In the brink of Insanity: Understanding the Lived- Experience of High School Students on Depression, A Phenomenology

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Abstract

Depression has been an issue ever since. Among adolescents however, the roots of this problem have not been understood deeply. Using a profound semi-structured interview, this study uncovered the global sentiments of high school students who struggle with frustration that ultimately leads them to depression. Employing phenomenology as its research design, accounts of articulations, musings, and expressions of the respondents, through as semi-structured interview, were transcribed from emic to etic following the cool to warm analysis of data via dendogram in order to surface the emerging themes. The member-checking procedure is utilized to ensure the trustworthiness of the data. Results have surfaced three contributive factors of frustration in the life of high school students such as social, familial, and psychological factors. The discovered contributive factors of frustration widen the knowledge of individuals as to the possible origins of depression from the perspective of the respondents.

Keywords: Depression, Frustration, Adolescents, Psychological, Phenomenology

1. Introduction

Ongoing struggles of adolescents today constitute of their daily mêlées and brawls with themselves which eventually build the feeling of being anxious and depressed. Today, anxiety and depression are the most common mental health problems among children and adolescents and can affect their performance among many other aspects of their lives (Abedi et. al, 2016). It is viewed as an immense problem that progresses to difficulties in

regulating and managing emotions, which may hinder from achieving their dreams, gaining self-esteem, and acquiring resilient mental capacity (Hankin et al. 2008). A study conducted by Saluja et.al, (2004) revealed that depression is a substantial and largely unrecognized problem among young adolescents that warrants an increased need and opportunity for identification and intervention at the middle school level. This is the age wherein students scrimmage with school and life's challenges in general the extent to which is that the overall severity of depressive symptoms tends to increase during the transition from childhood to adolescence (Hankin et al. 2008; Twenge and Nolen-Hoeksema 2002) in that the onset of it starts to develop at an early age; when further pressured, and will stay permanently.

Realistically, with the complex lifestyle of the youth, encountering numerous problems regarding mental health is a big possibility. Their surrounding environment, depleting them of their mental development, debauches their thoughts nowadays. The everyday milieu encountered by the high school students all contributes to their psychological status where constant interaction with other individuals such as friends and family heightens negativity; thus, the need of family support against the harmful impact of negative life-events on depressive symptoms, as it is the source of emotional and social incompatibility, is highly encouraged (Mumberg et al. 2004, Possel et. al 2018). This means that the interpersonal ties reduces the risk of feeling frustrated and gradually eradicates the depressive outlooks in the student's life. Interpersonal trust is thought to be a very valuable resource that can facilitate and enable coordinated social interactions (Blau 1964; Coleman 1988; Zucker 1986) which becomes an irony in reality; they are the building blocks to mental stability of teenagers trapped in the realm of their depression. As conformed by Bearman and Woody (2004,) the proper interpersonal exchange of ideas and bonds all establish a better foundation of growth for such teenagers for adolescent well-being is largely the product of interactions among the multiple contexts in which adolescents are embedded. However, Twenge and Nolen-Hoeksema (2002) argued that a number of adolescents actually gain such malignant feelings from these stimuli.

Students of today must be cautious in creating relationships with people in their surroundings for these elements are also potential contributors to the ongoing mental distress they are going through. Breakage of dependence and trust lead to the domino effect of sadness and frustration which amount to depression. Adolescents struggle with the constant notion of forced and insincere personas that contribute to their depression. Both boys and girls were more likely to have suicidal thoughts if they engaged in fewer activities with their parents (male odds ratio [OR]=1.57, female OR=1.74) (Bearman and Woody, 2004). Truly, relationship with fellow intellectuals is crucial in the development of one's brain and in their emotional intelligence.

It is on this premise that this paper sought to investigate the global sentiments of high school students by capturing subliminal lebenswelt experience of being frustrated that succumb them to depression in their everyday struggles with peers, environment, parents, scholastic activities and a lot more. Depression is a disease characterized by personal frustration and failure in achieving one's goals (Abedi et. al, 2016). Thus, this paper argues that frustrations root from the intrinsic and extrinsic variables from and around the students. Depression comes from deeply engrained frustrations piled up over time then transformed into depression (Possel et. al 2018.) Through this phenomenological inquiry the researcher attempts to identify the underlying causes of frustrations, how it transforms into depression, and how it affects the way of living of the high school students morally, psychologically, and emotionally.

2. Method

Capturing the lived experience of students who underwent different modalities of frustrations and how this leads to depression that fabricates impact in their teenage life, this phenomenological inquiry creates a better view in understanding the human experience in the lived world. Phenomenological approach in research is to clarify and enlighten how people understand and comprehend certain phenomena (Lester 1999). Phenomenology is described as "a radical beginning, a return to philosophical questioning and a way to see the world anew as it really is rather than as it is constructed" and a reasoned inquiry which discovers inherent essences of appearances (McWilliam, Kothari, Catherine Ward-Griffin, Forbes, & Leipert 2009, Gearing 2004, Caelli 2001).

2.1 Locus and Participants

Applying the process of Creswell, (2007) and Heppner & Heppner (2004) method of collecting information of at least three (3) to a maximum of thirteen (13) respondents, in-depth interviews were administered to seven (7) respondents, all of whom were high school students in Philippine School Doha particularly in the State of Qatar identified to have experienced certain degree of depression.

2.2 Instrumentation

A 2-part instrument was needed to gather the necessary data for this study. The first part was based on the *robotfoto* (Kelchtermans & Ballet 2002), a Dutch term which means a cartographic sketch of the subject, given to the respondents before the actual interview. The demographic file such as: age, gender, grade level, and a short description of what the respondents feel when they are depressed, were collected from the respondents. The second part was the semi-structured interview. This kind of interview collects detailed information and articulations from the participants in conversational manner. Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided.

2.3 Data Collection and Ethical Consideration

The main source of data used in this study was the results of the interview conducted since they provide insights and opinions to the latent causes and justifications that are effective for analyzing explanations behind phenomena that are not immediately perceptible but nonetheless cause concern Before the administration of the interview, a printed consent form asking for their approval to be subjected to an interview to be recorded through the cellular mobile phone for purposes of decoding and analyzing the collected data. The collected data were treated with utmost confidentiality to ensure respondents anonymity of articulations and musings.

2.4 Mode of Analysis

To uncover the phenomenon under examination, a 3-part structural analysis was adopted. First, interview recordings were transcribed then converted from "emic" to "etic" transcription for the purposes of simple understanding. Then, the translated meaning units were structurally analyzed via a *dendrogram* (Faulker and Sparkes 1999), wherein responses that express similar ideas and form relationships with each other are compared and grouped into themes. Finally, a comprehensive understanding emerged through the researchers' acuity and careful bracketing. Distinct themes developed and were treated to member checking procedures to guarantee validity and trustworthiness of data.

3. Findings

Construing the lebenswelt of Philippine School Doha (PSD) high school students who endured the struggles of depression, this phenomenological attempt unveils the underlying factors of frustration seek to answer the question; **What contributive factors of frustrations that lead to depression?** Verbalizations, musings, and

articulations of the respondents offer three contributive factors that lead to frustration. Psychological; encompasses the effects of the frustration coming from the academic and mental aspects that allows individual to have a   depressive, unproductive, and exhaustive feelings. Social; shows the sign of disconnection, intimidation, and isolation brought about by friends and peer-pressures and Familial; is a frustration related to family matters due to miscommunication, dissociation, and expectations. These three contributive factors of frustrations are unmindfully piled up in the sub-consciousness of individuals which will succumb to depression if not properly attended to.
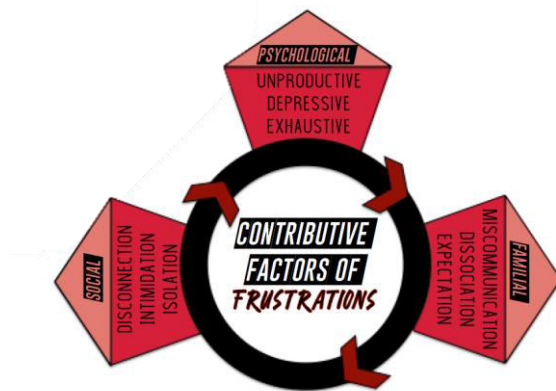

Figure 1: Impact on Students' Frustration

The figure displays the contributive factors of frustration in the lives of high school students. The arrows show how the three factors are all interconnected and all contributive to the frustrations of the students such as social, psychological, and familial factors.

3.1 Psychological
School and academics play a vital role in the lives of high school students; affecting them deep into their psychosomatic sub-consciousness.   Essentially, it shows how testing mental abilities can contribute to the students' frustrations affecting them negatively. The collective verbalizations of PSD high school students unveil the struggles brought about by academics to their emotional stability. One confirmatory statement states, *" I just become quiet and lose my mood, I feel hopeless because I can't solve my frustration and it leads to depression."* *(R7)* This statement is supported by two other responses that explain how academics contribute to their feelings of being exhausted

> *"I feel stressed when loaded with a lot of school works. " (R7)*
> *"Whenever we have homework then when someone is asking about how I am, how do I feel, like asking personal question, it is really exhausting and frustrating." (R3)*

This shows how piled school works add up to the frustrations of the students. The pressure coming from school alone is the surface of their frustrations and once triggered this causes them to be unproductive which will result to the slow rise of academic pressure as averred by these respondents:

> *"The ironic part is; when there are a lot of things to do, that is when I lose motivation because they are already piled up. I know I should be doing something for them not to pile up and yet I don't do anything about it." (R5)*

Pondering on the respondents' revelations, school works and academics exhaust their mental capabilities leaving them unable to handle their frustrations well causing them to overlap which will lead to psychological manifestations.

3.2 Social

Peers and confidants are either sources of strength or cradles for pressure. If a person is in a deleterious atmosphere, the more he or she is vulnerable to pain. On one hand, if he or she is immersed in a nurturing setting, he or she will develop strength and security while on the other hand if one feels an unwelcoming environment from school and from peers he or she develops disconnection, intimidation, and isolation as averred by these respondents:

> *"I don't confront them directly and I tend to disregard the issue. I just shrug off until I lose care. I am covering it up and don't face the problem directly because I find that it is more convenient for me." (R4)*

This is seconded by the other respondent who developed disconnection from other people and eventually get intimidated with peers.

> *"Sometimes, it's others who make me frustrated but most of the time I get frustrated with myself because I always blame myself for making situations worse because of something that I did or something that I said. "(R3)*

Evidently, the students have created a mind-set wherein they isolate themselves from others because of the fear of being disregarded and misunderstood. They developed a barrier that blocks themselves from the things they refuse to hear and notice as confessed,

> *"Well they are okay with me but they sometimes judge me or try to tease me and it hurts my feelings." (R5)*

Undeniably, social milieu plays a vital role in the lives of the high school students. It becomes the source for pressure and a hindrance of communication. These social factors pose a possibility of increasing the frustrations of the students since it drives them to the conclusion that people do not understand their problems.

3.3 Familial

A family is a place where one feels loved, understood, and cared for. However, instead of finding refuge in her own home, the family of this respondent became a contributing factor to her frustrations. She vehemently expressed,

> *"It's very tense and shaky. We often fight with my parents and it reaches to the point where we curse at each other and throw things at each other. This resulted to my distrust with them since they just criticize me; that led to my depression." (R1)*

Another respondent then validated this statement as he said,

> *"We are becoming closer, at least with my mother. I'm starting to tell her about what I feel but I must be very hones; there are still a lot of things that I don't tell them." (R5)*

These revelations of the students demystify how they feel towards their families and their contribution to frustrations. The statements show how the students choose to not share their personal sentiments even with their parents. Their families appear to demand high expectations from the causing their vexations to dominate. The respondents revealed:

> *"I guess the worst experience for me is that when I have to do this one thing in school and then they thought I didn't do anything besides playing which is not true and that's why they keep on nagging me to do my assignments even though I already did do my assignments while I'm listening to music or something." (R3)*

> *"From my family, it pressures me because I feel like I need to match the expectations that my parents set to me." (R7)*

The significant roles of families impact the lives of the students immensely. They serve as the factors that push them away from their frustrations or closer to them. Evidently, there should be a deeper relationship between the students and their parents as they are the people who should serve as safe havens for their children. Frustrations are built on factors that are sometimes unexpected and they should be addressed.

Truly, Psychological, Social, and Familial factors are all contributory to frustration. These aspects negatively impact the lives of the students struggling with their vexations as they add up to the underlying causes of their frustrations affecting their whole being.

4. Discussion

Discovering the sentiments of Philippine School Doha high school students who had undergone the struggles of frustrations transforming to depression, this phenomenological investigation weaves a tapestry of interlacing expressions that emphasize how the factors of their everyday lives contribute to their frustrations that ultimately lead to depression. Their engaging stories uncovered three vital factors that contribute to their frustrations. Psychological; shows the pressure coming from academics that contribute to frustration, Familial; exposes the stress coming from own family members, and Social; discloses the effect of peers and socialization to their lives. These contributive factors root from the daily environment the student is in. As adolescents, these high school students receive all negative stimuli from their surroundings resulting to their piling frustrations which paramount to depression.

Ultimately, one can acquire multiple frustrations from the pressures brought about by their external environment; it may come from the least expected variables that push these frustrations to their threshold. Additionally, these extrinsic elements make or break these high school students. These create the borders in which their frustrations grow and transform to depression. Nevertheless, the effects of psychological, social, and familial factors prove to be dense constituents to the sentiments of these high school students.

4.1 Psychological
4.1.1 Unproductive

Being unproductive is inhabitable. Unproductive is commonly defined as being idle, but there is something more in it (Sirois et al. 2003. It is one of the major contributors to one being depressed. There are a lot of adverse effects that come with or from unproductivity and one of which is procrastination. In school, procrastination means getting getting anxious on the piled school related works that made students to procrastinate until the task is overwhelming and out of control. The Affective antecedents of academic procrastination include anxiety,

depression, feeling overwhelmed, shame and frustration due to work on aversive tasks (Beswick et al. 1988; Fee and Tangney 2000; Flett et al. 1995; Harrington 2005; Klingsieck et al.; Solomon and Rothblum 1984). Needless to say that procrastination is the negative seed of unproductivity which will eventually flourish and spread its negative component such as, poor academic performance, poor physical and mental health, low confidence, stress, and more. In this study students get overwhelmed with schoolwork that made them anxious and frustrated such anxiousness brings one to depression. Similarly, poor academic performance, based from the result of other related studies, show that procrastination behavior is related to difficulty in following instructions, low effort for success, weak self-efficacy, low capacity, inadequate motivation, academic anxiety, and low conscientiousness level (Haycock et al, 1998; Johnson et al, 1995; Klassen et al. 2009; Lay et al. 1997; Milgram et al. 1999; Milgram, Marshevsky et al. 1995; Rothblum et al. 1986; Saddler et al. 1999; Schouwenburg et al. 1995; Senécal et al. Vallerand 1995; Solomon et al. 1984). Tice and Baumeister, (1997) illuminates that procrastination has been proven to result to psychological effect that can harm students by getting stressed or lower grades. Previous studies have revealed several negative consequences of academic procrastination on students' well-being and grades the extent to which is that it predicted poor physical and mental health, taking into account the increased stress-mediated inclination (Sirois et al. 2003; Stead et al. 2010). On one hand, negative emotion and cognitive contemplation of one's procrastination contributes to the development of distress while on the other hand, Flett et al. (2016,) this also brings lot of adverse effects to students and adults. Resting is a necessity but too much of it is atrocious. Everyone can avoid such thing by properly balancing time and having a proper activity management.

4.1.2 Depressive

Deductively, there are a lot of aspects that can lead to one person being depressed and this originates from school, home, friends, or even parents. Family, friends, and teachers are crucial sources of social support for adolescents Burton et al., (2018) and having various sources of depressing factors can be very threatening when everyone has the possibility to get affected either emotionally or physically which is associated with poor health behavior. Further, youths who are depressed tend to experience difficulty relating to peers and are more likely than others to be involved in physical fights with peers (Abedi et al. 2016). The difficulties they face in their peer relationships and their tendency toward violent behavior are not well understood (Beswick et al. 1988). Saddler et al. (1999) argued that there is some overlap between the issues faced by youths who are depressed and those faced by youths involved in aggressive behaviors such as bullying. Some self-competence domains, including academics and close friendships, may become more salient during middle-to-late adolescence and exert a more consistent effect on depressive symptoms. This disorder can lead to problems in their regulation and management of their emotions and may then hinder the students' achievement of the goals of education Abedi et al. (2016) including the acquiring of academic skills, self- esteem, capacity for thinking and reasoning, proper understanding of concepts, recognition of the social roles and positions of others, religious doctrines and moral virtues, self-awareness and the spirit of. Depressive symptoms are all around us, and the effectiveness level of these symptoms can vary according to our environment and daily activities. The effects are purely negative but the total outcome can be positive, these are just challenges that can make an individual much better as viewed by the positive people (Saluja et al. 2004, Vanucci et al. 2018, Abedi et al. 2016).

4.1.3 Exhaustive

While depressive symptoms are brought about by how individuals deals with them, it is intuitively alarming that getting exhausted, as one symptom, would resort to temporary brain dysfunction (Rothblum et al. 1986). Exhaustion was characterized by "body over mind to be in a separate mood due to loads of work of which the brain has temporarily stopped to function allowing one to be feeling burned out. (Porr et al., 2010). Its

manifestation ranges from sudden and unexpected loss of energy, confusion resembling delirium, emotional numbness, change in sleep quality, increased drowsiness, and social withdrawal. Among all these workload became more strongly associated with depressive symptoms as it exceeded occupational norms for time pressure (Schonfeld et al. 2016, Porr et al. 2010, Ford et al. 2015). Impliedly, loads of work is the main factor that makes a person exhausted, which will eventually lead to psychological strain, burnout, and other negative effects (Ford et al. 2015). Eventually, dimensional measures of burnout and depressive symptoms have been found to have comparable relations with work and non-work factors. It makes the human body vulnerable to negative aspects that may lead to depression.

Undoubtedly, unproductiveness, depressiveness, and exhaustiveness negatively play vital role in the psychological part of a person that can develop person will develop stress and anxiety which eventually lead to depression. These factors carry dreadful manifestation that should not be ignored. People should not underestimate any issue that is related to psychological, as it is one of the major branches that causes of depression.

4.2 Social
4.2.1 Intimidation
Being intimidated by an individual means that he absorbed the feeling of fear with communicating with others. It is also one of the striking factors that lead to depression due to the fact that a person senses a feeling of inferiority and worthlessness because of social comparison. Social Comparison is a commonly studied self-evaluation strategy and there is abundant evidence that social comparison affects self-evaluations. (Micari and Drane 2011). Being intimidated and intimidating others make an individual question their self-worth. They hide their thoughts from themselves without noticing that they are starting to reveal it to others. They leave an impression that they are not vulnerable at all, causing envy among others. It can affect an individual's perception of others as well as their own perception of themselves. It is also a way of satisfying certain motives or goals of an individual. (Ding et al. 2018). Intimidation is a characteristic that seems promising. However, it marks a detrimental effect on people. Competition and the pressure to be superior among other people can take hold of one's emotions that will lead to depressive thoughts and eventually steer to depression.

4.2.2 Isolation
In like manner, social interaction is an important necessity for an individual to maintain a healthy mind. With this in mind, the lack of the aforementioned, labeled as isolation, is considered as one of the preeminent antecedents of the social factor that lead to depression. Social isolation and loneliness have been individually identified to be associated with depressive symptoms in multiple studies; previous research among older population has identified a wide range of social isolation indicators having impacts on depression, which include being single, living alone, having a weak or small social network and infrequency of social interactions (Ge et al. 2017). Isolation can drive the human psyche to the state of depression due to an individual lacking social support or any kind of outlet. In that family interaction is simply not enough to fulfill the social needs of an individual. Moreover, social isolation can serve as a component that can cause familial frustrations and vice versa. Researchers have also investigated links between quality of relationships with parents and mental health outcomes; problems with children or the family are viewed as symptomatic of dysfunction within the family system and its interactions (Crethar 2004, Riggio and Kwong 2011). While it is true that adolescence is a time where social sensitivity and self-esteem is fragile and can easily be influenced by various factors and often become a basis of their social capabilities later in life it is also imperative to note that a teen should properly attend or manage his/her social needs in order to avoid detrimental effects in the future.

4.2.3 Disconnection

Moreover, managing social relations can be difficult for teens, wherein they are constantly balancing time for their social, academic, and familial needs. When one does not devote himself/herself enough in a relationship, it can result to deterioration. When this circumstance is met, an individual is vulnerable to despondency and, to a greater extent, depression. By and large, adolescent well-being is largely the product of interactions among the multiple contexts in which adolescents are embedded (Bearman and Moody 2004) not to mention social disconnection. Social disconnection enthralls a big risk factor than can be a predictor of depression. Individuals seldom seek solitariness when it is desired and voluntary although it is a form of distress when it is unwanted. Psychologists believe that students should be physically, mentally, emotionally, socially, and behaviorally healthy and well-developed to be able to acquire the fundamental skills taught to them like interpersonal trust that is thought to be a very valuable resource that can facilitate and enable coordinated social interactions (Compas and Wagner 1991, Abedi et al. 2016). Social disconnection is one of the leading causes of several mental illnesses. Detachment to others can be voluntary however, when it is a result of conflict among peers, it starts to have inclination with frustration leading to depression.

Evidently, the significance of maintaining fulfilled social needs cannot be underestimated in the context of mental health of adolescence as it keeps the human psyche balanced and levelheaded. People with depression are reluctant to seek professional help, with estimates indicating that over half of people with major depression do not consult a health professional; this is due to stigma being a barrier to professional help-seeking for depression (Barney et al. 2006). Social factors can affect the perception of people to these stigmas, thus creating a cause and effect sequence that circles around intimidation, isolation, and disconnection.

4.3 Familial
4.3.1 Miscommunication

Distinguishing the same message, this study illuminates the ill-effect of family in different contexts. Due to wrong impression and high demands of expectations the family has become the source of frustration (Hodgson et. Al) that resulted to miscommunication. Miscommunication is portrayed as both parties not interpreting or encoding the same way the message is being described. Miscommunication also leads to misconception and misinterpretation and it can all be accidental or intentional depending on how the receiver reacts to the information. (Golish et. al., 2002, Guerrero et. al., 1995, Sankar 2004). As it is argued perceptions of a partner's responsiveness to communication are incredibly important for the well-being of a relationship, associated with enhanced intimacy and relational interdependence (Laurenceau et al., 1998) thus, Baumeister & Leary, (1995) elucidates that proper communication can lead to a consequential matter when the way of communication is inappropriate further leading to frustration.

4.3.2 Dissociation

In like manner, disconnection from people or hobbies are often caused by rejection or maltreatment. Mann and Sanders (1994) found that dissociation was associated with parental rejection and inconsistency in applying discipline in a sample of forty boys. Dissociation often refers as distancing or spacing from people that has caused frustration or negative effects to an individual. Persons that are depressive have found to be dissociative and are often treated with abuse or mishandled thus having symptoms of depersonalization or derealization of one's surroundings (Hodgson et. al., 2011, Molina-Serrano et. al., 2008, Hulette et. al., 2011). Thus, connectivity from people can have a positive effect on your lifestyle other than disconnection which can lead to a negative effect.

4.3.3 Expectation

On the same vein, parents putting pressure to their children as a form of giving a better performance in school is perceived as expectation is detrimental to the sanity of their children (Archarya 2003). Parental pressure for better academic performance was found to be mostly responsible for academic stress (Deb, Strodl, and Sun 2015). Expectation imposed by the parents causing pressure to their children that results to a negative effect in their academic performances. In addition, it has given an unfavorable manifestation wherein it affects the health of the individual whether it being physical, mental, psychological or even physical showing signs of anxiety, depression and stress. Academic expectations of students from their parents have been correlated with the student's academic pressure thus leading to stress causing students to show symptoms of anxiety, cynicism, fatigue etc. (Archarya 2003, Mau 1995, Gecas et. al.1990, McCaslin et. al. 1991, and Okagaki et. al. 1998). Managing the academic expectancy of parents and that state of a persons' health is a convoluted task to accomplish. Stress caused by pressure contradicts with the time needed to maintain a robust health.

Ostensibly, the familial factors that contributes to frustration has a great impact to the child's relationship with his or her surroundings. Obtaining the satisfactorily expectations of parents and the correlation of communicating and connecting with the people that encompasses an individual is challenging considering the amount of time needed to be distributed. Depressive people are often distant to the ones that are around them which further leads to dissociating relationships, let alone the high standards set by the parental expectations given to them

5. Conclusion

This study has created a basis from which future research may be derived. The manifested and ascertained reality that emerged in the lived-experiences of Philippine School Doha's high school students have revealed that frustration imposes specific determinants that lead to depression with conceivable clarifications of how each individual determinant affect the human psyche. High school students should confirm that they will be able to indicate that every distinct contributory component can clearly distinguish them from each other. They should ensure that every factor needs to be maintained regularly with the appropriate means. If learners are able to balance the desiderata of every contributory element and manage proper prioritization of incoming problems, they can endure the constant emanation of issues that disturb the human mind and have mental and emotional harmony. A frustrated individual denotes signs of negative emotions like anger and sadness. However, depression exhibits negative emotions like worthlessness and helplessness. Depression arouses a wide comprehension of emotions and can be sporadically classified as lethargic while frustration can sometimes be short-term, fleeting and superficial. They should clearly differentiate the facets of frustration and depression since both are interlinked and could be misinterpreted with each other. It is important to familiarize the salient concepts of frustration and how it could be a possible route to depression.

This study seeks to create an overview on the contributing factors of frustration of selected high school students in Philippine School Doha. Internal and external factors containing psychological, social and familial are causing emotional distress thus leading to depression. Frustration as annotated by the dictionary is a deep chronic state wherein insecurity and dissatisfaction arise and causes emotional stress. Components of the psychological factor consist of problems caused by internal distress. Familial factors are further divided into expectations of parents and distancing via miscommunication. Social factors are evident wherein one person creates a barrier causing one person to feel the need to isolate oneself causing social disconnection. Furthermore, social comparison is seen wherein someone feels the superiority of a person developing to social comparison. Evidently, when one cannot maintain the balance of the given contributory components, it is then leading to emotional distress that results in depression.

Although findings highlight the different factors that transform frustrations into depression, it cannot be avoided that there are overlooked concepts beyond the study. This study has created a springboard where future researches may take off. The themes uncovered in this study expose the how social, psychological, and familial factors contribute to the frustrations of the students and their roles in the daily struggle of their mental health. Depression is an often-unseen problem yet very serious once dissected deeper to its origins. If these sources of frustrations would be understood deeper, its effects should also be taken into account as well. The effects of these frustrations to the students should be understood. The severity of the frustrations should be discovered in order to understand more the reasons as to why it becomes depression. Through these findings, schools, parents, and friends will be more mindful of the sentiments of the people around them and how they are possible contributors to their frustrations and develop empathy towards others.

This preliminary investigation can be useful in schools as it serves as an eye-opener to the serious problem that depression brings to high school students. It is beneficial as it may initiate the start of programs and proper management of the issue. As depression remains dominant in the age of adolescents, it is necessary that schools and surrounding milieu to be mediators for this problem.

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