esteem, they are more likely to become confident and look at things with positivity. This confidence helps one to become motivated to work hard and be able to accomplish the set goals or tasks there by increasing the levels of happiness for this person.

This study based on the Broaden-and-Build theory of positive emotions propounded by Fredrik (2000). Happiness is one of the examples of such positive emotions. This theory points out two factors that are important for this study. These are both positive feelings and negative feelings. Fredrik (2000) asserted that happy individuals focus on positive feelings (self-esteem), they develop increased scope of attention, cognition, physical, intellectual (emotional intelligence) and social resources (happiness) there by creating a flexible thought pattern which integrates and opens broader behavioral options. This theory was used by Metu & Vandana (2010) in their study which examined the influence of happiness on experienced affect, emotion regulation and emotional intelligence. A 2x2 (gender x group) ANOVA revealed that happy participants reported significantly greater positive affect and emotional intelligence as compared to unhappy participants.

Chapter Two

Literature Review

This chapter portrays the review of literature on self-esteem, emotional intelligence and happiness among adolescents in secondary schools and gives an in-depth understanding of the existing gap that calls for investigation.

Self-esteem

Self-esteem is a comprehensive feeling of worth or capability as an individual, or general feelings of self-acceptance, kindness and self-worth (Coopersm 1969; Rosenberg, 1965). Having components as confidence, ability to say no, positive outlook and a person's ability to express their needs. Where by confidence refers to the belief of an individual's ability to take on a particular activity to achieve an outcome or become successful Bandura (1977). Ability to say no may be looked at some one's ability to differentiate between what is right and wrong therefore making a right decision accordingly. Positive outlook is where one is expected to develop and possess positive thinking than looking at things negatively as if they are very hard or next to impossible. Finally, ability to express one's needs is where a person is sure of their needs and is very much ready to say it.

In early adolescence self-esteem levels tend to decrease and increase in later adolescence Baldwin and Hoffmann (2000), but those with lower self-esteem than others are likely to exhibit lower self-esteem than others at point in time (Robins & and Trzensniewski, 2005).

Rarely are people happy all the time, but a person can be happy under the right condition and for a right reason. In the process of becoming adults, adolescents undergo many stages of physiological and psychological growth that can be emotionally stormy and devastating at times due to assorted reasons (Twenge et al., 2019). Research studies revealed that more and more

teenagers are unhappy in general reason being that they struggle a lot with mood disorders and suicidal ideation for a prolonged period of time

Self-esteem can either be high or low, high self-esteem leads to greater happiness while low self-esteem potentially leads to depression (Baumeister et al 2003). Self-esteem can be developed and improved when an individual excels or succeeds then its maintenance is through avoiding failures. According to Maslow (1968, 1970), people have got to first fulfill the self-esteem need or else they will be driven to seek it and unable to grow well and obtain self-actualization. Satisfaction with physical appearance is a major element of self-esteem for this matter, adolescent girls have greater dissatisfaction with physical appearance than the boys (Harter, 1990, 1999). Girls are more concerned about their personal and physical appearance so much that it affects their self-esteem, if satisfied with it then the esteem will be high and where one feels dissatisfied with her physical appearance the esteem lowers. Previous studies have found that many of the adolescents struggle with low self-esteem, especially in early adolescence (Harter, 1990; Hirsch and DuBois, 1991). On the onset of adolescence, a person's esteem starts to decline gradually however many studies have demonstrated that it stabilizes during the middle and late adolescence, and it usually increases as the adolescents enter into early adulthood (Savin-Williams and Demo, 1993).

Many of the developmental challenges faced with adolescents purely revolve around the position they have in their social environment (Steinberg and Morris 2001).

Emotional Intelligence

The concept of emotional intelligence entered psychological literature from 1990's that has taken from Thorndike & Gardner (1992) and is the result of meaning of intellect and feeling (Kamran and Nanziri 2013). Plamer (2001) reported that individuals who show better social adaptability and social skills are expected to have high emotional intelligence. Emotional

Intelligence comprises the competency of an individual to manage their relation with others, ability to regulate emotions and efficiently solve their problems (Lukomski, 2007). Intelligence is one of the most important mechanisms of human that involves the ability to adopt to the environment (Plamer and Donaldson, 2001).

Mayer et al. (2000) and Afolabi (2004) argue that emotional intelligence is not the only ability but a set of abilities responsible for emotion reasoning. An individual can only be able to reason emotionally when he/she employs other traits on addition to emotional intelligence. Goleman (1989) wrote that self-awareness is one's capacity to recognize and know his or her feelings or internal states, preferences, resources and intuitions. Self-regulation or emotional control is an ability to manage one's reactions, control impulse and to recover from life's upsets (Goleman, 1995). Then empathy can be expressed in terms joy, sorrow, excitement, misery, pain and confusion. However, Le Comple, (2000) looked at it as having the ability to imagine what another person is going through in a given situation then try to live and feel the same way. Motivation which refers to the skill to use one's emotions to accomplish a given goal despite setbacks during the process Goleman (1995).

Law et al. (2004) defined emotional intelligence using the four-dimensional definition developed by Davies et al., (1998), they include; 1) Appraisal and expression of emotion in oneself. This is a person's ability to deeply understand his/her emotions and be able to express them naturally. 2) Appraisal and recognition of emotions in others. This relates to one's ability to perceive and understand other people's emotions.

3) Regulation of emotion in oneself. This is related to the individual's ability to control his or her emotions, being able to return quickly to normal psychological state after happy moments or an upset. 4) Use of emotions to facilitate performance. This is a person's ability to direct his or her emotions to do constructive and productive activities.

Wierzbicka (1999) said that “feelings are what matters most in the life of humans “despite what an individual is going through. Tyagi (2004) reported that people who are emotionally intelligent can maintain positive mental state due to their capability to manage and regulate their emotions.

Happiness

The study of adolescents’ happiness and well-being is so vital majorly because at this stage in life different events and transitions may influence their development and well-being (Gonzalez et al., 2007). According to positive psychology.com in the article “Pursuit of Happiness, 2018” the author put very simply that the science of happiness merely looks at what makes people happy. Kesebir & Diener (2008) defined happiness as a mental state of wellbeing described by positive emotions which range from contentment to profound delight. According to Wilson (1967), happy individuals are those who are youthful, vigorous, knowledgeable, productive, extroverted, hopeful and religious. According to the Merriam-Webster dictionary, positive emotions may refer to the good or happy memories and their quantity that a person makes. While life satisfaction is the degree to which an individual evaluates the quality of his or her life positively or to which extent a person likes the life he or she is leading. Nugent (2013) referred to relationship as a particular type of connection or binding between individuals who have influence on actions of each other. Finally, the Cambridge English Dictionary refer to accomplishment as the finishing or achieving of something successfully after a long struggle or after putting in too much effort.

Veenhoven (2020) asserted that the term happiness concerns the evaluation of one’ own life, not of life in general that furthermore the concept of happiness is also referred to by other names such as “subjective well-being, perceived quality of life and life satisfaction”. Nussbaum (1992), contends that among the truly valuable things in this world, happiness is on the list and

that it entails achieving some of these; friendship, education, children among others. This implies that without happiness an individual may not count himself happy. Seligman (2002) pointed out that even if one is below average on positive affectivity, he or she could still appreciate life as a good one. Older individuals have been found to report higher levels of happiness than the younger ones (Roberts and Chapman, 2000; Sheldon and Kasser, 2001). Older people have many of their accomplishments and relationships achieved which gives them life satisfaction while the young people are still struggling and not sure whether they will succeed or achieve their dreams and wishes. According to Myers & Diener (1995) happiness is the person's positive thoughts and emotions in number about his or her life. In this case it is the total satisfaction and positive emotions that an individual receives from his or her life (Kangal, 2013).

Most adolescents in America were reported to be thinking about happiness at least once a day and they confessed valuing it even more than going to heaven (Lyubomirsky and Lepper, 1999). It was also believed by some researchers that the hundreds of happiness courses to have sprouted up in just a decade suggest that students all over the world are in demand of the science of happiness. To the neurologists, happiness may refer to the experience of the hormones released in the brain as a reward flow behavior and according to believers of different religions; happiness indicates the presence of God (Uskul et al., 2008). In human history some thinkers, from Plato, Aristotle, the Dalai Lama and many others agreed with the idea that the purpose of our life is to find happiness since it is happiness that gives meaning to our life (Fincher et al., 2008). A recent study reported that there is an increase of 52% in episodes of major depression and increased school dropout among school going teenagers from year 2005 to 2017 (Twenge et al., 2019). Basically, this could be associated to their being unhappy especially due to some challenges they face in secondary schools.

Self-esteem and Emotional Intelligence

Self-esteem and emotional intelligence are vital domains and indicators of significant self-development to produce a generation of eminent personality (Farhana and Ida, 2015). According to Suliaman (2013), there has been a social change in which success is measured through both intellectual and emotional intelligence. Many researchers have proven that there is a positive relationship between self-esteem and emotional intelligence. For example, Petrides & Furnham (2006) suggest that higher emotional intelligence is associated with psychological functioning. People with better psychological values like self-confidence, self-worth, self-expression among others are often emotionally stable that is, they are able to control their emotions and that of others. Leary (2011) found that individuals with a desire of feeling excellent about their selves tend to have a desire to preserve a higher level of self-esteem. It is believed that high level of self-esteem helps individuals to accomplish goals due to the confidence and positive outlook of things expected of these individuals. The results of Schutte, et al. (2002) study indicated that emotional intelligence linked properly with pleasant mood state and higher level of self-esteem. People with high emotional intelligence seem to succeed more than those with low emotional intelligence (Goleman, 1995). Emotional intelligence is often used as an indicator of happiness (Ruderman et al., 2002).

Sameer (2008) studied about the relationship between self-esteem and emotional intelligence among of Tsunami affected coastal belt of Alappay district of Kerala, India and found out that emotional intelligence was positively correlated with self-esteem. Higher emotional intelligence was found to be associated to positive moods and higher self-esteem levels. (Schutte et al, 2002)

Low emotional intelligence results in difficulties of interpersonal relations, low self-esteem, poor emotional control, loneliness, suicidal tendencies, depression, anxiety, stress, aggressive

behaviors, inappropriate drug and alcohol usage (Bibi et al., 2016). Previous research conducted on sample of adolescents, it was found that higher level of emotional intelligence associated positively with perception of self-worth (Ciarrochi, et al., 2001). According to Sosick and Megerian (1999) and Coetzee (2005) high level of self-esteem improved a person's sense of self-worth then they behave in an emotionally intelligent way and low self-esteem lead to unrealistic presentation of one self. A number of researchers reported that emotional intelligence and self-esteem were positively correlated (Ciarrochi et al., 2000). People who are emotionally intelligent have got high level of self-esteem.

Large number of empirical researches reported females having higher levels of emotional intelligence than the males (King, 1999; Wing, 2001; and Singh, 2002). Whereas, research done on Canadian high school students, Bagley et al. (1997) found that male students had higher self-esteem than their counter parts the females. Additionally, it was also found by Booth & Gerard (2011) that male students have higher level of self-esteem compared to the female Mood clarity and affective repair were found to be strongly correlated with self-esteem (Fernandez et al, 2006). The investigation on the relationship of emotional intelligence and self-esteem of students, Chester (2005) found that emotional intelligence closely related with self-esteem. In a previous research study, Kaneez (2006) found that men had a higher level of emotional intelligence compared to the women. Lam & Kirby (2002) agreed that it is not the combination of self-esteem and emotional intelligence but rather other factors like general knowledge and environment that lead to greater individual performance. A person's performance does not necessarily depend on his/ her psychological competencies like esteem and emotional intelligence but rather on various factors like the general knowledge and environment. Emotionally intelligent people are believed to be able to maintain positive mental states due to their capability to manage their emotions (Mayer and Salovey, 1995; Salovey and Mayer, 1993).

Having looked at the different studies about self-esteem and emotional intelligence where few of them focused on adolescents' happiness therefore researcher decided to investigate on how low emotional intelligence and self-esteem affects the happiness of school going adolescents.

Yahaya & Ahmed (2006) in their research carried out on individual's self-esteem in relation to their respect found out that those with high self-esteem usually respected and considered themselves useful compared to those with low self-esteem who could not accept themselves because they looked at themselves to be useless and inadequate. Bibi & Saqlain (2016) study focused on emotional intelligence and self-esteem among university students in Pakistan prove that the level of emotional intelligence contributed a lot to individual development and self-esteem.

In a research study to assess the relationship between self-esteem and depression among college students, Samin (2016) found out that high level of self-esteem reduces the level of stress that may lead to depression among students. Cazan & Nastasa (2015) carried out research on emotional intelligence to verify whether emotional intelligence was associated with good adaptation academic achievement among students therefore indicating a significant correlation between emotional intelligent with better adaptability and academic achievement in university. In the study carried out by Rahimi (2016) on the relationship among emotional intelligence, self-esteem, gender and academic success in Iranian students showed that there was no significant relationship between academic achievement with self-esteem and emotional intelligence among university students. Farhana et al., (2017) indicates that self-esteem and emotional intelligence are among the important domains and indicators of significant self-development to produce a generation of eminent personalities.

Emotional Intelligence and Happiness

One's psychological adaptation and wellbeing is considered to be the intelligent use of emotions (Brackett and Mayer, 2003). Several studies have provided evidence of the positive relationship between emotional intelligence and happiness for example, Wong & Law (2002) that a person with high emotional intelligence is able to recognize his or her emotions, to regulate and use them for better performance. This individual is expected to be happier as a whole in life. A number of researchers looked at the determinants of happiness and they included emotional intelligence (Austin, et al., 2005). Ciarrochi et al., (2001) believed that people with high emotional intelligence and have suffered from stress or depression can be secured. Individuals who are stable emotionally can recover quickly from a phase of stress or anger unlike those with low emotional intelligence who may take so long to return to normal. Siaruji et al., (2001) believed that people with high levels of emotional Intelligence can control their depression levels which lead to better consistency. Austin et al., (2005) found out that emotional intelligence increases with the amount of satisfaction from life and happiness at large. Ciarrochi, et al., (2001) reported that some forms of emotional intelligence secure people who have suffered from stress leading to better coping and adaptation skills. In recent studies research has shown that emotional intelligence directly relates to positive emotions and not just a protective factor again.

Saklosfske et al., (2003) in their study found out that self-reported emotional intelligence accounted for variance in happiness and beyond personality measures. Individual use of particular emotion regulation strategies considerably differentiates between happy and unhappy people (Veniet et al.,2018). In another recently concluded study about personality, happiness and emotional intelligence, a positive relationship was found though the interpersonal emotional intelligence was less important to happiness than the intrapersonal emotional intelligence which

seems so important to happiness (Cassey, 2009). Roseman et al., (1995) provide evidence in literature that feelings of powerlessness are related to negative emotions like fear and sadness. Happy individuals often feel powerful while the unhappy ones feel they have got no power to do things. Research reveals that women compared to men who experience negative emotions (Khosla, 2006), are more unpleasant (Khosla, 2001), they are depressed Khosla & Kapur (2007-08) and are neither healthy nor satisfied with life. Emotionally unstable women are often not happy with their lives and they are much affected with depression than the men. Bracktt & Mayer (2003); Zeidner et al, (2012) found that emotional intelligence protects against negative feelings.

Individuals with social skills usually fail to prepare the ground for negative emotions that prevent the co-operation of themselves of the other people around who are able to manage conflicts efficiently in a kind and able manner (Mayer set al., 2004). Sasanpour et al., (2012) in the study on relationship between emotional intelligence, happiness and mental health in students of medical sciences concluded that a person who has a high emotional intelligence will experience fewer negative events in their life.

Khordzanganeh et al., (2014) put it that people who have high levels of emotional intelligence are highlighted with better ability to cope with their stress, express, management and control their emotions. Sulmaz et al., (2019) in their research aimed to study the relationship between emotional intelligence and happiness among the students in medical school found out that emotional intelligence was a predictive factor for happiness in medical students therefore that students with higher emotional intelligence felt healthier and happier.

Emotional intelligence has been theoretically related to many important real-life outcomes like positive mental health and well-being (Mayer et al.2008). There are studies that point out that higher emotional intelligence when measured by ability tests may be associated

with indicators of well-being. (Brackett and Mayer 2003, Extremera et al. 2011). Lyubomirsky (2001), Fujita & Diener (2005) found that life satisfaction and happiness are the two important aspects of individual's emotional well-being. In literature, gender differences in relation to emotional adjustment, depression and anxiety disorders affect women than the men (Compas et al., 1993; Nolen, 2000). Nolen and Rusting 2003) reported some empirical evidences on gender differences in life satisfaction and happiness. Schiffrin & Nelson (2010) found that people who are less stressed may experience increased levels of well-being. Hence the suggestion that perceived stress potentially mediates the link between emotional intelligence and emotional well-being seems to be warranted.

In a study, Chamorro et al., (2007) revealed big five factors, that is stability, extraversion, agreeableness and conscientiousness were positively correlated with happiness and trait emotional intelligence.

In the study among Pakistani University students which examined the relation between emotional intelligence and happiness Status of Wellness Trainers, the result revealed individuals' feeling happy is related with emotional intelligence (Zorba et al, 2016).

On the contrary some studies provide evidence of how distinct emotional intelligence and happiness are. For example, Mayer et al., (1997) suggest that using the emotion only for thinking, and thinking with emotions themselves, may be related to social competences and adaptive behavior but not necessarily happiness.

It is not only emotional abilities that directly relate to well-being Brackett et al. (2006) but there are other variables that may play an important role in the well-being relationship such as perceived stress. In the research carried out on athlete students in Jiroft University, the results showed that by increase of emotional intelligence of the important variables in predicting happiness of youths.

Some authors have pointed out that apart from emotional intelligence having a direct influence on psychological well-being, emotional abilities might influence stress in the prediction of well-being (Gohmet al.2005). In this sense, emotional information processing helps us to adjust and adapt to the demands of our environment hence increasing on well-being.

Metu & Vandana (2010) found out that individuals with high emotional intelligence would not be affected by their emotions because of the ability to direct emotions in a positive direction, and his or her chances of feeling depressed are minimal. Many studies have examined self-esteem and happiness but not many have concentrated on adolescents the way the researcher felt would be done. It is for this matter therefore that the researcher intended to investigate on these two variables self-esteem and happiness) but in particular with adolescents who are in school.

Self- esteem and Happiness

Although few researchers would argue that self-esteem and happiness are not related, there are many who agree that they are highly related. Positive attitude and judgments of happy people may lead them to perceive life experiences and events in a more sustainable way to their positive moods for example, (Lyubomirsky and Tucker, 1998; Lyubomirsky, 2001). Happiness is often determined by an individual's self-esteem, the more a person's esteem increases, the happier he or she will become. In another study Freedman (1978) found that older happy people are more likely to feel acceptance and satisfied with their lives than the younger ones.

Schimmack & Diener (2003) in the study about people's self-worth, respect and happiness found out that in everyday experience, happy individuals tend to feel good about themselves yet people who lack self-worth and respect are generally unhappy. In this it clearly shows that happiness and self-esteem appear on the surface to be inextricably linked. Many researchers have proven in their recent studies the relevant role played by self-esteem and job

satisfaction in generating happiness Bowling et al., (2010) but whether or not the magnitudes of association between self-esteem and happiness have cross situational variation remains unknown (Oishi and Graham,2010, Yuki and Schug, 2012).

Edel (2015) in the study about self-esteem, subjective happiness and overall life satisfaction in relation to age and gender, concluded that high levels of self-esteem often lead to increased levels of happiness and life satisfaction. When an individual has high self-esteem, he or she is most likely to lead a happy life. According to Rogers (2004), an individual needs to live in an environment of unconditional positive regard which builds up a child's self-esteem in an obtainable way leading to happiness with the self. Parents should accept and love their children unjust as they are and continue to do so even as they age or grow up. Yuki et al., (2013) found out that association between self-esteem and happiness was stronger among Americans than among Japanese, while the reversed pattern was true for the association between perceived relational quality and happiness.

One interesting study about self-esteem concluded that low self-esteem among adults leads to insecure attachment (Collins and Read, 1996). This stresses the significance of developing high self-esteem as early as possible so as to reduce attachment insecurity in later life. Levels of happiness and satisfaction in life are increased by higher levels of self-esteem based on comparing one's abilities to another. A number of research studies have put forth that self-esteem is an important precursor of happiness and that it is positively related to happiness (DeNeve and Cooper, 1998; Diener and Diener,1995; Lyubomirsky, King, and Diener,2005). This is in line with Baumeister (2003) idea that someone may not involve in taking risks such as being part of a competition to avoid their self-esteem being threatened. Smith (2000) found that when self-esteem is high, the individual's level of happiness and life satisfaction increases. This

explains why many people fear taking part in competitions so as their self-esteem is not threatened.

A vast amount of literature has documented how relatively high self-esteem, optimism and life satisfaction are related and the fact that each of them hold similar patterns of relations with various aspects of functioning among the individuals (Schimmack and Diener, 2003). For example, some studies revealed that adolescents with high self-esteem have got good social network unlike those with low self-esteem who report a smaller social network (Marshall et al. 2014; Stinson et al, 2008). However, some studies have found that they are not related at all. Adolescents may receive inadequate social support to successfully deal with the challenges they are faced with (Lennarz et al.2016).

Parducci (1995) holds another view that happiness and self-esteem are not related. That is, however much self-esteem may seem crucial for happiness to take place, it does not provide enough description of happiness and it is not necessarily related to most of the happy or unhappy experiences and moments. When an individual has wealth and stable marriage, it does not guarantee his or her happiness. Diener et al (1999) put it that self-esteem is not a one determinant condition of happiness. This perspective may help to explain why people have got different levels of self-esteem despite their being happy. In all the above the researcher feels a lot needs to be studied on happiness among secondary school students since very little has been so far done. Edel (2015) further found out that when the person has got high self-esteem, they tend to be extroverted and not afraid to create a life full of events but rather create personal values which later leads to happiness and life satisfaction. However, it has also been found that unfortunately there are positive life events which seem to disrupt physical well-being (Evans, 1996). The individual may feel high in self-esteem and sudden happiness but later on could start feeling low levels of self-esteem hence lacking personal values and happiness.

According to Harter (1986) and Rosenberg (1986) low self-esteem is associated with depression, anxiety, motivation and general dissatisfaction with one's life. Children or adolescents with low self-esteem may be more dependent on their parents and care takers, develop depression, sometimes anxiety disorders, may have low levels of motivation and low academic goals than the ones with high self-esteem. Smith (2004) found out consistently that upward comparisons reduce levels of happiness and the individual's ability to find satisfaction in life, starting at a very young age. For example, there is an increase in elevated mood and happiness when making downward comparisons as the individual compares himself or herself to a person, they think not better than them (Hakmiller,1966).

Former studies have generally examined self-esteem and happiness for example Csikszentmihalyi & Hunter (2003) researched on how people become happy when they are with friends who encourage and support them, Lyubomirsky (2005) studied extraversion and happiness mediated by social affiliation, Lyubomirsky et al.,(2005) carried out research on the differences of self-esteem and happiness among adolescents but the researcher wants to investigate the relationship between self-esteem and happiness among school going adolescents.

Effects of low self-esteem are mainly felt in good times while high self-esteem brings happier outcomes regardless of stress (Baumeister et al., 2003). Ghodhawan & Murugan (2009) found that some one's social status does not cause any significant effect on emotional intelligence. Older people feeling optimistic and wanting to be around other people makes them to experience the most happiness, and leads to their feeling satisfied with life (Lyubomirsky and Lepper, 2006). Self-esteem has a strong relation to happiness as we are persuaded that high self-esteem does lead to greater happiness and low self-esteem is more likely than high self-esteem to lead to depression under some circumstances (Greenfield, 2009). However, King et al., (2017) in

the study about effects of self-esteem on wellbeing found out that Self-esteem is an important predictor of subjective well-being.

According to Veenhoven (2020), happiness had taken center stage in some 75000 empirical studies and it is expected that about 800 additional research reports on happiness will be published in the coming year this is so because the number of research findings on happiness has grown too big to oversee even for specialists. Satya (2021) in his research about effects of happiness on income impacts upon the income generating capacity of individuals directly by stimulating work efficiency, and indirectly by affecting their happiness and wellbeing found out that many of the employees are motivated by their feelings. Anjitha & Sannet (2021) in the study on self-esteem and happiness among the young adults of Kerala during Covid-19 pandemic found out that there was no significant difference in the happiness among young adults during Covid-19 pandemic across gender.

Mediating role of emotional intelligence on the relationship between self-esteem and happiness

Xu & Xue (2014) examined emotional intelligence and self-esteem as mediators of the relationship between adult attachment orientations and subjective wellbeing and mediation analysis revealed that there was a serial mediating role of emotional intelligence via self-esteem found. Kong et al., (2012) study on the mediating role of self-esteem and social support with emotional intelligence and life satisfaction of university students, the path analysis showed that social support and self-esteem fully mediated the relationship between emotional intelligence and life satisfaction in late adolescence.

In a study which examined the extent to which perceived parental love is associated with happiness levels in adulthood and also investigated whether emotional intelligence and self-esteem mediate this relationship, Tamra & Schutte (2006) found out that emotional intelligence

and self-esteem were related to both perceived parental love and happiness. Further, the relationship between perceived parental love and happiness was mediated by emotional intelligence.

Lim et al. (2015) in the study which investigated the influence of parental emotional support on adolescent self-esteem, emotional intelligence and adolescent's happiness, along with the mediating effects of emotional intelligence and self-esteem between parental emotional support and adolescent happiness. The findings showed that parental emotional support did not directly affect adolescent happiness, but instead influenced it indirectly through the mediating effect of self-esteem. In the effort to know the mediating role of self-esteem in the relationship between optimism and subjective wellbeing, BakiDuy et al. (2019) found out that self-esteem significantly mediated the relationship between optimism and subjective well-being.

Nahwera (2022) researched about happiness and employee engagement among secondary school teachers in Uganda and found out that most of them were not well satisfied about everything in life (37%), don't find it easy to make decisions (35), they are not especially in control of their lives (31%), many declined not to laugh a lot (30.3%) while a good number agreed that they do not have a particular sense of meaning and purpose in their lives in their lives (26.9).

In the study about the mediating role of positive and negative effects in the relationship between self-esteem and happiness, Carlos et al. (2020) revealed that the mediation analysis suggests that affects, both positive and negative, mediate the relationship between self-esteem and subjective happiness. Chuhua & Yanhong (2020) carried out a study that examined the mediating roles of emotional intelligence and self-esteem in the relationship between modesty and subjective well-being as well as depression among Chinese adults. According to the path analysis, emotional intelligence and self-esteem mediated the relationship between modesty and

both subjective well-being and depression in-sequence. Emotional intelligence directly mediated between modesty and depression, whereas self-esteem played an indirect role through its relationship with emotional intelligence.

Hypotheses

The study was guided by the following hypotheses.

1. There is significant relationship between self-esteem and emotional intelligence among school going adolescents.
2. There is significant relationship between emotional intelligence and happiness among school going adolescents.
3. There is significant relationship between self-esteem and happiness among school going adolescents.
4. Emotional intelligence significantly mediates the relationships between self-esteem and happiness among school going adolescents.

Chapter Three

Methodology

This chapter includes the research method, design, study population sample size and sampling techniques. It further examined the instruments was used, methodology and the data collection techniques. Lastly, it discussed the anticipated problems.

Research Design

The researcher used correlation research design because the study aimed at establishing the relationship between the self-esteem, emotional intelligence and happiness hence necessitating the use of purely quantitative and statistical approaches. It was quantitative because of the nature of the study objectives which require statistical methods, ranging from design to analysis (Creswell, 2009). It is a co relational study because it established the relationship between self, esteem, emotional intelligence and happiness among adolescents in secondary schools. The study was cross sectional too since data was collected and analyzed at the same time. It studied large numbers of respondents hence a survey in nature.

Population

The study population refers to a large group of people possessing one or more characteristics in common on which the research study focuses. Therefore, this consisted of school going adolescents from four secondary schools which were chosen randomly without any specific consideration. That is, Nkoowe High school, St. Elizabeth Secondary school, Nampungwe Secondary school and Wakiso Muslim Secondary school.

Inclusion criteria, participants who gave consent were only taken, only students aged 11 to 20 were taken. Exclusion criteria, students other than adolescents were excluded, participants who didn't give much interest were excluded.

Sample size

The sample of participants was selected using Systematic Random Sampling to get the actual sample among senior three and senior two students. The final sample of 201 was drawn from the 430 on the basis of Krejcie & Morgan (1970) who recommends that for the population of 430, the sample of 201 is appropriate for the study.

Table 1:

Sample size

SN	Name of the school	Population	Sample size
1	Nkoowe High School	117	54
2.	St. Elizabeth Secondary School	131	57
3.	Nampunge Secondary School	96	48
4.	Wakiso Muslim Secondary	86	42
	Total	430	201

Instruments and Measures

The researcher used a self-administered questionnaire which was prepared and administered to the students. Therefore, questionnaires consisting of close-ended questions was developed and used by the researcher to collect data from the field. The tool comprised of four sections that is, bio data or background information, self-esteem (SE), emotional intelligence (EI) and Happiness (H).

Section A: Bio Data. This section was coded as Sex, that is, to find out whether males are happier than the female students. Age, this was to determine whether the young adolescents or the older ones are happier than Class was aimed at identifying which particular class has got higher happier levels and Category of student whether residents or non-residents seemed to be happier.

Section B : Self-esteem (SE) questionnaire. This tool is likert scale with items answered on a four-point likert scale-from strongly agree to strongly disagree. The scale was developed by Rosenberg in 1965 and used by Chacko & Synasoosan (2017) who obtained a reliability coefficient of ($r = 0.54$). The self-esteem questionnaire was adapted to measure the respondents' level of worthiness, good qualities, ability to do things like other people and respect. Here participants were asked to rate their response on a 4 -point scale (1=strongly agree – 5= strongly disagree).

Section C: Emotional intelligence (EI) questionnaire. This tool was developed by Goleman (1995) and used by Chamorro et al., (2007) who obtained a reliability coefficient of ($r = 0.46$). agree).

Section D: Happiness. (H) Questionnaire. This tool was developed by Hills & Argyle, (2002) and used by Lyubomirsky (2005) who obtained a reliability coefficient of ($r = 0.58$).

The happiness (H) questionnaire was adapted to measure the life satisfaction levels, positive emotions, degree of accomplishment and state of relationship of the respondents.

Data Collection Procedure

After constructing the questionnaire, establishing the validity a pilot study and pre-test of the tools was carried out. The researcher got permission from authorities of the concerned school. Participants were briefed about the purpose of the current study. They were clearly guided on how to fill the questionnaires with great care and not to omit any of the items. The tools were self-administered to students. The researcher edited questionnaires in accordance with how they were responded to, then filled questionnaires were gathered, collected, and analyzed to produce a written report.

Quality control

Validity

To ensure the validity of the questionnaire to be used for the study, copies of the questionnaire were given to ascertain whether the instruments were to measure what was meant to be measured and to check on the correct phrasing, clarity, proper wording of statements among others. Therefore, from the comments of the supervisor, the instruments' content validity was improved.

Reliability

To ensure reliability of the instruments, after validation the questionnaire was pre-tested in a pilot study among 18 students of Comprehensive College School one of the secondary schools in Wakiso district, of which this school is not part of the sample size.

Data Management

The researcher obtained raw data from respondents. After data collection, data was subjected to sorting, editing and coding. Coding was done manually using SPSS version 21 in line with the questionnaire number and objectives.

Section A comprised of Bio data of the respondents and it was coded as,

Sex: Male = 1, and Female = 2, Age and class as given and for category of student, Day scholar = 1 and Boarding = 2, Government = 1 and Private = 2.

Section B measured Self- esteem (SE). Questions were aligned along the likert scale of 1-4 (Strongly Agree (SA) = 1, Agree (A) = 2, Disagree (D) =3 and Strongly Disagree (SD) = 4)

Section C measured happiness (H). The likert scale along which the questions will be aligned is 1-6 that is, (Strongly disagree = 1, Moderately disagree =2, Slightly disagree = Slightly agree =4, Moderately agree =5 and strongly agree =6).

Section D measured emotional intelligence (EI). The questions were aligned along the likert scale of 1-5. (Strongly Disagree =1, Disagree =2, Un decided =3, Agree = 4 and Strongly Agree = 5).

Data Analysis

After collecting data from the field, the researcher cross checked the questionnaires for any errors like omissions and those with omissions were left out since they were to affect the final results. After coding all the 201 questionnaires, data was entered into the Statistical Package for Social Scientists (SPSS Version 21) the IBM SPSS. Computation of frequencies and percentages for all items on the questionnaire was done. This was followed by correlation coefficient analyses for hypotheses one, to find out whether self-esteem and emotional intelligence are significantly related, to identify whether emotional intelligence and happiness are related significantly, and three to establish whether self-esteem is significantly related to happiness. This is because the study is co relational in nature and it is best analyzed using Pearson Product Moment Correlation Coefficient (PPMCC).

For hypothesis four which was meditational in nature, the 3-step regression analyzed by Baron and Kenny (1986) was used to test the mediation.

Ethical Considerations

Participation was on a voluntary basis where by an individual or respondent was not manipulated or coerced to participate in the study. All participants responded willingly without any deception in attempting to gain their trust. They were assured of confidentiality of the information which they were to provide that it would only be used for research purpose. Informed consent was assured through signing the form by the participants. (See Appendix i)

Encountered / Limitations and Solutions

Limited previous research studies on the topic especially happiness which was to make it difficult to get related literature. However, the researcher was to do extensive reading much as possible.

The period of data collection was anticipated to be examination time for the students therefore the researcher expected to be given little time. In a bid to collect more data, the researcher had to use part of the holiday period.

The respondents were biased and most probably gave subjective responses since they were expected to respond according to what they felt and this could affect the data collected. However, the researcher first explained to them what was expected to be done and by the use of well- structured questionnaire and objective items, the subjective responses were moderate.

The period anticipated for data collection was most likely to be rainy therefore this could affect the process by causing some delays. In a bid to reduce or avoid these delays the researcher bought an umbrella and rain jacket to help in case the rains found her in the field.

Uncoordinated and wrong information which was to be given by the respondents during data collection in the field. The researcher briefed the respondents before they answered the questionnaires.

Chapter Four

Results

This chapter presents findings of the study which was conducted to investigate the relationship between self-esteem, emotional intelligence and happiness among adolescents in secondary schools in Wakiso District. The findings are presented according to the objectives of the study. In the first section, the social background of the respondents is given. In the second section, the empirical analysis of the study findings is analyzed.

Background of the Respondents

The researcher captured information about respondents' background characteristics (gender, age, school, class, residential status and category of the school) and their responses are presented in the following table below:

Table 2:*Background information of the respondents*

Background variables	Category	Frequency	Percentage (%)
Gender	Male	94	46.8
	Female	107	53
Age	11-13	45	22.4
	14-16	92	45.8
	17-19	58	28.8
	20 and above	06	3.0
School of Respondents	Nkoowe High School	54	26.9
	St. Elizabeth Secondary School	57	28.4
	Nampunge Secondary School	48	23.9
	Wakiso Muslim Secondary School	42	20.9
Residential Status	Day schooling	98	48.8
	In boarding	103	51.2
Category of the School	Government aided schools	99	49.3
	Private schools	102	50.7

Source: Primary data, 2019

From the table above, majority of the respondents were: females (53.2%), were aged between 14-16 years (45.8%), were from St. Elizabeth Secondary School (28.4%), were in boarding (51.2%) and were in private school (50.7%).

Self-esteem among adolescents in secondary schools

Students were required to rate themselves on different items of self-esteem. Results are in the table below.

Table 3:

Descriptive statistics on self-esteem among adolescents in secondary schools

	Items	Disagree N (%)	Agree N (%)	Mean	Standard Deviation
1	On the whole, I am satisfied with myself.	67(34.1)	129(65.8)	2.92	1.138
2	At times, I think I am no good at all.	112(58.7)	79(41.4)	2.72	1.032
3	I feel that I have a number of good qualities.	48(25)	144(75)	3.06	.977
4	I am able to do things as well as most other people.	53(27)	143(73)	3.02	.974
5	I feel I do not have much to be proud of	103(55.1)	84(44.9)	2.77	1.105
6	I certainly feel useless at times	122(63.9)	69(36.1)	2.90	1.170
	I feel that I'm a person of worth, at least equal to others	45(23.5)	145(76)	3.02	.885
8	I wish I could have more respect for myself	39(20)	156(80)	1.78	.992
9	I take a positive attitude towards myself	49(25.5)	143(74.5)	3.08	1.045
10	All in, I am inclined to feel that I' m a failure.	133(67.5)	64(32.5)	2.99	1.150
	Overall mean			2.82	

Source: Primary data, 2019

From the table above, majority of the respondents wished they could have more respect for themselves (80%), many felt that they were people of worth at least equal to others were (76%), while some of them felt that they had a number of good qualities (75%), others take a positive attitude towards themselves (74.5%) and many of them were able to do things as well as most other people (73%).

Generally, adolescent students in secondary schools in Wakiso district have slightly high levels of self-esteem having an average mean of 2.82.

Emotional Intelligence among adolescents in secondary schools

Students were required to state themselves on different items of emotional intelligence.

Results are in the table below.

Table 4:

Descriptive statistics on emotional intelligence in secondary schools

	Items	Disagree N (%)	Not sure N (%)	Agree N (%)	Mean	Standard Deviation
1	I pay close attention to feelings	55(28.5)	49(25.4)	89(46.2)	3.26	1.372
2	I usually worry about what I feel	53(27.6)	33(17.2)	106(55.2)	2.67	1.221
3	I usually spend time thinking about my emotions	44(22.4)	51(26.0)	101(51.5)	3.39	1.254
4	I think it pays to pay attention to emotions	47(24.9)	60(31.7)	81(42.9)	3.23	1.233
5	I let my feelings affect my thoughts	89(47.1)	37(19.6)	63(33.4)	3.26	1.442
6	I think about my mood constantly	67(34.7)	46(23.8)	80(41.5)	3.07	1.267
7	I often think about my feelings	39(21.2)	50(27.2)	95(51.6)	3.42	1.252
8	I pay close attention to how I feel	42(22.6)	41(22.0)	100(53.7)	3.46	1.278
9	I have clear feelings	28(14.6)	51(26.6)	112(58.4)	3.70	1.246
10	I can often define my feelings	41(21.4)	43(22.4)	-	3.56	1.277
11	I always tell how I feel	26(13.5)	38(19.7)	129(66.8)	3.83	1.162
12	I usually know my feelings about people	44(23.2)	52(27.4)	94(49.5)	3.35	1.335
13	I often notice my feelings in different situations	48(25.6)	53(28.2)	87(46.3)	3.28	1.241
14	I can always tell how I feel	38(19.8)	41(21.4)	113(58.9)	3.52	1.253
15	Sometimes I can say what my emotions are	42(22.2)	40(21.2)	107(56.6)	3.51	1.303
16	I can understand my feelings	25(13.2)	35(18.5)	129(68.2)	3.84	1.111
17	Although I sometimes feel sad, I usually have a positive outlook	40(20.4)	56(28.6)	100(51.1)	3.45	1.204
18	Though I sometimes feel bad, I try to think of pleasant things	30(16.1)	42(22.6)	114(61.3)	3.64	1.206
19	When am sad, I think of all pleasures of life	47(24.8)	49(25.8)	94(49.5)	3.35	1.262
20	I try to think positive thoughts even though I feel bad	38(20.7)	49(26.6)	97(52.7)	3.47	1.297
21	If I turn things around too much, complicating them, I try to calm myself down	46(23.7)	42(21.6)	106(54.7)	3.47	1.351
22	I worry about being in a good mood	82(42.5)	50(25.9)	61(31.6)	3.24	1.391
23	I have lots of energy when I feel happy	57(29.8)	38(19.9)	96(50.3)	3.32	1.379
24	When am hungry, I try to change my mood	61(30.9)	40(20.2)	97(48.9)	3.27	1.390
	Overall mean				3.39	

Source: primary data, 2019

From the table above, the majority of the respondents have high level of emotional intelligence that is, most of them could not let their feelings affect their thoughts 89(47.1%), they could understand their feelings 129(68.2%), many agreed to the fact that they could tell how they felt 129(66.8%) and a good number agreed to the fact that though they sometimes felt bad, they tried to think of pleasant things 114(61.3%).

Generally, adolescent students in secondary schools in Wakiso District have slightly high emotional intelligence levels with an average mean of 3.39

Happiness among adolescents in secondary schools

Students were required to rate themselves on different items of happiness. Results are in the table below;

Table 5:

Descriptive statistics on happiness among adolescents in secondary schools

	Items	Disagree N (%)	Not sure N (%)	Agree N (%)	Mean	Standard deviation
1	I don't feel particularly pleased with the way I am	79(41.8)	48(25.4)	62(32.8)	3.16	1.497
2	I am intensely interested in other people	43(23.7)	56(30.9)	82(45.3)	3.29	1.167
3	I feel that life is very rewarding	33(18)	47(25.7)	103(56.3)	3.60	1.253
4	I have very warm feelings towards almost every one	44(23.6)	73(39.0)	70(37.4)	3.21	1.180
5	I rarely wake up feeling refreshed	41(22.3)	45(24.5)	97(52.8)	2.57	1.279
6	I am not particularly hopeful about the future	81(44.5)	33(18.1)	68(37.4)	3.15	1.492
7	I find most things amusing	48(26.5)	56(30.9)	77(42.5)	3.25	1.211
8	I am always committed and involved in school activities	31(16.9)	27(14.7)	126(68.5)	3.82	1.208
9	Life is good	47(24.5)	45(23.4)	100(52.1)	3.50	1.384
10	I don't think that the world is a good place	85(44.3)	46(24.0)	61(31.8)	3.17	1.389
11	I laugh a lot	79(43.1)	46(25.1)	58(31.7)	2.77	1.368
12	I am well satisfied about everything in my life	68(35.8)	40(21.1)	80(42.1)	3.09	1.409
13	I don't think I look attractive	69(37.5)	55(29.9)	58(31.5)	3.19	1.902
14	There is a gap between what I would like to do and what I have done	46(24.3)	55(27.5)	91(48.2)	2.64	1.279

15	I am very happy	41(21.8)	51(27.1)	96(51)	3.46	1.318
16	I find beauty in some things	35(18.5)	48(25.4)	-	3.58	1.212
17	I always have a cheerful effect on others	52(28.4)	51(27.9)	80(43.7)	3.22	1.271
18	I can fit in everything I want to do	44(23.8)	40(21.6)	101(54.6)	3.40	1.273
19	I feel that am not in control of my life	69(37.7)	50(27.3)	64(35)	3.14	1.297
20	I feel able to take up any responsibility given to me	46(24.6)	45(24.1)	96(51.3)	3.43	1.379
21	I feel fully mentally alert	39(21.3)	45(24.1)	96(51.3)	3.39	1.199
22	I often experience joy and excitement	58(32.2)	38(21.1)	104(46.6)	3.17	1.311
23	I don't find it easy to make decisions	59(33)	39(21.8)	81(45.3)	2.85	1.326
24	I don't have a particular sense of meaning and purpose in my life	83(44.1)	41(21.8)	64(34)	3.20	1.373
25	I feel I have a great deal of energy	51(27.7)	50(27.2)	83(43.1)	3.22	1.317
26	I usually have a good influence on events within school	48(25.9)	36(19.5)	101(54.6)	3.43	1.346
27	I don't normally have fun with other people	64(35)	41(22.4)	78(42.6)	2.99	1.379
28	I don't feel particularly healthy in most cases	68(37)	36(19.6)	80(43.4)	2.95	1.472
	Overall mean				3.20	

Source: Primary data, 2019

From the table above majority of the respondents had levels of happiness that is, many of them were always committed and involved in school activities 126 (68.5%), a good number could fit in everything they wanted to do and usually had a good influence on events with in school 101(54.6%). Very many agreed that life was good 100(52.1%), many felt fully mentally alert and able to take up any responsibility given to them 96(51.3%) while 96(51%) were very happy.

Generally, adolescent students in secondary schools in Wakiso District have got slightly increased levels of happiness in reference to the average mean of 3.20.

Self –esteem and Emotional Intelligence among adolescents in secondary schools.

Pearson product moment correlation coefficient (r) was used to examine the relationship self-esteem and emotional intelligence among adolescents in secondary schools in Wakiso district.

Table 6:

Correlation results for the relationship between self-esteem and emotional intelligence of adolescent students in secondary schools

		1	2	Beta (r)	t	p	Adj Rsq
1. Self Esteem	Pearson Correlation Sig(2-Tailed) N						
				.366**	4.050	.000	.126
2. Emotional Intelligence	Pearson correlation Sig(2-tailed) N	.366	.000				
		108					

** Significant at 0.01

Source: Primary data, 2019

Statistical results as indicated in the table above show that there was a positive significant relationship between self-esteem and emotional intelligence among adolescents in secondary schools in Wakiso district ($r = .366^{**}$, < 0.01). This is interpreted to mean that adolescent students having increased level of self-esteem may possess correspondent increased emotional intelligence. Self-esteem predicts emotional intelligence at 12.6%.

Emotional Intelligence and Happiness among adolescents in secondary schools

Furthermore, Pearson product moment correlation coefficient (r) was used to determine whether there was a relationship between emotional intelligence and happiness among adolescents in secondary schools in Wakiso district. Results are presented in the table below.

Table 7:

Correlation results for the relationship between emotional intelligence and happiness among adolescent students in secondary schools

		1	2	Beta (r)	t	p	Adj Rsq
1.Emotional Intelligence	Pearson correlation Sig(2-tailed) N			.472**	4.343	.000	.214
Happiness	Pearson Correlation Sig(2-tailed) N	.472	.000				

** Significant at 0.01

Source: *Primary data, 2019*

Findings from the above table show that there is a relatively significant relationship between emotional intelligence and happiness among adolescent students in secondary schools in Wakiso district ($r = .472^{**}$, < 0.01). This implies that students having high level of emotional intelligence are likely to be happy. Emotional intelligence predicts happiness at 21.4%. An increase in emotional intelligence is therefore related to an increase in happiness and the findings are enough ground to uphold the hypothesis that there is a significant relationship between emotional intelligence and happiness.

Self-esteem and Happiness among adolescents in secondary schools

To determine the nature of the relationship between self-esteem and happiness among adolescents in secondary schools in Wakiso district, a Pearson product moment correlation coefficient (r) was used to test the hypothesis that stated that there is a significant relationship between self-esteem and happiness. Results are presented in the tables below.

Table 8:

Correlation results for the relationship between self-esteem and happiness among adolescents in secondary schools

		1	2	Beta (r)	t	p	Adj Rsq
1.Self Esteem	Pearson Correlation Sig(2-Tailed) N						
				.345**	3.708	.000	.110
2.Happiness	Pearson correlation Sig(2-tailed) N	.345 .000 108					

** Significant at 0.01

Source: Primary data, 2019

Findings from the table above show that there was a positive significant relationship between self-esteem and happiness among adolescents in secondary schools in Wakiso district, ($r = .345^{**}$, < 0.01). This also means that adolescent students with a higher level of Self-esteem are likely to be happy. These finding implies that an increase in self-esteem is related to an increase in happiness to a statistically significant extent. This also implies that the hypothesis that stated that there is a significant relationship between self-esteem and happiness is upheld.

Mediating role of emotional intelligence between self-esteem and happiness among adolescents in secondary schools

Regression was used to determine whether emotional intelligence mediated the relationship between self-esteem and happiness among adolescents in secondary schools in Wakiso District. Results are presented in the table below.

Table 9:

Results for the mediation analysis of emotional intelligence between self-esteem and happiness among adolescent students in secondary schools

STEPS	Dependent Variable	Independent Variable	Beta	t	p	Adj Rsq
1	Emotional Intelligence	Self-Esteem	.366	12.602	.000	.126
2	Happiness	Self-Esteem	.345	11.615	.000	.110
3	Happiness	Self-Esteem	.235	2.254	.027	.282
		Emotional Intelligence	.416	4.005	.000	

Source: primary data, 2019

From the table above, self-esteem affected emotional intelligence in the first step ($t=12.602$, $p=.000$). Self-esteem affected happiness in the second step ($t =11.615$, $p =.000$) and emotional intelligence affected happiness in the third step ($t =2.254$, $p =.027$). Self-esteem's effect was reduced in magnitude but still significant when emotional intelligence was controlled. That is, self-esteem reduced from (Beta =.345 to Beta =.235) and remaining with a significant p-value (0.027) hence partial mediation.

Chapter Five

Discussions, Conclusions and Recommendations

This chapter presents the discussions, conclusions and recommendations of the results derived from the findings that the study proposes in response to the study gaps.

Discussions

Self-Esteem and Emotional Intelligence

The first hypothesis states that self-esteem and emotional intelligence are significantly related. The findings indicate that there is a positive significant relationship between self-esteem and emotional intelligence. When a person's self-esteem increases, also his/ her emotional intelligence levels are likely to increase.

If students have high levels of self-esteem by having respect for themselves, feeling useful, having a positive attitude towards themselves and much to be proud of, they may be able to control their own emotions and for others. Students who have value and respect themselves are highly in position to manage one's emotions, as well as others.

The findings of this study are in line with the findings of Ciarrochi et al. (2000) and Schutte et al. (2002), who reported a strong correlation between self-esteem and emotional intelligence. This means that if students had increased emotional intelligence they associated with positive mood and increased self-esteem. That is, when positive students feel useful and of worth, they may be emotionally stable which might imply that self-esteem influences emotional intelligence.

The findings of the study are also in line with the findings of Kaplan et al. (2012) and Lievens (2013), Koleoso et al. (2016) and Eremie & Chikweru, (2015) who all reported significant correlation between students' self-esteem and emotional intelligence. Self-esteem is

significantly related to emotional intelligence if students have better level of mental health and self-harmony, they are more likely to feel more confident and competent, exhibiting optimistic attitudes. Such students may have strong personal strength and ability to solve problems and ability to control emotions. The findings are also in line with Nakanjako (2012) who found out that students of increased self-esteem perform better in the daily activities of life and more frequently achieve professional success when their levels of emotional intelligence are also reasonable.

However, the findings of the study are not in line with the findings of Lam & Kirby (2002) who indicated that self-esteem is not significantly related with emotional intelligence. That it is not only self-esteem and emotional intelligence but there are other factors like general knowledge and environment that leads to greater performance. Such factors in addition to self-esteem and emotional intelligence may help in proper grooming of students which might enhance the student's emotional intelligence.

Therefore, this study, like most previous studies, confirms that self-esteem is significantly related to emotional intelligence, hence supporting the hypothesis.

Emotional Intelligence and Happiness

The second hypothesis states that emotional intelligence and happiness are significantly related.

Results of this study taken indicated that emotional intelligence was positively and significantly related to happiness and the four compounds of positive emotions, life satisfaction, positive relationships and accomplishment. As emotional intelligence increases, happiness levels also may increase may be implying that emotionally stable students are most likely to be happy. If students have high levels of emotional intelligence for example being empathetic, self-regulated, having self-awareness, there might be happiness, life satisfaction, good relationship and positive emotions in the schools. Students who are emotionally stable are most likely to be

highly interested in studies probably implying that emotional intelligence most likely enhances happiness.

Most previous research findings on emotional intelligence and happiness are in line with this study findings. Some researchers have indicated close relationships between emotional intelligence and happiness. Ruderman et al. (2002) found out that emotional intelligence was often used as an indicator of happiness. Cassey (2009) found out that intrapersonal emotional intelligence seemed so important to happiness meaning that a student with good intra personal skills is most likely to be a happy one. Emotional intelligence increases with the amount of satisfaction from life and happiness at large and that empathy was proved to be one of the important variables in predicting happiness of youth. (Austine et al., 2005) and (Carson et al, 2000). The study analysis showed that emotional intelligence may directly influence happiness levels of adolescent students in schools. A positive correlation was found between self-esteem and happiness therefore giving support to previous studies for example (Csizentmibalyi and Hunter, 2003; Gray et al, 2013).

However, some few previous findings are not in agreement with this study findings. For example, Mayer et al. (1997) suggested that using the emotion only for thinking with emotions themselves, may be related to social competences and adaptive behavior but not necessarily happiness. Bracket et al. (2006) found out that it was not only emotional abilities that directly related to well-being and happiness but there were other variables like perceived stress that played an important role in well-being and happiness. From this point of view, students' happiness depends on many other factors not only emotional intelligence implying that even those with low emotional intelligence levels can be happy.

Self-Esteem and Happiness

The third hypothesis stated that “self-esteem is significantly related to happiness”.

Results of this study indicated that self-esteem was positively and significantly related to happiness and most of the happiness components of having positive emotions, life satisfaction, accomplishments, and good meaningful relationships, as happiness levels increases, self-esteem may also increase.

If students have high level of self-esteem for example are confident, have a positive outlook, ability to say no and the ability to express their needs, there might be increased levels of happiness of the students in their schools. Students who have high levels of self-esteem are most likely to be happy and highly interested in their studies meaning self-esteem influences happiness.

The findings of this study are also in line with the findings of Edel (2015), Yuki et al. (2013), Smith (2000) and Lennarz et al. (2016) who all reported strong correlation between Self-esteem and happiness. If students have increased levels of self-esteem, confidence, respect, value or worth for themselves, they may be very happy and committed to their studies. Students who are happy with their studies, may not even think of dropping out of school.

However, the findings of the researcher are not in line with the findings of Appleton et al. (1994) who reported that in their study on self-esteem and happiness among children and adolescents with disabilities, found out that little evidence exists that self-esteem or happiness levels are related. Parducci (1995) and Diener et al. (1999) reported that self-esteem and happiness were not related. That is, however much self-esteem may seem important for happiness to take place, it does not provide enough description of happiness and it is not necessarily related to most of the happy or unhappy experiences and moments. For example, when a student is confident, has value and respect for him /herself, it does may not guarantee his

/ her happiness. On the other hand, there were also opposite conclusions, well as certain studies revealed that low self-esteem mostly due to negative affects the victims felt it in good times, other researchers supported the positive outcomes of high self-esteem despite the stress and other conditions Baumister et al. (2003). The findings are in line with Sheldon (2011) who revealed that psychological needs necessitate psychosocial experiences which act as psychological vitamins to promote happiness and health.

Therefore, this study like most previous studies, confirm that self-esteem is significantly related to happiness, hence supporting the hypothesis.

Mediational role of emotional intelligence

The fourth hypothesis states that emotional intelligence mediates the relationship between self-esteem and happiness.

The findings indicate that emotional intelligence mediates the relationship between self-esteem and happiness. If students have increased level of self-awareness, self-regulation, motivation and being empathetic, they are more likely to have increased levels of self-esteem and happiness of students in schools.

The findings of this research study are in line with the findings of Schutte et al, (2002) who reported that emotional intelligence linked properly with happiness, pleasant mood state and increased level of self-esteem. Xu & Xue (2004) and Kong et al. (2012) all reported strong mediation role of emotional intelligence between self-esteem and happiness. In addition, Tamra et al. (2006) found out that emotional intelligence and self-esteem were related to both perceived parental love and happiness. This means that emotional intelligence influences both self-esteem and happiness that is, students with high levels of emotional intelligence such as highly motivated, empathetic and are self-regulated may be happy and their self-esteem levels are most likely to be high.

However, some few previous findings are not in line with this study findings. For example, Leary, (1999) reported that adolescents with high self-esteem at times could experience negative moods and feel more less satisfied with their lives. This implies that even if a student had increased levels of self-esteem, there are other factors that could affect their mood, and levels of life satisfaction and happiness. Schutte et al. (2002) reported that emotional intelligence is among other factors associated with an increase in positive mood state and higher state of self-esteem implying that it is not only emotional intelligence but maybe there are also other factors.

Self-esteem was found to be positively correlated to happiness indicating that individuals with higher self-esteem were usually in happy mood (Twenge et al., 2019).

Conclusions

Self-esteem and emotional intelligence are beneficial outcomes of positive self-esteem which is seen to be associated with emotional intelligence, good discipline, academic competence and confidence of students in secondary schools. It is also associated with personality traits and mood control of an individual.

There was a positive relationship between emotional intelligence and happiness on students' behavior and academic excellence. Students with high emotional intelligence may have higher chances of good association with their peers in terms of social skills like mood control, problem solving and decision making in day-to-day life situations. Such students are highly expected to perform better and excel in their academics because of the interest they may have in studies and all other co-curricular activities in school, given the fact that they are likely to be happy with what they would be doing. However, students with low levels of emotional intelligence might be seen having poor social skills which might affect their studies negatively since they are likely to be unhappy, not confident and may lack interest in whatever they might be doing.

Self-esteem plays an important role in a student's academic achievement, social wellbeing, personal responsibility and happiness at large. Students who are usually happy may excel in academics and other activities because of their likely confidence and ability to express their needs in contrast to their counter parts. Students who highly value themselves may be very happy with whatever they do. Their interest in studies and all other activities within school may be higher and most likely they may actively participate in school activities. However, un happy students are likely to have constant negative changing moods which may eventually affect their social life and academic performance in school.

To improve student's self-esteem and happiness, their emotional intelligence levels may be enhanced through training them in skills like problem solving, decision making, self-motivation, self-awareness and self-regulation. With that in place students are most likely to be happier and with higher levels of self-esteem. Emotional intelligence levels of students need boosting so as their esteem and happiness levels increase. It may be through encouraging students to attend various trainings which are geared towards becoming more confident, hardworking, patient and prioritizing one's needs. A student equipped with all these or some of them are most likely to improve on one's self-esteem and happiness.

Recommendations

Self-esteem is an important factor to the emotional stability of the students in secondary school therefore if the students are to excel in discipline and academics; they must be instilled in self-esteem traits such as self-value, worthiness and confidence so as to be able to effectively manage their emotions as well as other people's emotions. This can be done through encouraging them to take part in as many school activities as they can, for example schools should put in place clubs such as debating clubs, scripture union, games and sports, rotary clubs, Red Cross-cultural groups, and music, dance and drama among others where students are warmly welcomed

and embraced. These will help many students to identify their capabilities and different talents where they can do their best which will automatically boost their self-esteem or help to build their emotional intelligence.

Students spend most of their time at school, because of this, the teachers should provide supervision as much as possible to ensure that their esteem and emotional intelligence is developed or improved. This may be done through allowing them to indulge in self-driven programs like team leadership and group discussions amongst themselves.

To establish happiness among students, they are expected to be able to manage their emotions as well as for others. This can basically be done through training them in social skills like problem solving, decision making, self-awareness, regulation and motivation by guests from outside the school, that is not by their teachers whom they are used too every day. Therefore, inspirational guest speakers may be brought in to talk to them about the important skills in life so as to improve on their emotional intelligence levels. With increased levels of emotional intelligence, students are most likely to be happier than before learning the life skills like problem solving mood management, anger management, decision making, self-awareness, self-regulation and other social skills required for good relationships.

To increase happiness levels among secondary students, self-esteem may be enhanced first by giving them chance to get involved in school activities which boost their ego and self-esteem. When they try out anything, even if not done right, they need to be encouraged and not blamed or laughed at so as they don't get discouraged or lose hope completely. Actually, the students need to be helped to identify their areas of interest and capabilities so that they just work on improving on them. This is so because, in case students gain competence in those particular areas of interest, they may be happier than expected. In a bid to highly improve on their talents and capabilities, it is better to involve them in competitions but wisely then prizes be given to all

participants depending on the performance so as to encourage them to participate regularly. The above might boost their self-esteem and yet increase their happiness levels.

To improve student's self-esteem and happiness, their emotional intelligence levels must be enhanced through training them in skills like problem solving, decision making, self-motivation, self-awareness and self-regulation. With that in place students are most likely to be happier and with higher levels of self-esteem. Emotional intelligence levels of students need boosting so as their self-esteem and happiness levels increase. It may be through encouraging students to attend various trainings which are geared towards becoming more confident, hardworking, patient and how to prioritize one's needs. A student equipped with these or some of them are most likely to improve on one's self-esteem and happiness.

Ministry of Education, Education Institutions, school authorities and other stake holders like teachers and counselors should try to put in place programs that instill, boost and improve on the self-esteem, emotional intelligence among students in secondary schools. Such programs may include, debates on different relevant topics, through seminars, workshops, scouting and girl guiding among others. These may expect to improve on their interaction skills, social skills, proper language use and discipline and eventually good performance in academics.

The parents of these adolescent students should actively and continuously get involved with their children by spending time with them. This is because it may reduce on the probability of developing some conduct disorders which may destroy their esteem, emotional intelligence, happiness and general well-being.

Teachers and parents being the most important agents who serve as educators to their adolescents in community, they must show themselves as "role models" and best examples. Therefore, they should be exemplary and inspirational to adolescent students. In this therefore,

there should be enough openness and positivity in communication not forgetting to instill the good values in students as early as possible before it is too late.

Stake holders in the education sector such as education ministers and administrators at all levels including school level, should enhance more programs such as (CPDs) Continuous Professional Development for teachers, they should be equipped with guidance and counseling techniques so as to be in position to attend and manage adolescents who tend to misbehave because of the stage.

Recommendations for Further Research

Additional and practical research needs to be conducted to develop and assess programs for teachers, counselors and school administrators to use on individual, in the classroom and on institutional level respectively. This is so because the researcher's findings in this study was carried out on students only therefore there is also need to get the view of the other stake holders in the education system as well. There is need for further research to be conducted to confirm the findings in this study and to investigate whether they have any implications on academic performance and excellence.

The study can be re done among different population for example University or college students and or even workers in organizations.

The study can also be done using qualitative approaches (I am intrigued about what causes happiness among students at different levels). I would want to do such a study for example.

A study can be done on the predictive role of self-esteem and emotional intelligence on happiness among different population.

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Appendices

Appendix I: Informed Consent form for students.

Makerere University

School of Psychology,

P.O Box 7062,

Kampala- Uganda.

23rd May 2019

Dear respondent,

I am a student of Makerere University pursuing a research study leading to the award of a Master of Education in Educational Psychology of Makerere University. You were selected to participate in this study. The topic of study is, “Self-esteem, Emotional Intelligence and Happiness among Secondary School Adolescents in Wakiso District. Therefore, you are kindly requested to provide us with some information through questionnaires. The reason for this communication is to ask for your consent. If you consent to participate in this study, please confirm by signing just above the word respondent. This study is purely academic therefore your responses will be used for academic purposes only and will be treated with the highest level of confidentiality.

Sincerely,

.....

Researcher

.....

Respondent

Date.....

Appendix II: Questionnaire

Dear respondent,

As part of the requirement for the partial fulfillment for the award of Masters in Educational Psychology, I am required to conduct research on the topic entitled “**Self-esteem, Emotional Intelligence and Happiness among school going Adolescents**.” Kindly attend to the following questions.

The questionnaire has four sections, which is A, B, C and D. Please do not indicate your name anywhere. Simply tick the appropriate answer. Your responses will be kept clinically confidential and will only be used for research purposes

SECTION A: BACKGROUND INFORMATION OF RESPONDENTS. (Tick what applies to you)

A1. Sex: Male Female

A2. Age of respondent

A3. School of respondent

A3. Class of respondent

A4. Category of student: Day Scholar Boarding

A5. Category of school: Government Private

SECTION B: SELF-ESTEEM

Below is a list of statements dealing with your general feelings about yourself. Kindly tick according to the codes given

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

SN	How do you agree or disagree with the following statements	Response			
1	On the whole, I am satisfied with myself.	1	2	3	4
2	At times, I think I am no good at all.	1	2	3	4
3	I feel that I have a number of good qualities	1	2	3	4
4	I am able to do things as well as most other people	1	2	3	4
5	I feel I do not have much to be proud of	1	2	3	4
6	I certainly feel useless at times	1	2	3	4
7	I feel that I'm a person of worth, at least equal to others	1	2	3	4
8	I wish I could have more respect for myself	1	2	3	4
9	I take a positive attitude towards myself	1	2	3	4
10	All in all, I am inclined to feel that I'm a failure	1	2	3	4

Based on: Chacko C.M. & Abraham .S.S., (2017), Academic Performance, Self-esteem and Happiness among Adolescents in Kerala.

SECTION C: EMOTIONAL INTELLIGENCE

Read the following statements about yourself and indicate your degree of agreement or disagreement.

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

SN	How do you agree or disagree with the following statements	Response				
		1	2	3	4	5
1.	I pay close attention to feelings.	1	2	3	4	5
2.	I usually worry about what I feel	1	2	3	4	5
3.	I usually spend time thinking about my emotions.	1	2	3	4	5
4.	I think it pays to pay attention to my emotions.	1	2	3	4	5
5.	I let my feelings affect my thoughts.	1	2	3	4	5
6.	I think about my mood constantly.	1	2	3	4	5
7.	I often think about my feelings.	1	2	3	4	5
8.	I pay close attention to how I feel.	1	2	3	4	5
9.	I have clear feelings	1	2	3	4	5
10.	I can often define my feelings.	1	2	3	4	5
11.	I almost always know how I feel.	1	2	3	4	5
12.	I usually know my feelings about people.	1	2	3	4	5
13.	I often notice my feelings in different situations.	1	2	3	4	5

14.	I can always tell how I feel.	1	2	3	4	5
15.	Sometimes I can say what my emotions are.	1	2	3	4	5
16.	I can understand my feelings.	1	2	3	4	5
17.	Although I sometimes feel sad, I usually have a positive outlook.	1	2	3	4	5
18.	Though I sometimes feel bad, I try to think of pleasant things.	1	2	3	4	5
19.	When I am sad, I think of all the pleasures of life.	1	2	3	4	5
20.	I try to think positive thoughts even though I feel bad	1	2	3	4	5
21.	If I turn things around too much, complicating them, I try to calm myself down.	1	2	3	4	5
22.	I worry about being in a good mood	1	2	3	4	5
23.	I have lots of energy when I feel happy.	1	2	3	4	5
24.	When I am angry I try to change my mood.	1	2	3	4	5

Adapted from The happy personality: mediating role of trait emotional intelligence .Personality and Individual differences by Chamorro-Premuzic, R., Bennett, E., &Furnham, A. (2007).

SECTION D: HAPPINESS

Below are a number of statements about happiness. Kindly indicate how much you agree or disagree with each by ticking or circling for each item, according to the following scale.

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

SN	How do you agree or disagree with the following statements	Response
1	I don't feel particularly pleased with the way I am.	1 2 3 4 5
2	I am intensely interested in other people.	1 2 3 4 5
3	I feel that life is very rewarding.	1 2 3 4 5
4	I have very warm feelings towards almost everyone.	1 2 3 4 5
5	I rarely wake up feeling refreshed.	1 2 3 4 5
6	I am not particularly hopeful about the future.	1 2 3 4 5
7	I find most things amusing.	1 2 3 4 5
8	I am always committed and involved in school activities	1 2 3 4 5
9	Life is good.	1 2 3 4 5
10	I do not think that the world is a good place.	1 2 3 4 5
11	I laugh a lot.	1 2 3 4 5
12	I am well satisfied about everything in my life.	1 2 3 4 5
13	I don't think I look attractive.	1 2 3 4 5
14	There is a gap between what I would like to do and what I have done.	1 2 3 4 5
15	I am very happy.	1 2 3 4 5
16	I find beauty in some things.	1 2 3 4 5

- | | | | | | | |
|----|--|---|---|---|---|---|
| 17 | I always have a cheerful effect on others. | 1 | 2 | 3 | 4 | 5 |
| 18 | I can fit in everything I want to do. | 1 | 2 | 3 | 4 | 5 |
| 19 | I feel that I am not in control of my life. | 1 | 2 | 3 | 4 | 5 |
| 20 | I feel able to take up any responsibility given to me. | 1 | 2 | 3 | 4 | 5 |
| 21 | I feel fully mentally alert. | 1 | 2 | 3 | 4 | 5 |
| 22 | I often experience joy and excitement. | 1 | 2 | 3 | 4 | 5 |
| 23 | I don't find it easy to make decisions. | 1 | 2 | 3 | 4 | 5 |
| 24 | I don't have a particular sense of meaning and purpose in my life. | 1 | 2 | 3 | 4 | 5 |
| 25 | I feel I have a great deal of energy. | 1 | 2 | 3 | 4 | 5 |
| 26 | I usually have a good influence on events with in school. | 1 | 2 | 3 | 4 | 5 |
| 27 | I don't normally have fun with other people. | 1 | 2 | 3 | 4 | 5 |
| 28 | I don't feel particularly healthy in most cases. | 1 | 2 | 3 | 4 | 5 |

List three reasons why some students in this school are sometimes not happy.

Based on: Sonja Lyubomirsky (2005) .Pursuing happiness: the architecture of sustainable change. Review of General Psychology.

THANK YOU.