STRESS MANAGEMENT AND CONFLICT RESOLUTION AMONG SECONDARY SCHOOLS IN KAMPALA DISTRICT

BY

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AUGUST, 2013
DECLARATION

I, Nantongo Scovia, declare that the material in this dissertation has been done entirely
by me and has not been presented elsewhere for any academic award.

Nantongo Scovia

Sign

Date 09-09-2013
APPROVAL

This is to certify that this dissertation by Nantongo Scovia has been done under my supervision and is ready for Submission to the college of economics and management sciences for examination with my approval.

MS. NAKALEMA FAITH
(Supervisor)

Signature

DATE: 09 | 09 | 2013
DEDICATION

I would like to dedicate this research work to my parents who did contribute too much Mr. Ssemembe Godfrey and Mrs. Nabawanuka Rose, for their unifying support both financially and morally. Lastly to my friends for advice they injected in me while pursuing this course. Thank you, may the Almighty God bless you.
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Above all am grateful to the Almighty God for His Grace and favour upon the completion of this work.

To the college of Humanities and Social Sciences, my supervisor Ms. Nakalema Faith, Thank you so much for sacrificing a lot of your time, may the Almighty God bless you.

I appreciate with gratitude the assistance of various other people, whom their contributions have been instrumental in the course of my studies. To my sisters and brothers especially Namuddu Christine, segawa fred, Ssekiziyivu Geoffrey and Lwanga Bosco, I appreciate your kindness exhibited entirely in the enduring moments of my study.

My thanks also go to all my respondents, and my course mates and friends especially Ssegawa Zubairi in general for providing the necessary conducive learning environment to complete the course. To all who prayed for me and tolerated my inconveniences I have caused them in one way or another, contributed enormously to my academic success. However, all errors and omissions are entirely mine.

God bless you all.
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ABSTRACT
The purpose of the study was to establish the effect of stress management and conflict resolutions in I selected secondary schools in Kampala district. The study was guided by four specific objectives which included: i) to determine the profile of respondents in terms of gender, marital status, educational levels and age classes in secondary schools in Uganda, ii) to determine the levels of stress management among secondary schools Kampala district, iii) to determine the level of conflict resolution among secondary schools Kampala district, and iv) to examine whether there is a significant relationship between stress management and conflict resolution among students in secondary schools Kampala district. The study employed a descriptive correlation design that used both qualitative and quantitative methods of data collection and a sample of 80 respondents was used. From the study findings, it was revealed that the level of stress management was often on the following: - You are able to plan your own work (2.73) with a standard deviation of (1.106), followed by You can participate in decision making for your own job with a mean 2.58 of (1.003), You have some control over the pace/content of your work (2.56) and You have no control at all mean (2.30). The level of conflict resolution was often on the following: I don't like to rock the boat, so I cooperate with others and accept instructions easily (mean=2.33), I am a decision maker, but I make a point of listening to others to find the best solution possible (mean=2.42), I often keep to myself, because most things are not worth arguing about (mean=2.25), Differences of opinion are not always worth worrying about, so I usually avoid them (mean=2.13) and I often make slight modifications in my goals to meet other people's needs (mean=2.26). The study recommended that There should be effective Policies and Strategies of Solving all Conflicts to avoid unnecessary stress. School administrators should develop diverse but appropriate strategies to resolve and manage stress as they arise before escalating to unmanageable level. Efforts should be made by the School administrators to occasionally stimulate stress by encouraging divergent views and rewarding staff and unit/department for outstanding performance.
CHAPTER ONE

Introduction
This chapter presents the background to the study, problem statement, general objectives of the study, and specific objectives to the study, theoretical framework, conceptual framework, research questions, and scope of the study, and significance of the study, and operational definition of terms.

Background to the study
Stress is the ability of superiors to influence the behavior of subordinates to take a particular course of action (Bernard, 2005). Globally researchers believe that this act may lead the subordinate subject to stress it is the art of influencing people towards achieving school goals. Bernard (2005) further clarifies that quality of stress therefore refers to the effectiveness of the superiors in influencing the behavior of the subordinates in taking a particular course of action.

Head teachers use their positions to influence the behavior, actions of subordinates to take a particular course of action (Bernard, 2005). In some cases however head teachers have conflicting interests with those of the subordinate teachers and such head teachers are usually autocratic and rarely consider teachers interests hence registering low performances from their subordinates.

Conflict resolution refers to the ability of employees to reach consensus with their bosses through negotiation and critical decision making for both parties in order to reach the expected objectives through effective execution of assigned tasks with the aim of achieving the intended goals (Stoner, 2002). The school objectives are however achieved through effective execution of assigned tasks by employees (teachers) under effective resolutions. Conflict resolution is also a behavior in which organizations, teams and individuals get work done (Armstrong, 2003). It is the outcome of work as it provides the strongest linkage to the strategic goal of an organization (institution) (Bernadin, 1995). Stress is obtained by measuring individual activities to ensure that school goals are consistently being met in an effective and efficient manner (Politt,
Stress of employee's forms the basis for school productivity and it is important for school to engage in conflict resolution process and encourage its employees to bring out their best at work (winter, 1992). Stress is affected by school practices and culture, job characteristics, personal differences, team work but most importantly the quality of conflict resolution processes (Politt, 2003). Basing on the above scenario, the research therefore intends to establish whether the stress influences conflict resolution.

**Background the school within the about district local government**

Article 176 (2f) of the constitution of Uganda 1985, provides that employees in the service of School shall be employed by the institution in question (school). The school was to oversee the stress levels of the persons employed by them to provide services and monitor the resolution of conflict.

However, for purposes of ensuring implementation of National standard and adherence to stress standards Ministries were to inspect, monitor, and offer technical advice and training to teachers in secondary school is one of the schools in which decentralization took effect in 1993. Decentralization policy increased autonomy within the school settings. More powers such as planning, budgeting and human resource management were delegated to schools.

However, today's work place is differently diverse and constantly changing with typical employee-employer relationship turning upside down. The work place environment characterized by poor work relations and conflict, unpredicted promotional system, job dissatisfaction, low pay, no benefits and poor physical environment necessitates intervention that can address the situation as this further heightens the stress levels.

The schools set up of a committee board comprised of the Resident senior elite teachers appointed by the officials from the ministry of Education to represent school and the entire staff.
During assessment of 11 staff 8 appeared subject to stress, as they did not meet the minimum conditions. During feedback sessions some staff have attributed their stress to poor work environment, and poor interpersonal relations where there tends to be a lot of political interference especially during planning, budgeting, implementations and resource mobilization process. Coupled with low pay and unclear reward system, this tends to affect employees’ at school and consequently subjected to stress.

**Statement of problem**

For secondary school students to achieve a stress free environment, it should engage in stress management process, the major problem here is that students feel that too much workload, financial related challenges are key to their stress and it is against this background that a proposal is aimed at addressing those mentioned key issues. In addition, withdrawal behavior and resigned behavior which automatically affects students and increase teachers pleasure has continued to record very high to stress over the years yet conflict resolutions forms the basis of school productivity. There have been cases of poor supervision of students from the staff which contributes to stress in the school. Failure to realize the link between the stress and conflict resolution heightens the stress levels among students Bernard, 2005). This therefore compelled the researcher to examine the effect of stress on the conflict resolution.

**General objectives**

The study sought to establish the effect of stress management and conflict resolutions in I selected secondary school in Kampala district.

**Specific objectives of the study**

i. To determine the profile of respondents in terms of gender, marital status, educational levels and age classes in secondary schools in Uganda.

ii. To determine the levels of stress management among secondary schools Kampala district.
iii. To determine the level of conflict resolution among secondary schools Kampala district.

iv. To examine whether there is a significant relationship between stress management and conflict resolution among students in secondary schools Kampala district.

Research Questions

1) What are the types of stress management techniques in Secondary Schools in Kampala district?
2) What are the factors that cause stress in Secondary Schools in Kampala district?
3) What are the effects of stress among students in Secondary Schools in Kampala district?

Null hypothesis:
There is no significant relationship between stress management and conflict resolution among students.

Scope of the study
The study was carried out in Secondary Schools in Kampala district. The researcher chose School due to its proximity to the researcher's residence and easy access to the required information.

Content scope
This intended to find out the levels of stress management and levels of conflict resolution and the relationship between stress and conflict resolution.

Geographical scope
Geographically, the study focused on Secondary Schools in Uganda.
Time scope
The study focused on the year from 20012 to 2013 in order brings out a clear situation relating to stress and conflict resolution. The period is considered in this study because it is within this period that is 2013.

Significance of the study

i. The study was useful in finding ways of how best the management of Secondary Schools can alleviate stress levels among there students and staff respectively.

ii. The study was useful for academicians for future reference.

iii. The study was of great importance because the staff provided up to date literature for academicians and other interested users.
CHAPTER TWO
LITERATURE REVIEW

Introduction
The literature cited in this chapter is basically on the review of related literature and other researchers and scholars views and ideas elsewhere in the word about the problem understudy.

Causes, effects, signs and managing stress in school.
Causes Stress in schools are caused by various factors among which includes, poor performance, diseases or illness of students, inevitable curriculum, subject difficulties, domestic or family related issues, teachers, students relationship as a challenge, according to this context, stress management refers to a state of temporal emotional turmoil which may be caused by several factors like sexual abuse, assaults financial and environmental factors among others (mark et al (1978)
Job stress results from the interaction of the worker and the conditions of work, views differ on the importance of worker characteristics versus working conditions as the primary cause of job stress (Jacobs, 2004).

Stress in workplaces is caused by several factors among which includes workplace environment, stress arises when the employee perceives a situation to be strenuous, and is threatening to their wellbeing (Pullen, 2010)
Scientific evidence suggests that certain working conditions are stressful to most people. This includes tight deadlines, (European Union, 2010).
Working long hours, a substantial percentage of people work long hours, by one estimate, more than 26% of men and more than 11% women worked 50 hours per week or more in 2000, this causes stress to the employees (US Department of Labour, 2000).
A person’s status in the work place can also contribute to stress, the higher the rank or position the greater the level of stress (Primm, 2005).
Economic factors that employees are facing in the 21st century have been linked to increased stress levels. Researchers have pointed out that the computer and communication revolutions have made companies more efficient and productive than ever before. This boom in productivity however, has caused higher expectations and greater competition, putting more stress on the employee (Pimm, 2005).

Bullying in the work place can also contribute to stress. This can be broken into several categories, such as threat to profession status, excess work, destabilization, that is, lack of credit for work. This in effect can create a hostile work environment for the employees, that which in turn, can affect their work ethic and contribution to the organization (Dave, 2005).
Sexual harassment, in the work place, women are more likely to experience sexual harassment compared to men; especially for those working in traditionally masculine occupations. A study found that level of harassment at work places lead to differences in performance of work related tasks (Colligan, 2006).

Physical distractions in the area of work also contribute to employee stress. This includes, noise, poor ventilations and so on (Henry, O. and Evans, 2008). Excessive demands, as the demand for goods or services from customers increase, so do the pressure on the employees and this causes stress upon them (NOSH, 1999).
Irritants, this includes workloads, commuting to work place and so on (NOSH, 1999).

Consequences According to J M Leiphart (1998), Stress is costly, it is a major contributing factor to coronary artery diseases, cancer, respiration disorders, accidental injuries and cirrhosis of the liver and suicide; it is estimated that over two thirds of office visits to physicians are for stress-related illness, these contacts with the medical system cost over one billion dollars per year in the United States.'
Stress also erodes the immune function and hastens the onset of AIDS, it is believed that the immune system is directly influenced by psychological process and the immune system is directly linked to the psyche by a complex network of nerves, hormones and Neuro-peptides, this network of specific physiological pathways allows thoughts and emotions to have a direct impact on immune function and consequently on physical health. (Elizabeth & Lehmann (2012)

Research evidence shows that stress can weaken the immune system, making it less able to fight off infections and he effects don’t end there.

When you are stressed, your nervous system gets activated so you are sensitive to pain and to emotional stimuli, and more easily distressed (Treisman, 2012).

Stress also increases the risk of depression, a risk that is already greater in people with HIV.

Stress and depression can trigger poor HIV self care “certainly stress makes depression worse and depression can cause people to not take their medicine”. Says Treismann, (2012) whether due to forgetfulness or - lack of motivation. Not adhering to the, medication regimen can have serious consequences, allowing the virus to become resistant to the medications and more difficult to control.

Stress can indirectly affect a person’s health by prompting behaviors that Jeopardize physical well being such as eating or sleeping properly.

Leads to high rise in substance abuse, example increased level of alcohol consumption, cigarette smoking, and marijuana.

Can interfere with cognitive abilities such as attention, concentration and memory in turn, such cognitive disruptions can increase the likelihood of accidents and injuries.

Stress can also affect physical health by altering body functions, leading to symptoms, illness or disease for example headache.

Can lead to physical disorder such as ulcers, high blood pressure and heart disease.
Severe stress, acting through the central nervous system to change the hormonal balance can also impair the organism’s immune response decreasing its ability to fight off invading bacteria and viruses.

It is also the leading cause of the coronary and artery diseases, cancer, accidents and respiratory disease.

Stress that continues for a long period of time can lead to poor concentration, irritability anger and poor judgment.

Stress can raise your risk of depression, which may in turn contribute to heart disease and diabetes.

Stress can also lead to marriage breakups, family fights, suicides and violence. Stress causes mental breakdowns.

**Signs** Sleep disturbances a depression, Fatigue/ exhaustion, Dizziness, Tension, and Stomach upset, and Inability to concentrate, frequent urination and Nausea

**Coping with** stress Smoking, drinking too much alcohol, withdrawing from friends, family, and activities, Using pills or drugs to relax, Sleeping too much, Taking out your stress on others (lash out angry outbursts, physical violence), Procrastinating and Filling up every minute of the day to avoid facing problems.

Someone who is experiencing severe stress needs to learn how to manage stress rather than attempt to avoid it.

Identify what is stressful for you. Some people find that a specific aspect of living a normal life, such as needing to take medication every day, fuel stress, then work on gaining control over them so that they become easier to manage.

Get organized. When people are under extreme stress, every task can seem overwhelming. But organizing your life can put stressors in perspective. After you have identified your stressors, create a plan to manage them. For example, devise a medication schedule and simple methods to remind yourself when it’s time to take your
daily doses, try placing your evening pills next to your tooth brush to take at night when you brush your teeth before bed, or place a reminder about your morning dose on your alarm clock.

Learn to prioritize many people look at their list of responsibilities and become "paralyzed because they can't figure out what to do," learn to identify the most important tasks each day to help you accomplish your top priorities.

Manage your emotions keeping problems in perspective can help keep emotional responses appropriate to the problem at hand for help, ask your doctor to refer you to a qualified counselor or mental health professional.

Seek professional support. Use community resources that provide HIV help these resources can offer I-IIV education and answer your questions about what the virus means to you. Centers in your community often enable you to connect with other HIV patients surrounding yourself with people who understand what you are going through can help you manage stress and feel supported.

Get depression under control. If you are diagnosed with depression, treating it properly will help make your stressors seem manageable. Therapy and a healthy lifestyle can all help you manage depression.

Lean on loved ones. Ask for help when you feel overwhelmed, find a friend, relative, or REV support group member to help you get and stay organized or to offer support when life seems difficult, knowing that someone else cares can help keep stress in perspective.

Get a daily goal of good health. Having HIV is even more reason to have a healthy life. Eating a nutritious diet, getting regular exercise, making time to get enough sleep each night, and taking good care of your mind and body will go a long way toward managing stress.
Factors that affect conflict resolution.

According to Duffy, (2002), students don't perform in a vacuum. There are a variety of factors, personal, company-based and external factors that affect them. Identifying these factors can help improve performance levels.

Students must be qualified to perform academic duties in order to meet expectations. The best fit for students is identified by skills, knowledge and attitude towards the academics. If student is in the wrong for any of these reasons, results will suffer the stress levels (Gaertner, 2000). In students are given, descriptions on appointment and they are expected to have a given level of knowledge that is applicable on their respective areas. It should however be noted that no study has been carried out in the school to find out whether stress fit affects conflict resolution.

Technical training by students’ affects conflict resolution in most schools (Mazin, 2010). Students can bring skills to a position but there are likely to be internal, institutional-specific activities that will require additional training. If a process requires a new software package it's unrealistic to expect students to just figure it out; they should receive adequate training. In Buddo School, students are given training sessions in aspects relating to their tasks. It is however not documented whether training has an effect on conflict resolution in the Schools.

According to Mazin, (2010), when everyone understands the targets and expected outcomes, it is easier to take steps to get there and measure stress along the way. Schools without clear goals are more likely to spend time on tasks that do not impact results. Has set up school goals that are supposed to be the targets to be achieved by all students. School goals however have not been shown to have an effect on conflict resolution in the estate, a gap this study intends to close.

Griffeth, (2000), notes that just as a driver needs a vehicle in operating condition, students must have the tools and equipment necessary for their specific jobs. This
includes physical tools, supplies, software and information. Outdated equipment or none at all, has a detrimental effect on the bottom line. In students are availed with some but not most of the tools and equipment needed for the job.

Morale and culture are both difficult to define but students will be able to report when they are poor or positive. Poor morale exists when there is significant whining, complaining and people just don't want to come to work. On the positive end, the workplace is energized by a sense of purpose and teams that genuinely want to work together (Horn, 2000). Students are given day outs and bonus payments to increase their morale and also increase commitment to School culture.

According to Gaertner, S. (2000), the stress on students has a significant effect on your conflict resolution bottom line. Offering band-aid solutions such as performance bonuses or performance training do not solve the core problem, according to student's experts, you need to understand the factors affecting students to increase conflict resolution efforts.

Hiring students who do not have the proper background for the academic work is one of the things that start a conflict resolution downward spiral, according to student expert Susanne Krivanek writing for the Tech Republic website. Stress should be used to enhance the student's background. If students has undergone extensive training but is still experiencing stress issues, then the problem could be that the teachers do not possess the necessary experience to do the job (Shaw, 2007).

According Harris, (2007), as much as students may not want to be affected by the personal life of stress personal problems can sometimes affect conflict resolution. Teachers need to be sensitive to student's personal problems, and be prepared to discuss the issues with students when necessary. If an students requires time off to deal with a personal problem, then granting that time off will help to show all of your
students that the institution values its students. There is no evidence of situations where personal factors affected students.

If students do not get feedback from her teachers then she has no idea how to rate her conflict resolution levels. Teachers should be trained to give positive and negative employee feedback. In negative situations, the teacher should work with the students to create a program that will help address the stress shortcomings. It is easier for students to improve their conflict resolution when they know what they are doing right and what they are doing wrong (Kacmar, 2007).

To help students improve their conflict resolution, you need to set goals that students are required to achieve. Performing by the minimum stands means the student is doing his job, and that can help student understand what is expected of him at minimum. It would also be helpful to create incentives that will give students to beyond the set goals (Hinkin, 2000). Sets goals and targets for the students but is not clear whether setting goals have an effect on conflict resolution.

Tracey, (2000) noted that students are the most valuable assets in any institution. A successful and highly productive business can be achieved by engaging them in improving their conflict resolution network. All students are not equal in their job; they have different modes of working like some have highest capability regardless of the incentive but other may have occasional jump-start. If they are handled effectively, the result can be greater conflict resolution and increased student’s morale.

Mostly the stress of the students is ignored in schools. The reason is being institutional constant pressure to increase productivity, profitability and revenue growth and it often overshadows the importance of how an unengaged workforce can negatively affect conflict resolution (Horn, 2008).
According to Schaufeli, (2001), feedback and its way of getting the same will also be very effective to get the students for their conflict resolution. If the feedback is taken properly and required changes provide according to the need of productivity. In this project it will be discussed to find the effectiveness of this factor in students in any institution. (Maslach, 2001).

**Relationship between stress and conflict resolution.**

Stress is an extremely vital part of a workplace that intends to maximize its success potential. It naturally follows, then, that stress in a workplace is among the primary obstacles to achieving potential successes by a business. After all, students, no matter their task, must have the proper instruction and training to ensure that they are doing their jobs correctly, and with minimal risk of error or injury (Leiter, 2001). Though the views by Leiter (2001) may be convincing, it not yet known whether it is the same situation, a fact that this study seeks to establish.

According to Roberson, (2008), when a institution has stress, there is not enough responsibility for taking action for the prevention of problems, mistakes, accidents, and injuries. Stress removes a very important part of the students support process, eliminating the opportunity for reference, learning, and safety. After the initial training has been completed, stress remains necessary for continuing skill and knowledge development among students. It is for this reason that many institutions today refer to their stress as coaches. Stress is referred to as coaches but the researcher wants to establish whether coaches also exist in Secondary School.

Stress of students is essential in ensuring that a institutional workforce, productive and committed to their jobs. Traditionally, teachers monitor their students through quarterly or annual performance reviews. These sessions allow teachers and students to discuss the students strengths and weaknesses exemplified over the course of the review period. However, other activities are required to monitor student’s performance because conflict resolution improves student’s performance (Hinkin, 2000).
Tracey, (2000) notes that stress also opens the door for unethical behaviors within a institution. With such stress levels, teachers commonly feel that their work is not valued by the School, and loyalty is difficult to form — if it forms at all. Without loyalty, students are more likely to deviate from acceptable School practices. Such activities can include theft, decreased students effort, using equipment without authorization, and falsifying documents, among other things. These are key factors which prompted the researcher to carry out this study.
CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter consisted of research design, population, and sample size, sampling procedures, instruments, validity and reliability of the instruments, data gathering procedures, data analysis, ethical considerations and limitations of the study.

Research Design

The study employed a descriptive correlation design that used both qualitative and quantitative methods of data collection. It was Quantitative in the sense that it was based on methodological principles of description, and use of statistical measurements as expected by the researcher. Qualitative data was presented on tables as according to Wildler (2002).

Research Population

This refers to the group that the researcher focused on. The researcher believed that this group had vital information. Therefore, the target population was one hundred persons living with disability (100) respondents collected from selected secondary schools of Kampala district.

Sample Size

The Slovin’s formula was used to determine the minimum sample size.

\[
\frac{N}{n} = \frac{1}{1 + \frac{N \alpha^2}{n}}
\]

N = Target population
\[ n = \text{Sample size} \]
\[ \alpha^2 = 0.05 \text{ (level of significance)} \]

**Sampling procedures**

The purposive sampling was utilized to select the respondents. From the list of qualified respondents was chosen basing on the inclusion criteria, the systematic random sampling was used and finally selected the respondents with consideration to the computed minimum sample size.

**Research Instruments**

The research tool that was used in this study included the following: (1) *face sheet* to gather data on the respondents’ profile: gender, age, education qualification and marital status; (2) *researcher devised questionnaires* to determine the level of stress management. The response modes and scoring were as follows: *for levels of conflict resolution* - 1) strongly disagree (2); disagree (3); agree (4); strongly agree.

**Validity and Reliability of the Instruments**

Content validity was ensured by subjecting the researcher devised questionnaires on stress management and conflict resolution (who shall estimate the validity on the basis of their experience) in selected secondary schools of Kampala District.

The test-retest technique was used to determine the reliability (accuracy) of the researcher devised instruments to 15 qualified respondents, from some selected secondary schools. These respondents were not included in the actual study. In this test-retest technique, the questionnaires were administered twice to the same subjects.

**Data Gathering Procedures**

An introduction letter was obtained from the college of humanities and social sciences for the researcher to solicit approval to conduct the study from respective
officials on respondents from selected secondary schools in Kampala district, respondents were requested to answer completely and not to leave any part of the questionnaires unanswered and the data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data Analysis

The frequency and percentage distribution was used to determine the profile of the respondents.

The means and standard deviations were applied for the stress management and conflict resolution among respondents in selected secondary schools in Kampala district.

The following mean ranges were to arrive at the mean of the individual indicators and interpretation:

<table>
<thead>
<tr>
<th>Mean Range</th>
<th>Response Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26-4.00</td>
<td>strongly agree</td>
</tr>
<tr>
<td>2.51-3.25</td>
<td>Agree</td>
</tr>
<tr>
<td>1.76-2.50</td>
<td>Disagree</td>
</tr>
<tr>
<td>1.00-1.75</td>
<td>strongly disagree</td>
</tr>
</tbody>
</table>

To determine whether there is a significant relationship between stress management and conflict resolution, Pearson linear correlation coefficient (PLCC) was used to compute the influence of the independent variable to dependent variable.

Ethical Considerations

Confidentiality of the information provided by the respondents was maintained, a researcher sought for permission from officials and the respondents’ names were not reflected.
Acknowledgement of the authors quoted in this study and the author of the
standardized instrument through citations and referencing was done and the
findings were done in a generalized manner.

Limitations of the Study

*Extraneous variables* which were beyond the researcher’s control such as respondents’
honesty, personal biases and uncontrolled setting of the study.

Attrition: Not all questionnaires were answered and returned in time.

There was mounting pressure from the administration for student to complete the
research on schedule which affects the quality of research.

The study required a lot of time to be dedicated to collect substantial data from one
respondent to another making observations, continuous review of literature, data
analysis and report writing and this was worked out by devoting more time on the
research work by reducing on the leisure time at her disposal.

Some of the targeted respondents were willing to set aside time to respond to the
investigator’s questions thus somehow ended up frustrating the researcher’s efforts to
collect substantial data.

The researcher also faced a problem of some rude and hostile respondents, this was as
well be solved by both seeking prior permission and remaining calm

There was the challenge of financial constraints to enable smooth running of different
research activities in terms of transport, typing, printing, communication among others.
The researcher however, mobilized finances from some of her relatives and well wishers
so as to accomplish this study.

The aspect of some respondents not being honest as it should be, and their personal
biases were experienced. However, the researcher minimized such conditions by
requesting respondents to be as honest as possible and to be impartial/un biased when
answering the questionnaires.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter shows the profile of respondents; examines stress management, the conflict resolution among selected schools in Kampala district and the significant relationship between stress management and conflict resolution among selected schools in Kampala district. The presentation here is based on data as collected from the field and as analyzed by the researcher.

Profile of the respondents

The respondents were asked to provide their profile characteristics, using a closed ended questionnaire. Their responses were analyzed using frequencies and percentage distributions as indicated in table 1 below;

Table 4.1: Respondents' Profile

<table>
<thead>
<tr>
<th>Profile of respondents</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>29</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>30-39</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>40-49</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>50 and above</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Highest level of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Secondary</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Certificate</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Degree</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
Table 1 indicates that both male and female respondents were involved in the study and major of the respondents were female that is to say 51(64%) and minorities were males with 29(36%) Therefore, females dominated in this sample.

Majority of the respondents, that is, 38% respondents were in the age bracket of 30-39, followed by 20-29 years of age (25%), 40-49 and 50 and above were all 15%.This means that most of the respondents were youths.

Regarding education qualification, majorities of the respondents were having certificate with a frequency of 30(38%) and minority were 6(7%) with degrees. This means that a person is able to read and write hence getting correct information from them. Concerning marital status of respondents 38% of the respondents were married, followed by 31% were divorced and 13% were single.

Levels of stress management among secondary schools Kampala district

The independent variable in this study was stress management for which the researcher required to determine its level. It was measured using qualitative questions in which respondents were required to indicate the extent to which they agree or disagree with each of the items by indicating the number that suits their perceptions. Each of these questions were measured on a 4-point likert scale, means and standard deviations were used as indicated in table 4.2.
### Mean range, Response mode, Interpretation

<table>
<thead>
<tr>
<th>Mean range</th>
<th>Response mode</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26-4.00</td>
<td>strongly agree</td>
<td>very often</td>
</tr>
<tr>
<td>2.51-3.25</td>
<td>Agree</td>
<td>often</td>
</tr>
<tr>
<td>1.76-2.50</td>
<td>Disagree</td>
<td>rarely</td>
</tr>
<tr>
<td>1.00-1.75</td>
<td>Strongly disagree</td>
<td>very rarely</td>
</tr>
</tbody>
</table>

**Table 4.2 to show the stress management strategies among schools in Kampala district**

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are able to plan your own work</td>
<td>2.73</td>
<td>1.106</td>
</tr>
<tr>
<td>You can participate in decision making for your own job</td>
<td>2.58</td>
<td>1.003</td>
</tr>
<tr>
<td>You have some control over the pace/content of your work</td>
<td>2.56</td>
<td>.939</td>
</tr>
<tr>
<td>You have no control at all</td>
<td>2.30</td>
<td>1.029</td>
</tr>
<tr>
<td>You suffer from Anxiety Chest pain/palpitations Indigestion or nausea and Sleeplessness</td>
<td>1.85</td>
<td>.359</td>
</tr>
<tr>
<td>You have a positive relationship relations with workmates</td>
<td>1.05</td>
<td>.219</td>
</tr>
<tr>
<td>You well maintain the equipment</td>
<td>1.64</td>
<td>484</td>
</tr>
<tr>
<td>You experience Unfair distribution of work</td>
<td>1.97</td>
<td>1.006</td>
</tr>
<tr>
<td>You are in Poor relations with supervisor</td>
<td>2.75</td>
<td>1.278</td>
</tr>
<tr>
<td>You exercise Harassment and/or discrimination At school</td>
<td>1.15</td>
<td>.480</td>
</tr>
<tr>
<td>I sometimes feel dissatisfied but generally enjoy my job</td>
<td>1.38</td>
<td>.487</td>
</tr>
<tr>
<td>Most of the time I do not enjoy my work</td>
<td>1.00</td>
<td>.000</td>
</tr>
</tbody>
</table>
The means in Table 2 indicated that the first four aspects on the levels of stress management were often and these were You are able to plan your own work (2.73) with a standard deviation of (1.106), followed by You can participate in decision making for your own job with a mean 2.58 of (1.003), You have some control over the pace/ content of your work (2.56) and You have no control at all mean (2.30)

<table>
<thead>
<tr>
<th>I have no interest at all in my work</th>
<th>1.46</th>
<th>.502</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am completely happy and enjoy my job</td>
<td>1.85</td>
<td>.748</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td><strong>1.5502</strong></td>
<td><strong>.36427</strong></td>
</tr>
</tbody>
</table>

Primary source, (2013)

The dependent variable in this study was Level of The level of conflict resolution among secondary schools in Kampala district for which the researcher required to determine its level. It was measured using qualitative questions in which respondents were required to indicate the extent to which they agree or disagree with each of the items by indicating the number that suits their perceptions. Each of these questions were measured on a 4-point likert scale, means and standard deviations were used as indicated in table 4.2

<table>
<thead>
<tr>
<th>Mean range</th>
<th>Response mode</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26-4.00</td>
<td>strongly agree</td>
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</tr>
<tr>
<td>2.51-3.25</td>
<td>Agree</td>
<td>often</td>
</tr>
<tr>
<td>1.76-2.50</td>
<td>Disagree</td>
<td>rarely</td>
</tr>
<tr>
<td>1.00-1.75</td>
<td>Strongly disagree</td>
<td>very rarely</td>
</tr>
</tbody>
</table>

23
Table 4.3 shows the level of conflict resolution among secondary schools in Kampala district.

**Table 4.3 : level of conflict resolution among secondary schools**

<table>
<thead>
<tr>
<th>Option</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am always willing to listen to other’s opinions, but I also want to give them mine.</td>
<td>1.78</td>
<td>1.211</td>
</tr>
<tr>
<td>If people don’t respect my opinion, I keep it to myself.</td>
<td>1.83</td>
<td>.880</td>
</tr>
<tr>
<td>I don’t like to rock the boat, so I cooperate with others and accept instructions easily.</td>
<td>2.33</td>
<td>1.101</td>
</tr>
<tr>
<td>I am a decision maker, but I make a point of listening to others to find the best solution possible.</td>
<td>2.42</td>
<td>1.428</td>
</tr>
<tr>
<td>I try to adjust my priorities to accommodate other people’s needs.</td>
<td>1.49</td>
<td>.698</td>
</tr>
<tr>
<td>I often keep to myself, because most things are not worth arguing about.</td>
<td>2.25</td>
<td>.720</td>
</tr>
<tr>
<td>Differences of opinion are not always worth worrying about, so I usually avoid them.</td>
<td>2.13</td>
<td>1.381</td>
</tr>
<tr>
<td>I often make slight modifications in my goals to meet other people’s needs.</td>
<td>2.26</td>
<td>1.122</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td><strong>2.0373</strong></td>
<td><strong>.56707</strong></td>
</tr>
</tbody>
</table>

Source: primary source, 2013

Results in Table 3 reveal that the level of conflict resolution among secondary schools is generally rarely (average mean=2.0373). The findings indicate that two aspects were rarely and these were I am always willing to listen to other’s opinions, but I also want to give them mine (mean=1.78), If people don't respect my opinion, I keep it to myself (mean=1.83), further still, five are aspects were often and these were I don’t like to rock the boat, so I cooperate with others and accept instructions easily (mean=2.33), I
am a decision maker, but I make a point of listening to others to find the best solution possible (mean = 2.42), I often keep to myself, because most things are not worth arguing about (mean = 2.25), Differences of opinion are not always worth worrying about, so I usually avoid them (mean = 2.13) and I often make slight modifications in my goals to meet other people's needs (mean = 2.26). It was only one aspect that was rated very rarely and this was I try to adjust my priorities to accommodate other people's needs (mean = 1.49)

**Significant Relationship between stress management and conflict resolution**

Research question four was derived from the fourth objective of the study. The fourth objective of this study was to establish the relationship between the extent of stress of management and conflict resolution in secondary schools in Kampala District. To achieve this objective, Respondents were subjected to a number of questions to provide answers to research question four, which included; the correlation results are presented in the following

**Table 4.4 Significant Relationship between stress management and conflict resolution in Kampala District**

<table>
<thead>
<tr>
<th>Variable Correlated</th>
<th>mean</th>
<th>R-value</th>
<th>Sig. value</th>
<th>Interpretation</th>
<th>Decision H₀</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress management</td>
<td>2.96</td>
<td>0.37</td>
<td>0.05</td>
<td>Positive correlation</td>
<td>Reject</td>
</tr>
<tr>
<td>Level of conflict resolution</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source: Primary data**

The r-value in table 4.4 indicates a positive correlation between the two variables (r=0.37). Basing on these results, the stated research hypothesis is rejected; the
alternative is accepted leading to a conclusion that the level of stress management and level of conflict resolution are significantly correlated at 0.05 level of significance. From these results, it is worth to state that stress management in secondary schools in Kampala district is influenced by the level of conflict resolution.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of major findings, conclusions and recommendations plus the suggested areas that need further research.

Summary of Findings
The purpose of the study was to establish the effect of stress management and conflict resolutions in selected secondary school in Kampala district. The study had four specific objectives, which included; i) determining the profile of respondents in terms of gender, age, educational qualification and marital status; ii) To determine the levels of stress management among secondary schools Kampala district, iii) To determine the level of conflict resolution among secondary schools Kampala district and, iv) To examine whether there is a significant relationship between stress management and conflict resolution among students in secondary schools Kampala district.

The findings indicated that most respondents (64%) were females who are in vulnerable groups, aged between 30-39 years, majority were in certificate (38%) and over 38% were married.

The level of stress management strategies among schools in Kampala district was generally very rarely with mean (1.5502) which indicated that most of respondents strongly disagreed.

The level of conflict resolution is generally rarely (overall mean=2.0373) they disagreed. And also indicated a positive significant relationship between the level of stress management and conflict resolution in secondary schools of Kampala district (r=0.37).

Conclusions
From the purpose of the study, the researcher concluded by the following:-
Strengths and weakness

There were more female respondents compared to the female, indicating a big gender gap. Most respondents were certificate holders, indicating a low level of qualification.

The level of stress management was often on the following:

- You are able to plan your own work (2.73) with a standard deviation of (1.106), followed by You can participate in decision making for your own job with a mean 2.58 of (1.003), You have some control over the pace/ content of your work (2.56) and You have no control at all mean (2.30)

The level of conflict resolution was often on the following: I don't like to rock the boat, so I cooperate with others and accept instructions easily (mean=2.33), I am a decision maker, but I make a point of listening to others to find the best solution possible(mean=2.42), I often keep to myself, because most things are not worth arguing about(mean=2.25), Differences of opinion are not always worth worrying about, so I usually avoid them(mean=2.13) and I often make slight modifications in my goals to meet other people's needs(mean=2.26).

Testing the null hypotheses

The null hypothesis of a significant relationship between the level stress management and conflict resolution was rejected. A conclusion was made that an improvement in conflict resolution is likely to increase the level stress management at 95% level of significance.

Recommendations

Recommendations of this study were made in relation to the findings and conclusion.

- There should be effective Policies and Strategies of Solving all Conflicts to avoid unnecessary stress.
- School administrators should develop diverse but appropriate strategies to resolve and manage stress as they arise before escalating to unmanageable level.
Efforts should be made by the School administrators to occasionally stimulate stress by encouraging divergent views and rewarding staff and unit/department for outstanding performance.

Proper communication procedures should be put in place to resolve stress. For instance, when any disagreements arise among the employees, it should be reported to the management and then management should get statements from the parties involved, brainstorm the issue and make recommendation on how to resolve the stress.

Efforts should be made by the management to organize seminars/workshops on organizational stress management from time to time for the employees. This will enable employees learn about stress and how it can be effectively managed for individual and organization effectiveness.

Lastly, group interaction and activities should be followed up so as to ensure a degree of functionality compatible to stress. Positive stress will only be possible if particularities of the organization are analyzed.

Areas for Further Research

More studies can be conducted on stress management strategies, and conflict resolution in an organization setting.
Appendices

Appendix A: Research instruments

QUESTIONNAIRE ON STRESS MANAGEMENT AND CONFLICT RESOLUTION AMONG SECONDARY SCHOOLS IN KAMPALA DISTRICT

Dear respondents

Kindly I request you to fill for me this questionnaire, am carrying out an academic research on “STRESS MANAGEMENT AND CONFLICT RESOLUTION AMONG SECONDARY SCHOOLS IN KAMPALA DISTRICT”. Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within one week (5) days

Thank you very much in advance.

Yours faithfully,

Ms. NANTONGO SCOVIA

Instruction
i) Do not write your name anywhere
ii) Tick in any appropriate box

Section A

1 (a) Profile of respondents

Male □

Female □

(b) Age ______
c) What is your highest level of education?

1. Primary ____
2. Secondary ____
3. Certificate____
4. Diploma____
5. Degree____
6. others ......................

d) Marital status

i) married ----- ii) single_____ iii) Divorced____ iv) Widowed____

Section II: QUESTIONNAIRE TO DETERMINE THE LEVELS OF STRESS MANAGEMENT AMONG SECONDARY SCHOOLS IN KAMPALA DISTRICT

Direction: Please describe the extent unto which **Determine the Levels of Stress Management among Secondary Schools in Kampala District** on each item by using the scoring scale guide below. Kindly write your best rating in the space before each item. Be honest about your options as there is no right or wrong answers.

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>strongly agree</td>
<td>you agree with no doubt at all</td>
</tr>
<tr>
<td>3</td>
<td>agree</td>
<td>you agree with some doubt</td>
</tr>
<tr>
<td>2</td>
<td>disagree</td>
<td>you disagree with some doubt</td>
</tr>
<tr>
<td>1</td>
<td>strongly disagree</td>
<td>you disagree with no doubt at all</td>
</tr>
<tr>
<td>Option</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>You are able to plan your own work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>You are able to plan your own work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>You can participate in decision making for your own job</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>You have some control over the pace/content of your work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>You have no control at all</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>You suffer from Anxiety, Chest pain/palpitations, Indigestion, nausea and Sleeplessness</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>You are Poor relations with workmates</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Poor maintenance of equipment and Shift work cause problems you problems</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>You experience Unfair distribution of work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>You are in Poor relations with supervisor</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>You exercise Harassment and/or discrimination At school</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I sometimes feel dissatisfied but generally enjoy my job</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Most of the time I do not enjoy my work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I have no interest at all in my work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I am completely happy and enjoy my job</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Section III: **QUESTIONNAIRE TO DETERMINE THE LEVEL OF CONFLICT RESOLUTION AMONG SECONDARY SCHOOLS**

**Direction:** Please describe the extent unto which the LEVEL OF CONFLICT RESOLUTION AMONG SECONDARY SCHOOLS IN KAMPALA DISTRICT on each item by using the scoring scale guide below. Kindly write your best rating in the space before each item. Be honest about your options as there is no right or wrong answers.
<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>strongly agree</td>
<td>you agree with no doubt at all</td>
</tr>
<tr>
<td>3</td>
<td>agree</td>
<td>you agree with some doubt</td>
</tr>
<tr>
<td>2</td>
<td>disagree</td>
<td>you disagree with some doubt</td>
</tr>
<tr>
<td>1</td>
<td>strongly disagree</td>
<td>you disagree with no doubt at all</td>
</tr>
</tbody>
</table>

**Levels of conflict resolution**

| I am always willing to listen to other's opinions, but I also want to give them mine | 1 | 2 | 3 | 4 |
| If people don't respect my opinion, I keep it to myself. | 1 | 2 | 3 | 4 |
| I don't like to rock the boat, so I cooperate with others and accept instructions easily. | 1 | 2 | 3 | 4 |
| I am a decision maker, but I make a point of listening to others to find the best solution possible. | 1 | 2 | 3 | 4 |
| I try to adjust my priorities to accommodate other people's needs. | 1 | 2 | 3 | 4 |
| I often keep to myself, because most things are not worth arguing about. | 1 | 2 | 3 | 4 |
| Differences of opinion are not always worth worrying about, so I usually avoid them. | 1 | 2 | 3 | 4 |
| I often make slight modifications in my goals to meet other people's needs. | 1 | 2 | 3 | 4 |

Thanks for your participation
## Appendix B

### Budget

<table>
<thead>
<tr>
<th>Core activity</th>
<th>Item/Participant</th>
<th>Amount (in UGX)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Gathering</td>
<td>Library search &amp; photocopying</td>
<td>200,000</td>
</tr>
<tr>
<td>Pilot study</td>
<td>Researcher</td>
<td>150,000</td>
</tr>
<tr>
<td>Questionnaire Designing, printing and photocopying</td>
<td>Typists and research assistants</td>
<td>200,000</td>
</tr>
<tr>
<td>Administering and collecting Questionnaires</td>
<td>Researcher &amp; research assistants</td>
<td>550,000</td>
</tr>
<tr>
<td>Data editing, categorization and entry</td>
<td>Researcher and research assistants</td>
<td>200,000</td>
</tr>
<tr>
<td>Data analysis</td>
<td>Researcher &amp; research assistants</td>
<td>400,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>Researcher, research assistant</td>
<td>200,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>2,300,000</strong></td>
</tr>
</tbody>
</table>