

**EFFECT OF STRESS ON ACADEMIC PERFORMANCE OF STUDENTS
A CASE STUDY OF KAMPALA INTERNATIONAL UNIVERSITY (KIU) UGANDA**

**BY
REKA RONALD
REG NO: 1153-05144-00306**

**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF ECONOMICS AND
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE BACHELOR DEGREE OF
ECONOMICS AND APPLIED STATISTICS OF
KAMPALA INTERNATIONAL
UNIVERSITY**

AUGUST, 2018



DECLARATION

I REKA RONALD student of Kampala international University declare that this research report is my original work and has never been submitted for any degree of award to Kampala International University (KIU) or any other college or institution of higher learning

Signature,.......... Date:.....02/08/2018.....

APPROVAL

This research has been submitted for examination with my approval as the university supervisor.

Signature:.......... Date:..........

MR. Kawiso Martin Wilfred

DEDICATION

I dedicate this research report to my beloved parents Gadimba James and Kitaka Pegika, my beloved brothers and sisters who have been supporting me

ACKNOWLEDGEMENT

I would like to acknowledge my lecture Mr. Kawiso Martin Wilfred for guiding me through the process of writing my research .May the almighty God bless you.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES AND FIGURE.....	ix
LIST OF ABBREVIATIONS/ACRONYMS	x
ABSTRACT	xi
CHAPTER ONE	1
BACKGROUND OF THE STUDY	1
1.0 Introduction	1
1.1 Background of the Study	1
1.3.1 Purpose of the study	4
1.5 Research hypothesis	5
1.6 Scope of the Study	5
1.6.1 Content Scope.....	5
1.6.2 Geographical Scope.....	5
1.6.3. Time Scope	5
1.7 Significance of the Study.....	5
1.9 Operational Definitions	6
1.8 Conceptual framework	7

CHAPTER TWO.....	8
LITERATURE REVIEW	8
2.0 Introduction	8
2.1 Concept of Stress	8
2.1 The causes of the stress among University students.....	9
2.2 The effect of stress among on the academic performance of University students in Uganda.	12
2.3 The relationship between stress and academic performance among university students in Uganda.....	17
CHAPTER THREE.....	21
METHODOLOGY	21
3.0Introduction	21
3.1 Research Design	21
3.2 Target Population	21
3.3 Sample size and Sampling Procedure.....	21
3.3.1 Sample size	21
3.3.2 Sampling procedure.....	22
3.5 Research Instruments.....	22
3.6 Data Collection Methods.	22
3.6.1 Questionnaire.....	23
3.6.1 Documentation or Document Analysis.....	23
3.7 Data Analysis.....	23
3.8 Data collection tools	23
3.9 Data Processing, and Presentation.....	24
3.9.1 Data processing.....	24

3.9.2 Data Analysis.....	24
3.10 Ethical Consideration	24
3.12 Limitations of the researcher in the Study	24
CHAPTER FOUR	26
PRESENTATIONS INTEPRETATIONS AND ANALYSIS OF DATA.....	26
4.0 Introduction	26
4.1 Demographic characteristics of Respondents.....	26
4.1.1 Gender of Respondents.....	26
4.1.2 Age of the respondents	26
4.1.3 Marital Status of the Respondents	27
4.2 The effect of stress on the academic performance of Kampala International University students	29
4.3 Determining the relationship between stress and academic performance.	30
4.3.1 Regression Analysis	30
CHAPTER FIVE	31
DISCUSSION OF THE FINDINGS, CONCLUSIONS, SUMMARY AND RECOMMENDATIONS	31
5.1 Introduction	31
5.1 Discussion of the general findings.....	31
5.1.1 Findings on the Demographic characteristics of respondents	31
5.1.2The findings on the Age of respondents.	31
5.1.4 Findings on the relationship between stress and academic performance.	31
5.2 Conclusion	32
5.3 Summary	32

5.4 Recommendations	33
REFERENCES	34
APPENDICES.....	42
APPENDIX I: Regression analysis	42
APPENDIX II: Questionnaire	43

LIST OF TABLES AND FIGURE

Table 4.1.1: Presenting the gender distribution of the respondents who participated in the study	26
Table 4.1.2: Showing age distribution of the respondents	27
Table 4.1. 3: Showing marital status of the respondents	27
Table 4.2: The effect of stress on the academic performance of Kampala International University Uganda students.....	29
Table 4.3: Correlation Results	30
Table 4.3.1: Regression Results	30
Figure 1:Showing marital status of the respondents.....	28

LIST OF ABBREVIATIONS/ACRONYMS

CGPA	:	Cumulative Grade Point Average
KIU	:	Kampala International University
NCHE	:	National Council for Higher Education

ABSTRACT

The study was about the effect of stress on academic performance of students a case study of Kampala international university Uganda and it was guided by the following specific objectives; to determine the effect of stress on the academic performance of Kampala international University students, to evaluate the relationship between stress and academic performance among university students in Uganda.

The study employed descriptive correlation research design. It involved establishing the relationship between the independent variable and the dependent variable.

Findings revealed that among the respondent interviewed the males dominated with a percentage rate of 61.76%, while the females had the least response rate of 38.23%.

Findings revealed that the majority of the respondents from different departments of Kampala International University (KIU) were in the age range of 25-35 years and these were estimated to a percentage of 75%. The study also revealed that 19.85% were between the ages 36-46 years. However, 3.67% of respondents in the university are between 18-24 years and only 1.47% of the respondents were in age range of above 47.

The study revealed a weak negative correlation of 0.012 thus a negative linear relationship and from the regression analysis it is evident that an increase in stress leads to a decrease in academic performance. Researcher recommends the university to come up with possible programs to reduce the level of stress among students such as giving insentive and Since stress has an effect on academic performance, then the researcher recommends that there should be student's counselling program, to even basic job skills. Training, have a certain cost to the institutions that can easily be considered a benefit to students. Such awareness on the part of the students can also lead to greater academic performance as well as enhanced improved stress free environment.

CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presents the background to the study, statement of the problem, objectives of the study, scope of the study, significance of the study and the conceptual framework. All these are to relate to the study forms of analyzing the causes of stress among university students.

1.1 Background of the Study

Globally, university students tend to sometimes experience incompatibility of their mental development with their physical changes or with social environment and thus suffer from problems arising from inadequate adaptation. These problems may further cause psychological troubles and even induce deviant behaviors (Kai-wen, 2010). This is because, university life is one of the most scintillating and memorable experiences in an adolescent's life. It is in University that an adolescent enjoys the vibrant environment, the company of friends and the various academic and co-curricular activities, which enriches nurtures and henceforth prepares the adolescent for adulthood. Looking from a closer perspective, the University student's encounters a number of challenges in his day to day life, therefore the whole idea of an exciting and vibrant University life is unveiled by these challenges which in turn contribute to stress and if not dealt with can only escalate and hamper their academic performance, emotional and social well-being (Scott, 2009).

In Africa, University students are exposed to a considerable amount of stress, which necessitate successful and constantly changing coping strategy. These stressors include internal and external pressures exerted by the environment to thrive and succeed, overcome economic hardships, worries about vague futures, societal problems and opportunities. These students often meet their future partners in university, hand in hand they also require preparation and focus to perform well in home works and tests in various subjects and disciplines, consequently they very often face inconsistent outcomes. Therefore ineffective coping can lead to anxiety, drinking problems, depression and a multitude of other mental health problems amongst university students. The issue

of stress among university and university students has been in focus for several years (Otieno, 2009).

In recent times, students encounter all kinds of stressors, such as that of excelling in academics, vague future and problems associated with adapting into the University environment. The learning abilities and academic outcomes of these students are affected when they encounter challenges such as social, emotional, physical and family problems (Fish & Nies, 1996, Chew et al., 2003). According to Feld (2011), the most important stressors encountered by students include high individual and external expectations, and stressful surroundings as well as academic motivators such as academic tasks, ranks and University recognition. Students believe that they would practice an improved way of life if these challenges were removed. Babar et al (2004), found out that the most dominant stressors were that of academics and examinations. The subject of academic stress and University students has been in the limelight for several years. During every semester, at specific periods University students experience pressure due to academic engagements and responsibilities, economic hardships and improper time management skills.

Health and academic accomplishments can both be hampered if stress levels are very high and if stress is negatively perceived (Campbell & Svenson, 2012). Womble (2013) studied various factors that can weaken a student's academic achievements. These factors included societal activities, job demands or romantic relationships which can take away valuable time. In India, the factors responsible for the outcomes such as emotional stress and internalized problems are due to elevated levels of academic and social stress (Verma et al. 2012, Krishnakumar et al. 2015, Lai & Wong 2012). While students stress has often been linked in the literature to family problems, similar results were found in studies by other researchers that students learning ability and academic accomplishments were affected by family problems (Fish et al 2006; Chew et al, 2013).

According to Abolarin (2010), adolescence stage is defined as the time when individuals begin to function independently of their parents. It is generally viewed as a critical period of development both in Africa and Western culture. Behavioral scientists have often referred to adolescence as a period of "storm and stress". The biologically oriented psychologists have attributed this pronounced period of storm and stress to the adjustment required by the tremendous physiological and psychological changes both in body structure and functioning (Anusiem, 2015).

Stress is a normal part of life. It can come from any situation or thought that makes you feel frustrated, angry or anxious. A low level of stress could be good. It can motivate you and help you

become more productive. It provides the means to express talents and energies and pursue happiness. However, too much stress or a strong response to stress can be harmful. A high level of stress may have negative effect on cognitive functioning and learning of students. It can affect student's grades, health and personal adjustment. According to Lazarus & Folkman (2014), stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment. The existence of stress depends on the existence of the stressor.

Feng (2012) and Volpe (2010) defined stressor as anything that challenges any individual's adaptability or stimulates an individual's body or mentality. Stress can be caused by environmental factors, psychological factors, biological factors, and social factors. It can be negative or positive to an individual, depending on the strength and persistence of the stress, the individual's personality, cognitive appraisal of the stress and social support.

It is important to the society that students should learn and acquire the necessary knowledge and skills that will in turn make them contribute positively to the development of the general economy of any nation. However, the intricate academic environment sometimes poses great medical problems to the students' lives (Danna et al., 1999) that tend to negate the positive gains that one would expect after completion of University. These scholar's assertion needs attention if the needed stress management in the university has to be effective. It is important for the university to maintain well balanced academic environment conducive for better learning, with the focus on the students' personal needs. Students' expectations vary with respect to personality and their backgrounds which influences on how one perceives the environment around him/her. Students at the university have different expectations, goals, and values that they want to fulfill at the university, which is only possible if the students' expectations, goals, and values are integrated with that of the university (Goodman, 2013).

In Uganda today, Stress has become an important topic in academic circles as well as in our society and among university students like Kampala International University students. This is because it is often a factor in the development of a long-term sickness e.g. Stress management (dealing with stress). Thus Elevated stress levels amongst students of Kampala International University has resulted them in a decline in the academic accomplishments or poor performance, and has affected both their physical and mental health (Sunday Vision, 2015). The paper thus reported that some of the situations in the university that could cause stress for students include: too much course

works, unsatisfactory academic performance or results, preparation for test/examination, lack of interest in a particular course unit and test and examination anxiety. According to Roberts and White (2009) academic work may reflect some of the high level of stress that University students have reported. Some of the student's experience grade pressures that cause to have problem with stress since too much stress can interfere with a student preparation, concentration and performance.

1.2 Statement of the Problem

Stress has become an important topic in academic circles as well as in our society. The University environment is a source of many of anxiety related problems experienced by youths and imposes surprisingly high levels of stress on youths in regards to their academic performance (Chandra & Batada, 2006). The University student's life is subjected to different kinds of stress, such as the pressure of academics with an obligation of success, uncertain future and difficulties envisaged for integration into the system because the different types of emotion when they move to university life since learning and memory can be affected by stress. Thus there have been a number of social factors that have contributed to stress among Kampala international University students like; lack of time and/or support for and from family and friends, family commitments, financial difficulties, and problems with university roommates (Linn et al., 2014). Although an optimal level of stress can enhance learning ability (Kaplan & Sadock, 2000), too much stress can cause physical and mental health problems (Laio et al., 2007), reduce self-esteem (Bressler et al., 2007) may affect the academic achievement of students (Choi et al., 2007). It's against this background that has prompted this study on the analysis on the effects stress among Kampala International university Uganda students.

1.3.1 Purpose of the study

To establish the effects of stress among university students in Uganda.

1.3.2 Specific Objectives

The specific objectives are;

- (i) To determine the effect of stress on the academic performance of Kampala International University Uganda students.
- (ii) To evaluate the relationship between stress and academic performance among university students in Uganda.

1.5 Research hypothesis

Ho: There is no significant relationship between stress and academic performance among university students in Uganda.

Hi: There is a significant relationship between stress and academic performance among university students in Uganda

1.6 Scope of the Study

1.6.1 Content Scope

The study covered different departments in Kampala International University. The departments include; Economics and Statistics, Accounting and Finance, and procurement and Logistics, Leisure and Hospitality, etc

1.6.2 Geographical Scope

The study was carried out in Kampala International University Uganda premises located along Kansanga Ggaba Road, P.O BOX 20000, Kampala (U).

1.6.3. Time Scope

The study covered a period of Six months and that is from February to August 2018

1.7 Significance of the Study

- The findings will enable students to know about the problem that brings stress and how to adjust them properly, finally, the study will serve as a reference and guide to other researcher in finding to their problem.
- This research benefits me as a research student since it is a partial fulfillment for the award of a bachelor of Economics and Applied Statistics of Kampala International University.
- The research hopes that the findings of this study will be useful for understanding the relationship between stress and academic performance of university students.
- This research is to be a basis for further research on effect of stress on the academic performance of university students.

1.9 Operational Definitions

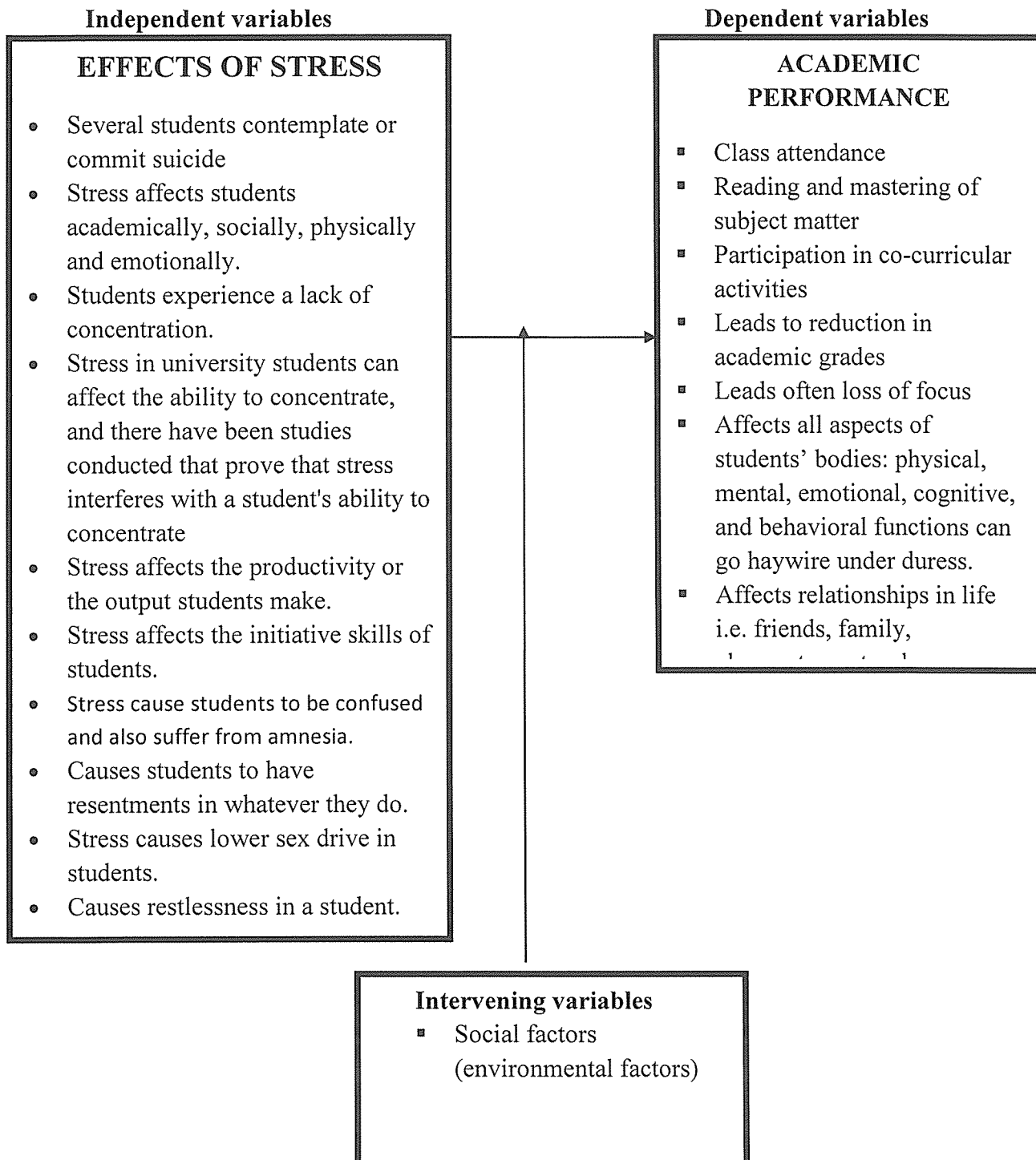
Stress: Stress is defined as a state of psychological arousal that results when external demands tax or exceed a person's adaptive abilities (Lazarus, 1966; Lazarus and Folkman, 1984). In the present study stress refers to physical stress, social, economic and political stress, family stress and job and career stress.

Academic Achievement: Good (1945) defines academic achievement as, "knowledge attained or skills developed in the school subjects, usually designed by test scores or by marks assigned by teachers, or by both". In the present study academic achievement refers to the marks obtained by the senior secondary school students in their annual examinations of +1 and pre-board examination of +2 classes.

Academic performance the performance of the students in II/III/ IV semester end term examination is considered as academic performance. The students' marks on final examination (based on theory, practical and internal assessment) were obtained from the educational institution/students marks sheet. The educational institution considers student's marks based on the percentage they have scored in the semester end term examination, where a score of 70% and above are considered distinction, 50% and below are considered as pass class. In the present study the same criteria is considered to determine the academic performance grades.

Academic stress is a product of a combination of academic related demands that exceed the adaptive resources available to an individual (Kadapatti and Vijayalaxmi, 2012). Bisht (1989) cited in Krishan (2014) defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved.

1.8 Conceptual framework



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter comprises of existing literature on internal auditing and financial performance. This is intended to provide a detailed understanding of effect of stress on academic Performance of university students in Uganda.

2.1 Concept of Stress

Stress is basically defined as an applied force or system of forces that tends to strain or deform a body. It is usually caused by something that is out of the ordinary from everyday life, things like tests, family problems and loss of job. Today students have a lot of stress because of a lot of different reasons. There are many things that cause stress for university students; school-related issues, relationships, and peer pressure.

According to Lazarus & Folkman (2014), stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment. The existence of stress depends on the existence of the stressor. Feng (1992) and Volpe (2000) defined stressor as anything that challenges an individual's adaptability or stimulates an individual's body or mentality. Stress can be caused by environmental factors, psychological factors, biological factors, and social factors.

Stress is an unavoidable part of the normal fabrics of human existence. Every individual experiences stress irrespective of age, occupation, social status, race, cultural background, etc. (Oyerinde, 2004). Stress has been recognized as a major challenge to workers' health and the healthiness of their organizations (International Labour Organization [ILO], 1992, 1986) consequently, the World Health Organization (WHO) became alarmed and cited stress as a global epidemic (WHO, 2002). Accordingly, work related stress has become an important subject for studies in academic circles especially in the field of behavioral science (Agolla and Ongori, 2009; Agolla, 2009; Rees and Redfern, 2000).

2.1 The causes of the stress among University students

Academic Performance Pressure: The pressure to perform academically is one of the primary causes of teenage stress, particularly for university students. Coursework can be very demanding and the competition for earning top marks can be very fierce. Students who want to do their best and who are planning to apply for admission to graduate school can be under a great deal of pressure as they struggle to excel in school. The same is true for those who are seeking scholarship funding or who must keep their grades up in order to keep existing scholarship awards (Eweniyi, 2009).

Financial Stress: According to Greenberg, (2006) many university students experience financial stress. This can involve the struggle to find sufficient money to pay for tuition, as well as securing the funds needed to cover the costs of living while attending school (Lating, 2002). Even those students who are able to qualify for sufficient financial aid to cover immediate university costs have to cope with the financial stress of knowing that they will have to face paying back a large sum of money following graduation. The debt associated with student loans can be a source of stress, even long before finishing school and entering the job market.

Multitasking Stress: Kampala International University students often engage in multiple activities outside of school. In addition to taking several classes at one time, students may also be juggling jobs, extracurricular activities, volunteer work, family responsibilities, and more. While figuring out how to handle multiple simultaneous responsibilities can be excellent practice for adulthood, doing so is certainly a cause of stress for many students (Blake, & Vandiver, 2008).

Facing the Future: While some students have a clear vision of the lives they want to enjoy as adults, many feel overwhelmed by the idea of trying to figure out what they want to do with their lives. University students feel pressure to make educational and career decisions that can impact the rest of their life. Choosing a major can be stressful, as can making choices about where to live, which relationships to continue to pursue, and more (Blumberg, & Flaherty, 2005).

Adapting to the new life: One of the main causes of stress is adapting to the new life which we have suddenly landed in. For me it is the first time that I have lived outside the nurturing and protective security of the family unit. My parents used to provide for me materially and used to set down boundaries on how to live. This no longer applies in university and one of the first tasks that I should undertake is to find an identity and effectively test the rules that were set out by my

parents. The uncertainty and lack of identity is a common cause of stress for university students (Kai-wen, 2010).

Parental Pressure: students at either level experience stress from parental pressures. Parents want their children to succeed in school. They want to see good grades, but they also want to see success in life's other areas. In their attempts to guide their children, parents can become one of the major causes of stress on students (Eweniyi, 2009).

Another cause of university stress is relationships: Relationship stress can be caused by not living up to their partner's expectation or just plainly by breaking up with someone that they really did care for. Also, it can be caused by an individual liking someone a lot and the finding that feeling is not mutual. All of these aspects can cause students to feel like they are in way over their heads. Most students use alcohol, tobacco, or drugs to relieve stress. That's why for some university students stress makes them sick and their immune system gets run down (Greenberg, 2006).

Peer pressure: Peer pressure is when "friends" persuade you to doing something that you do not want to do. But maybe you want to do it, and you just don't have the courage to do it and your friends talk you into it. Peer Pressure can be broken down into two areas; good peer pressure and bad peer pressure (Blake, & Vandiver, 2008). Bad peer pressure is being coerced into doing something that you didn't want to do because your friends said that you should. Friends have a tendency to think that they know what is best for you, and if your friends are like some of ours, they always offer their opinion whether it is wanted or not (Feld, 2011).

Environment: The university environment itself can be a cause of stress on students. Students moving into secondary education find it challenging to constantly move around to lecture rooms. Those matriculating to tertiary education are challenged with leaving home and establishing a new life in a new setting. Both can cause stress on students (Malik, & Balda, 2006).

Extracurricular: University students do have pressure to engage in extracurricular activities such as choirs, clubs, sports, band, or volunteer work. The presence of these on a student application can go far toward acceptance. Once in university, extracurricular activities still cause stress on students, since their presence on a job application is also an asset (Palmer, 2001).

Workload: University workloads in terms of heavy course works, and later university workloads, are heavy for many students. For secondary students planning on tertiary studies, high school grades are important. So is the number of subjects. As a result, students may overload their

schedules. In university, where a financial investment has been made, students may overwork to reach their goals and benefit from the money spent. Workloads at either level are causes of stress on students (Gelow, Brown, Dowling, & Torres, 2009).

Time Management: A lack of time management also causes stress on students, whether secondary or tertiary. Balancing academics, dating, peer activities, and home life can be difficult. Toss in a part-time job, and the challenge increases (Greenberg, 2006).

Relationship factor: Most adolescents are urgent to develop a relationship with the opposite sex. As there are no absolute ways for making friends with the opposite sex, many of them usually do not know what to do when in face of the opposite sex. Besides, adolescents often suffer stress induced by “a sense of insecurity” when they are dating someone. They are worried that they may lose their dates and their parents or friends may have negative views of their dates. Therefore, developing a heterosexual relationship is a challenge and also a stressor for adolescents (Wang and Ko, 1999).

School-related issues also cause stress for students these days: It can be caused by them doing so badly in university that they gave up all hope of doing something worthwhile with their lives, or it could be caused by just not living up to their own standards. Stress also creates the way people deal with things like smoking and drinking, which are worse ways of dealing with stress. I think that these are some of the most common ways to deal with it. For example, one of my friend's likes to go out and drink when he feels stressed about doing badly on a test or paper (Campbell, and Svenson, 2012).

2.2 The effect of stress among on the academic performance of University students in Uganda

Students today experience high levels of stress in many areas of life. This is an important domain for further research and an effective channel of intervention for university mental health professionals. Study schedules, especially in universities, are very challenging. The act of combining a busy life along with education causes stress and depression. Limited stress is beneficial and can lead to excellent performance. However, uncontrolled stress can lead to exhaustion, depression and several other sicknesses. In fact, university students are prone to episodic stress. This happens when exams are around the corner. Stress and depression also occur when getting ready for a presentation or an interview (Menec, 2010).

Several students contemplate or commit suicide.

Student life is a changeover period. They do a course supposing it will empower them to do or have something that they need, for example, expanded openings for work or upgraded delight in life. Concentrating on is a piece of a procedure of progress and, here and there, change can bring about a considerable measure of nervousness (Feld, L.D. 2011). Students in school especially universities experience an intense stage taking care of anxiety and misery. Firstly, their hormones are in overdrive, which causes stress. Furthermore, the weight to do well adds to their anxiety levels. Homework, issues at home, connection at school and associate weight all add to stress and depression. The stress students experience may test their ability to cope and adapt to the environment they find themselves in. The impact of stress on students can be looked at from various angles (Womble, 2003).

According to (Centre, 2010), stress affects students academically, socially, physically and emotionally. Stress affecting students academically leads them to have bad performance in school work. Students experience a lack of concentration. Stress in university students can affect the ability to concentrate, and there have been studies conducted that prove that stress interferes with a student's ability to concentrate, Stress in students is not something we can take lightly. Ironically stress Improves concentration for a short term because when students are little stressed up they then to focus to try to get the issue in question which stresses them away but these concentrations doesn't last for long since they will have more school work or others assignments to do which demand long-term concentrations rather than the short term (Ragheb, & McKinney, 2013).

Furthermore, stress affects the productivity or the output students make. When students are stressed up they turn not to give their maximum best when doing schoolwork and as a result, it

manifests in the outputs which are clearly seen in the grades. Stress makes students spend fewer hours trying to get some schoolwork done and they also do it in a shabby manner not following the instructions giving the assignments in question. They also don't make adequate preparation for examinations. In the long term, it can even affect their plans for the future. (Ragheb, 2013).

Also, stress affects the initiative skills of students. Most students when stressed upturn to lack the ability to bring up new ideas to solve problems or issues, thus when students are faced with some challenges which might be even so easy to solve because they are stressed up to refuse or are unable to rack their brains to find solutions to that problem (Nawaz Khan, 2004).

According to Schafer, (2006) Stress cause students to be confused and also suffer from amnesia. All people when stressed upturn to be sixes and sevens with the little- complicated issues. In the Academic life of students, they easily have misunderstandings with what is been taught in school and don't know what to do. On the other hand, many of them also forget easily what they have Known or have been taught because their mindshare burdened with the issues that are stressing them up. All these points impact of stress on students, in the long run, cause them to perform poorly in school.

Students are social beings by nature, as they characteristically have an essential in teed and wish to uphold helpful social relations. Thus, they typically treasure keeping encouraging social bonds to be beneficial. Social relationships can offer nurturance, foster feelings of social inclusion, and lead to reproductive success. Anything that disrupts or threatens to disrupt their relationships with others can result in social stress (Heckert, 2009).

To start isolations is one major impacts stress has on the social life of students. Mostly when students are tensed and have a lot of issues thinking about, they prefer to be away from their friends and be alone to ponder about those issues, of course being alone at times helps to resolve out stressful issues but doing so on a regular basis or frequently also means risking to lose your friends since you are mostly not with them. Students also losing their friends in the long causes more harm than good (Sohail, 2013).

Stress also causes students to have resentments in whatever they do. When students are tensed up, they easily have anger issues that are easily get irritated with the little things people do. This pushes away people and at times even their closest friends leaving them to be lonely, and loneliness can cause them to do unpleasant things to themselves and even innocent people (Ragheb, 2013).

Elaborating further, stress causes lower sex drive in students. A student who happens to be married or is in serious relationship turn have issues with their pattern because of low sex drive. This is because their minds are tuned up to solving problems that are stressing them and so doing kills the desire of sex and this affects their marriages and relations because sex is a vital factor in one's life (Ofulla, 2009).

To end with, stress can also make students to always nag and complain. Students will always see something wrong with what their fellow mates will do because they are in a situation whereby their critical annalistic instinct and drive are fully not functions as they are supposed to. They do not have the zeal or interest to look at what their mate has done and give critical analysis. All these social effects, in the long run, give bad names and status to students who exhibit these behaviors which will have an adverse effect on their academic life (Befort, &Kurpius, 2006).

According to Patel (2009), Stress that continues without break can lead to a state called distress, a negative stress reaction. Distress can lead to physical problems. The Physical impact of stress basically reflects on the health of the student. Stress can make you breathe tougher. That's not a problem for most people, but for those with asthma or a lung disease such as emphysema, getting the oxygen you need to breathe easier can be difficult. In addition, stress can cause the swift breathing or hyperventilation that can cause a panic attack in someone prone to panic attacks. Also, stress can cause the muscles to tense up. By sudden onset stress, the muscles tense up all at once and then release their tension when the stress passes. Chronic stress causes the muscles in the body to be in a more or less constant state of guardedness.

Furthermore, stress also causes restlessness in a student. Students who happen to be in situations that stress them up are unable to sit at one place but rather will just be walking to and fro to find solutions to their worries. This makes them always busy and tired causing them no to be able to have proper sleep and rest during the night which is not good for the body system (Kurpius, 2006). Also, stress causes the increase of alcohol, drugs and tobacco use among students. Some student has the habit of taking alcohol, drugs and smoking tobacco when they feel under pressure to calm them down. Stress worsen this because it increases the intake of whatever thing the student use and at the long run causes health implications for them. Some might even contract severe diseases which may be incurable (Otieno & Ofulla. 2009).

Stress causes fatigue in students. When students are stressed up, they are always tired because the use the energy they have in just thinking about whatever issue that's making them stressed. When

this happens they have no energy left in them for academic purposes or to even do other things for themselves. Being fatigued can make students mess up a whole lot of things which are supposed to help them in life (Kurpius, 2006).

Students who are stressed up also get discouraged easily, this is because they have a lot on their head and always have the feelings that whatever they will do will not go on well or has planned and due to this give up in the middle of whatever project they are doing. They also then to always make excuses for mistakes they do instead of taking responsibilities. Mood swings is another common effect of stress on students. Students are unable to have a particular mood for a long period of time. Although mood changes are common for every student but the rate at which it changes is very fast with students who are stressed up and depressed. This mood swing makes it difficult for others students to even communicate or help them out. This frequent changing of moods ruins the days of student and makes them not to be able to concentrate (Manjula, Kadapatti. & Vijayalakshmi. 2012).

Stress causes irritability and bad temper in students. Students who stressed easily get annoyed with the least thing that another person. Stress in its own way kills the tolerance of student making them vulnerable temper issues. Student tries to be calm but because they are worried and disturbed they lose that control easily (Lazarus, 1999).

Ability to manage stress is really an important issue when it comes to the topic of stress. Due to this, the Klinik community health center has laid down some stress relieving techniques which help a lot especially students to enable them to manage their stress issues (Centre 2010, 15–30; Hiriappa 2012, 61–114). There are some techniques and ways that can help reduce stress and stop you being stressed up.

The first technique that can help with the management of stress is meditation. Meditation that cultivates mindfulness can be particularly effective at reducing stress, anxiety, depression, and other negative emotions (Lazarus, 1999). Mindfulness is the quality of being fully engaged in the present moment, without over-thinking or analyzing the experience. Rather than worrying about the future or dwelling on the past, mindfulness meditation switches the focus on what is happening right now. Mindfulness meditations not equal to zoning out.

It takes an effort to maintain your concentration and to bring it back to the present moment when your mind wanders or you start to drift off. But with regular practice, mindfulness strengthens the areas of the brain associated with joy and relaxation. Mindfulness provides a potentially powerful

antidote to the common causes of daily stress such as time pressure, distraction, agitation, and interpersonal conflicts. (Clinic Community Health Centre, 2010)

Furthermore, body scanning is also another good way of managing stress. Body scanning promotes mindfulness by focusing your attention on various parts of your body. Like progressive muscle relaxation, you can start with your feet and work your way up. However, instead of tensing and relaxing your muscles, you simply focus on the way each part of your body feels, noticing any sensations without labeling them as good or bad. (Clinic Community Health Centre, 2010).

Another way which is easy to practice and do is deep breathing. Deep breathing releases tension from the body and clears the mind, improving both physical and mental wellness. We tend to breathe shallowly or even hold our breath when we are feeling anxious. Sometimes we are not even aware of it. Shallow breathing limits your oxygen intake and adds further stress to your body. Breathing exercises can help to reduce this stress (Jegade, 2009).

The key to deep breathing is to breathe deeply from the abdomen, getting as much air as possible into your lungs. When you take deep breaths from the abdomen, rather than shallow breaths from your upper chest, you inhale more oxygen. The more oxygen you get, the less tense, short of breath, and anxious you feel. This kind of breathing is called diaphragmatic breathing. It means to breathe from the depths of your belly, rather than from your chest and nose. (Clinic Community Health Centre, 2010)

Guided imagery is also a convenient and simple relaxation technique that can help you quickly and easily manage stress and reduce tension in your body. It is virtually as easy as indulging in a vivid daydream and, with practice, this technique can help you to ease the tension and stress that you feel (Feld, 2011). When used as a relaxation technique, guided imagery involves imagining a scene in which you feel at peace, free to let go of all tension and anxiety. Choose whatever setting is most calming to you, whether a tropical beach, a favorite childhood spot, a therapist's chair, or a quiet place in the woods (Clinic Community Health Centre, 2010)

Lastly, self-massage helps so much in managing stress much more than we think. Getting a massage provides deep relaxation, and as the muscles in your body relax, so does your overstressed mind. There are many simple self-massage techniques you can use to relax and release stress (Clinic Community Health Centre, 2010).

2.3 The relationship between stress and academic performance among university students in Uganda

Academic behavior is something of great importance to parents, teachers and students themselves. Even the larger society is aware of the long term effects of positive or negative academic behavior since graduates from educational institutions are expected to shape the destiny of society (Salami, 2001). Unfortunately, academic behavior of undergraduates is becoming worrisome and this has remained a matter of grave concern to many educationists (Aremu, 2001). These students have many obstacles to overcome in order to achieve their optimal academic performance (Womble, 2003). Stress is a common problem to male and female students in schools and the way it is managed may reflect in their academic performance (Salami, 2001).

A total of 70% of the undergraduates experienced stress (Office of Planning and Institutional Research, Villanova University, 2008). The effects of stress can be positive or negative. Positively used, stress can be a motivator for an improved quality of life. Stress can be negative, when it becomes destructive as a result of how an individual negatively perceived it and reacted to it (Blonna, 2005). Could it be that the level of stress being experienced by senior secondary school students has bearing with the reported negative trend in their academic performance? A number of studies have found a relationship between stress and poor academic performance (Clark & Rieker, 1986; Linn & Zeppa, 1984, Struthers, Perry & Menec, 2000). Bell (1995), Dubois & Felner (1992) and Ganesan (1995) have found that stress made significant contribution in poor school performance of adolescents.

Felsten & Wilcox (1992) found a significant negative correlation between the stress levels of university students and their academic performance. In a similar study, Blumberg & Flaherty (1985) found an inverse relationship between self-reported stress level and academic performance. Malik & Balda (2006) also found a negative correlation between stress and academic achievement. Stress pervades the life of students, and tends to impact adversely their mental and physical health, and their ability to perform schoolwork effectively (Clark & Rieker, 1986; Felsten & Wilcox, 1992). Mostly it is found that Students with more stressed behavior show average or poor results in academic achievement. Their concentration never works properly in educational field (Signal, 1998). Though most of the research findings support the negative relationship between stress and academic achievement, few researchers conclude against them.

Bankston & Zhou (2000) reported a significant positive relationship between stress and academic performance of university students. Kaplan & Sadock (2000) reported that an optimal level of stress can enhance learning ability. Gelow, Brown, Dowling & Torres (2009) stated that a state of emotional stress was reported to have a significant positive relationship with reported school performance. In another research Womble (2003) did not find any relationship between perceived stress and academic achievement of university students.

For students currently attending university, however, the process is often stressful and frustrating. The competition for grades, the need to perform well, relationships, career choices, and many other aspects of the university environment cause stress. Before condemning stress outright, we need to understand that stress is only harmful when it is excessive. Much of the stress that we all experience is helpful and stimulating. The challenges of life tend to be stressful and an attempt to avoid stress completely would lead to a rather boring existence. The problem comes when you experience too much stress. Although some stress reactions are part of deeper and more serious emotional problems, many are not, and can be handled with relatively simple counseling and stress-management techniques. The lifetime prevalence of depression, anxiety, and stress among adolescents and young adults around the world is currently estimated to range from 5% to 70%, with an Indian study reporting no depression among university going adolescents (Sahoo&Khess 2010). Whitman et al., (1985) cites stressful events can be appraised by an individual as "challenging" or "threatening" (Lazarus 1966). When students appraise their education as a challenge, stress can bring them a sense of competence and an increased capacity to learn.

When education is seen as a threat, however, stress can elicit feelings of helplessness and a foreboding sense of loss. A critical issue concerning stress among students is its effect on learning. The Yerkes-Dodson law (1908) postulates that individuals under low and high stress learn the least and that those under moderate stress learn the most. A field study and laboratory tests support the notion that excessive stress is harmful to students' performance. Some of the reasons why students perceive stress are time pressure and the need to perform well in the exams (Erkutlu & Chafra, 2006). Other reasons why stress can occur are the fear of academic failure (Kolko, 1980) too many assignments or the competitions with other students (Fair brother & Warn 2003). Mainly the period before the exams is perceived as highly stressful by students

(Nandamuri & Ch, 2011). Stress leads to a detrimental academic performance at the university (Sloboda, 1990). Bennett (2003) reports a similar finding in his study and points out that stress is significantly correlated with poor academic performance. Elias, Ping & Abdullah, (2011) mentioned that studies show that especially undergraduate students have to handle the possible negative effects of stress concerning their academic achievements (Cited in Rucker 2012).

As cited in Pfeiffer (2001), there have been many studies (Schafer, 1996; Fisher, 1994; Altmaier, 1983; Greenberg & Valletutti, 1980), which have reported strong relationship between stress and university students. Some individuals are more sensitive to some stressors than others; so, the person's characteristics and behavior patterns must be looked at to determine their importance and their vulnerability to stress. The experience of stress in humans is universal, but there are also marked individual differences in how stress is experienced. Stress has been known "to be the fuel the body uses to meet the challenges of our fast-paced modern life; for others, it is the aversive by-product of such a life" (Altmaier, 1983). Stress has been associated with major life events, daily life hassles, and changes in life. Stress is created by excessive environmental and internal demands that need constant effort and adjustment. One important factor to consider when researching stress is to explore which sources of stress are beneficial and which sources are detrimental (Ross et al., 1999). Some individuals are more sensitive or prone to some stressors than others. Stress is caused by environmental and internal demands that need to be adjusted continuously. These environmental and internal demands will vary from person to person. In 2006 NIMHANS study says 5,857 students committed suicide owing to exam stress. As cited in Petroff (2008) stress had a negative impact on academic success among university students (Andrews & Wilding, 2004; De Meuse, 1985; Shields, 2001; Struthers et al., 2000).

The majority of investigations related stresses have taken place in the United States which concentrated mainly on students in the medical field (Rafidah, Azizah, Norzaidi, Salwani, & Noraini, 2009). It is important to note that there were also some inconsistencies with the findings in the previous literature as stress was not shown to be positively related to academic performance. There also arises a question of which stress factor(s) has/have substantial influential on the academic achievement of students. This paper thus attempts to address these gaps by incorporating five areas of stress and correlating them with the academic performance of senior secondary school students of Delhi. Studies over the years have demonstrated that student poor performance and stress are positively related (Sohail, 2013; Taylor and Owusi-Banahana, 2010; Wombie, 2005;

Hatcher and Prus, 1991). For example, an earlier work by Astin (1973) confirmed by later studies conducted by Blimling (1989) reveals that a student's living environment impacted on his or her academic performance thus GPA. Further studies reveal that student workers struggle to maintain a good academic performance (Robot ham, 2008; Plant *et al.*, 2005; Krause *et al.*, 2005). Despite the negative results, other findings show contrary conclusions (Siraj, 2014; Habibah *et al.*, 2011; Rafidah *et al.*, 2009; Sanders and Lushington, 2002). For example, a study by Habibah *et al.* (2011) of 376 university students of university of Putra in Malaysia reveals a weak negative relationship between undergraduate stress level and their academic performance. Furthermore, Zajacova *et al.* (2005) found out from a study of 107 students involving immigrant and minority university freshmen at a large urban commuter institution that academic self-efficacy is a more robust and consistent predictor than stress of academic success. Similarly, a study by Sanders and Lushington (2002) on the effect of stress on students' performance in an Australian Dental school found little support for an association between increased stress scores and reduced academic performance among students. Rafidah *et al.* (2009) examine the impact of stress factors on academic performance of Pre-Diploma Science students at the University of Technology MARA (UiTM), Malaysia. None of the stress factors significantly affected the academic performance of students. A study by Siraj (2014) aimed to explore the association between stress levels and the academic performances shows that respondents with a high and severe stress level were observed to have higher cumulative grade point average (CGPA).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter comprises of the research design and methodology that was used to carry out the research. It presents the research design, the population, sample size and sampling procedure, data collection and analysis.

3.1 Research Design

The study was a descriptive correlation research design. It involved establishing the relationship between the independent variable and the dependent variable. The reason for this is because aimed at describing the current situation so that it can be understood clearly. Thus the gaps identified in it can be addressed in order to be analyzed the causes of stress among university students. Both qualitative and quantitative approaches were used in this study. Respondents were offered qualitative data in their responses which afterwards will be quantified to establish the trends to be used in analysis.

3.2 Target Population

The study was conducted in Kampala international University Uganda. The target population of this study was 200 students of Kampala international university

3.3 Sample size and Sampling Procedure.

The study used a sample of 136 students selected by simple random sampling

3.3.1 Sample size

Solvent's Formula Is Applied As Follows,

$$n = \frac{N}{1 + N(e)^2}$$

Where, n = sample size

N = population of the study

1 = constant

e = level of significance i.e. 0.005

$$\begin{aligned} n &= \frac{200}{1 + 200(0.0025)} \\ &= \frac{200}{1 + 1.5} \\ &= \frac{200}{1.5} \end{aligned}$$

n= 136.66 Respondents

n = 136 Respondents.

A representation number of respondents was selected among Kampala international university departments using purposive sampling method and this method will help to get information by selecting the population which conforms to certain characteristics that I am interested in.

3.3.2 Sampling procedure

Sample procedure or selection was by use of probability sampling technique especially simple random sampling and purposive sampling. Simple random sampling was used because the study intends to select a representative without bias from the accessible population. This ensured that each member of the target population gets an equal and independent chance of being included in the sample. In this procedure, the respondents were selected at random, and these respondents were identified according to their willingness and availability to take part in the study.

3.5 Research Instruments

3.6 Data Collection Methods.

In view of the purpose of this study, the researcher depended mainly on primary data as a source of data collection. Primary data for the purpose of this study will be obtained through questionnaires

3.6.1 Questionnaire

The researcher designed a questionnaire with both opened and closed ended questions from the area of research. The questionnaires were structured carefully to avoid respondents not getting meaning of questions. Simple and easy words were therefore used so that respondents was easily understand as well as answer them. Possible answers were provided to enable respondents tick which ever answer they find suitable in terms of their response to the question.

3.6.1 Documentation or Document Analysis

The researchers also took into consideration some reports that have been published already by other researchers that have bearing on the topic of this study. Divers conclusions have been made by researchers on various topics which were of importance to this research. The reports aided the researcher to get some information for the research. (Bernstein et al, 2008)

3.7 Data Analysis

Descriptive statistics such as bar and pie chat, were used to present information processed from data regarding to the causes of stress on students' academic success and its management at Kampala International University Uganda.

3.8 Data collection tools

Questionnaire checklist

Draft questions on the questionnaire were pre-tested to remove ambiguity and achieve high degree of precision; any information omitted was rectified. All the units of analysis will be comprehensively studied and whole population taken into account. After piloting the instruments they were carefully scrutinized for mistakes on procedures to ensure high return rates, reliability and validity.

Questionnaires were chosen because they are economical, less time consuming and are more reliable since biasness of the interviewer is avoided. Open questionnaires will be used to obtain respondents views while closed questionnaires were used to elicit more specific and direct type of information.

Observation guide

This was also used on documents at the procurement department; an observation check list will be used to guide the research on the exercise. Data obtained by this method are generally objective and more accurate.

Interview guide

Personal interviews were also employed in data collection exercise. Interviews were used because of the following importance; they provide in depth data, guard against confusing questions, they are more flexible, the interviewer is able to clarify the purpose of research and obtain more information by probing, and they yield higher response rates and may elicit more sensitive information.

3.9 Data Processing, and Presentation

3.9.1 Data processing

This includes; editing, tabulation and coding.

Editing was done to check the completed responses with purposes of detecting and eliminating errors and identifying vital information that was essential in coding and tabulation.

Coding was done according to whether or not the response was a representative of the objective of the study and realistic to the subject matter.

Tabulation was involved mainly the use of simple statistical techniques like use of tables and percentages to test significance of the information from which meaning interpretation was drawn.

3.9.2 Data Analysis

The data was analyzed using percentages on frequency distribution tables and graphs.

3.10 Ethical Consideration

This ensured confidentiality of the information provided by the respondents and ascertain the practice of ethics in this study.

3.12 Limitations of the researcher in the Study

During the study, a challenge of uncooperative behavior was of some respondents, unapproachable respondents and those who were reluctant to give information. Some respondents will require more time to respond to the questionnaires.

Assessing data might be a problem since many respondents might doubt the confidentiality of research project. An introductory letter however was used to persuade the respondent that the research is purely academic.

The use of research assistants could bring about inconsistency in the administration of the questionnaires in terms of time administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

CHAPTER FOUR

PRESENTATIONS INTEPRETATIONS AND ANALYSIS OF DATA

4.0 Introduction

This chapter covers the presentation of the findings according to the themes of the study

4.1 Demographic characteristics of Respondents

Under this section, the researcher was interested in finding out the demographic characteristics of the respondents. They are presented as follows:

4.1.1 Gender of Respondents

The researcher wanted to know the gender or sex distribution of the respondents and this is shown in the following table and illustration. This section indicates the both sexes with the community.

Table 4.1.1: Presenting the gender distribution of the respondents who participated in the study

Gender	Frequency	Percentage (%)
Males	84	61.76
Females	52	38.23
Total	136	100

Source: Researcher, 2018

In Table 4.1.1, the study findings revealed that the sample constituted of 136 respondents of which 61.76% were Males and the 38.23% remaining were females. This implies that majority of students of Kampala international university are males due to the fact that men tend to have more interest and competence in academics than women.

4.1.2 Age of the respondents

The study went on to establish the different age groups of the respondents and the findings were as presented in Table 2. The study also involved all respondents who are responsible and with mature understanding. For example all the respondents were 18 years and above.

Table 4.1.2: Showing age distribution of the respondents

Age	No. of respondents	Percentages
18-24	05	3.67%
25-35 years	102	75%
36-46 years	27	19.85%
47 years and above	02	1.47%
Total	136	100%

Source: Researcher, 2018

The study showed that the majority of the respondents from different departments of Kampala International University (KIU) were in the age range of 25-35 years and these were estimated to a percentage of 75%. The study also revealed that 19.85% were between the ages 36-46 years. However, 3.67% of respondents in the university are between 18-24 years and only 1.47% of the respondents were in age range of above 47

4.1.3 Marital Status of the Respondents

The study further went on to establish the marital status of the respondent and the findings were as represented in table 3. The researcher was also interested in finding out the marital status of respondents.

Table 4.1. 3: Showing marital status of the respondents

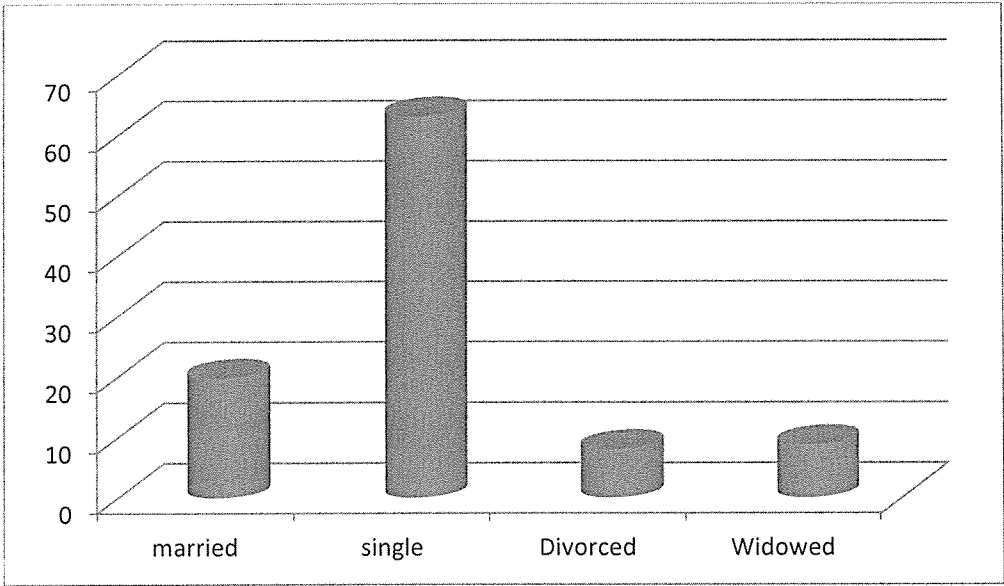
Marital status	Frequency	Percentage (%)
Married	27	19.85
Single	86	63.23
Divorced	11	8.08
Widowed	12	8.82
Total	136	100

Source: Researcher, 2018

The study established that the majority of the respondents were single with a percentage rate of 63.23%, followed by another group of respondents who were single at a rate of 19.85%. The findings also revealed that minority of respondents were Divorced or separated and these were at

a percentage rate of only 8.08%, followed by other respondents who were Widowed at only 8.82%. This implies that Kampala International University Uganda is mostly dominated by students who are single and should be capable of performing well regardless of the conditions.

Figure 1:Showing marital status of the respondents



source: Researcher, 2018

OBJECTIVE ONE

4.2 The effect of stress on the academic performance of Kampala International University students

Table 4.2: The effect of stress on the academic performance of Kampala International University Uganda students

Effect of stress	N	Responses (%)				
		SD	D	N	SA	A
Severe students contemplate or commit suicide and	136	11.1	15.5	16.7	27.8	28.9
Causes the increase of alcohol, drugs and tobacco use	136	10.9	13.4	22.2	14.1	39.4
Students experience lack of concentration	136	.	.	16.2	32.1	51.7
Affects the productivity or the output students make.	136	.	1.7	13.3	40.6	44.4
Stress affects the initiative skills of students	136	.	1.7	13.3	40.6	44.4
Stress leads students to be confused and also suffer from amnesia.	136	45.6	31.1	15.0	5.0	3.3
Stress causes students to have resentments in whatever they want to do	136	59.4	23.9	10.6	2.2	3.9
Stress generally affects academic performance	136	0.6	1.0	10.0	60.6	27.8
Students who are stressed up get discouraged easily	136	5.0	5.0	8.9	27.8	53.3
Average index of poverty=3.39						

The average index 3.39 according to the results in table 4.2 shows that stress moderately affects the academic performance of students at KIU. This is from the fact that 56.7% (27.8 SA + 28.9 A) of the students agree that stress causes students to contemplate or commit suicide, stress leads to exhaustion, depression and several other, 53.5% (39.4 SA + 14.1 A) agree that stress causes the increase of alcohol, drugs and tobacco use, 83.8% agree that students experience lack of concentration due to stress, 85% of the students say that stress affects the productivity or the output students make, 85% agree that stress affects the initiative skills of students whereas 76.6% of the students do not agree that stress leads students to be confused and also suffer from amnesia and also 83.3% of the students do not agree that stress causes students to have resentments in whatever they want to do, 88.3% of the students agree that stress generally affects academic performance and finally 81.8% of the students agree that students get academically discouraged because of stress.

OBJECTIVE TWO

4.3 Determining the relationship between stress and academic performance.

Table 4.3: Correlation Results

	academic performance	stress
academic performance	1.0000	
stress	-0.0122	1.0000

Results from table 4.3 show that there is a weak negative correlation between stress and academic performance of -0.012 implying that there is a weak negative linear relationship between stress and academic performance thus an increase in stress leads to a decrease in academic performance of students.

4.3.1 Regression Analysis

Table 4.3.1: Regression Results

Academic performance	Coefficient	Standard error	t-value	p-value
Stress	-0.0006	0.0102	-0.06	0.951
Constant	3.291	0.463	7.11	0.000

Regression Equation

$$\text{Academic performance \%} = 3.291 - 0.0006 \text{ stress}$$

The regression output above was obtained from spss to determine the relationship between stress on academic performance at Kampala International University and it shows that a unit change in stress factors leads to a decrease in academic performance by 0.0006 and that without stress, there is a positive change in academic performance by 3.291.

Hypothesis Testing

p value of 0.095 and the alpha value of 0.05 were established. Due to the fact that the p value was greater than the alpha, the researcher accepted null hypothesis that there is no significant relationship between stress and academic performance among the students of Kampala International University.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSIONS, SUMMARY AND RECOMMENDATIONS

5.1 Introduction

This chapter includes summary of findings, conclusions and recommendations in respect of the objectives of the study.

5.1 Discussion of the general findings

5.1.1 Findings on the Demographic characteristics of respondents

Findings in table 4.1.1 on the **Gender of Respondents** revealed that among the respondent interviewed the males dominated with a percentage rate of 61.76%, while the females had the least response rate of 38.23%. This is because Kampala International University Uganda is mostly dominated by Males almost in every department or faculty of the university.

5.1.2 The findings on the Age of respondents.

Table 5.1.2 revealed that majority of the respondents from different departments of Kampala International University (KIU) were in the age range of 25-35 years and these were estimated to a percentage of 75%. The study also revealed that, 19.85% were between the age group of 36-46. However, 3.67% of the respondents in the university are between 18-24 years and only 1.47% of the respondents were above 47.

5.1.3 The findings on the marital status of respondents.

Table 4.1.3 revealed that majority of the respondents were single with 63.3% followed with Married who were up to 19.85%, Widowed were 8.82% lastly Divorced were only 8.08%.

5.1.4 Findings on the relationship between stress and academic performance.

The study revealed a weak negative correlation of 0.012 thus a negative linear relationship and from the regression analysis it is evident that an increase in stress leads to a decrease in academic performance of students at Kampala International University by 0.006. And R-square of 0.01 means that the variations in stress can explain the variations in academic performance by only 1%.

5.2 Conclusion

There are many factors that can cause stress and influence university student's academic performance and therefore affect their overall GPA. The factors include exercise, nutrition, sleep, and work and class attendance. A university student may find him or herself in a difficult balancing position, trying to support a family, taking care of job responsibilities, and simultaneously trying to do their best at their university career. All of these factors can affect the marks of students, which in due course affects the rest of their lives. All of the factors that have been reviewed in the literature can contribute to a university student's level of stress.

The research was being conducted to find out the effect of stress on academic performance of university students in Uganda. The purpose of this paper is in three folds. The first is to identify the causes of stress within the area studied; the second is to examine effects of stress on the academic performance of university students and finally, it evaluated the relation between stress and students performance. On the sources of stress, the outcome from the study identified the major sources of stress based on each category examined. In addition, their relationships with roommates improved as time passed. They were able to balance between their academic and sport activities as well as time spent on sleeping.

The study sought to determine the relationship between stress and the academic performance of the respondents. The study revealed that there is a negative relationship between the two variables meaning that a unit increase in stress leads to a decline in the academic performance of the students and vice versa.

88.4% of the respondents agreed that stress generally affects the academic performance of the students, also majority of the respondents agreed that stress causes lack drug abuse and lack of concentration which greatly affects the academic performance of students.

5.3 SUMMARY

Major findings of the study are:

- Study findings revealed that the sample constituted of 136 respondents of which 61.76% were Males and the 38.23% remaining were females.
- Minority of the responses sided with respondents who suggested that stress can lead to a state called distress, a negative stress reaction which was at only 2.94%.

- Majority of the respondents accepted that stress generally affects the academic performance of students.
- The study found out a negative relationship between the two variables and it is concluded that an increase in stress leads to a decrease in the academic performance of students.

5.4 RECOMMENDATIONS

On the basis of the findings of this study and for the purpose of achieving the stated objectives, the following recommendations are made on effect of stress on academic performance of students' case study of Kampala International University Uganda.

1. The research found out that there is a negative relationship between stress and academic performance, therefore the researcher recommends to come up with policies that will reduce stress in order to improve the academic performance of students.
2. Since stress has an effect on academic performance, then the researcher recommends that there should be student's counseling program. Training have a certain cost to the institutions that can easily be considered a benefit to students. Such awareness on the part of the students can also lead to greater academic performance as well as enhanced improved stress free environment.
3. The government should train students and parents on how to fight stress in order to improve on the academic performance of students

REFERENCES

Aremu, S. (2001). Academic Performance Five-factor Inventory. 1st Edn. Ibadan, Stirling-Holden Publishers, 1-12.

Abolarin, E. E. (2010). Essentials of Developmental Psychology. Abuja: Petra Digital press.

Altmaier, E. M. (1983). Helping Students manage stress. San Francisco: Jossey – Boss Incorporation

Anusiem, A. U. (1995). The Growing and developing child. Basic concepts in psychology. Onitsha: summer Educational Publishers Ltd.

Bankston, C. L. & Min Z. (2002). Being Well vs. Doing Well: Self-Esteem and University Performance among Immigrant and Non-immigrant Racial and Ethnic Groups. International Migration Review. 36(2), 389-415.

Babar T. S., Kahloon, A., Kazmi, M., Khalid, H., Nawaz, K., Khan, N.A., and Khan, S. (2004). Students, Stress and Coping Strategies: A Case of Pakistani Medical University Community Health Sciences Department, Aga Khan University (AKU), Karachi, Pakistan Education for Health, 17(3), 346-353.

Barber, B. & Olsen, J. (2004). Assessing the transitions to middle and high University. Journal of Adolescent Research, 19, 4-23.

Bell, F. (1995). The relationship between academic achievement and stress from life change events of non-traditional University students. Humanities and Social Science, 57(7)

Blake, R.L., & Vandiver, T. A. (2008). The association of health with stressful life changes, social supports, and coping. Family Practice Research Journal, 7 (4), pp. 205-218.

Blonna, R. (2005). *Coping with stress in a changing world*. 3rd Edn. New York: McGraw Hill Higher Education, 254-268.

Blumberg, P., & Flaherty, J.A. (2005). The influence of non-cognitive variables on student performance. *Journal of Medical Education*, 60, 721–723.

Campbell, R.L., and Svenson, L.W. (2012). Perceived level of stress among university undergraduate students in Edmonton, Canada. *Perceptual and Motor Skills*, Vol 75, 552-554.

Conner, J., Pope, D., & Galloway, M. (2009/2010). Success with Less Stress. *Educational Leadership*, 67 (4), 54-57.

Clark, E.L., & Rieker, P.P. (2006). Differences in relationships and stress of medical and law students. *Journal of Medical Education*, 61, 32–40.

Dubois, D. and Felner, L. (1992). A prospective study of life. Stress, social support and adaptation in early adolescence. *Child Development*, 63(2), 542-557

Dyson, R., & Renk, K. (2006). Freshmen adaptation to university life: Depressive symptoms, stress, and coping. *Journal of Clinical Psychology*, 62, 1231–1244.

Dennis, J. M., Phinney, J. S., & Chuateco, L. I. (2005). The role of motivation, parental support, and peer support in the academic success of ethnic minority first-generation University students. *Journal of University Student Development*, 46, 223–236. **DOI: 10.1353csd.2005.0023.**

Donaldson, D., Prinstein, M.J., Danovsky, M., & Spirito, A. (2010). A pattern of children's coping with life stress: Implications for clinicians. *American Journal of Orthopsychiatry*, 70 (3), pp. 351-359.

Elizabeth Scott, M.S. (2009). *Stress in University. Common Causes of Stress in University*, Lambert Academic Publishing.

Everley, G, Jr., Lating, J. A. (2002). *Clinical Guide to the Treatment of the Human Stress Response*, 2nd Ed. New York: Kluwer Academic/Plenum Publishers

Feld, L.D. (2011). “ Student Stress in High-Pressure University Preparatory Universities” Class of 2011, A thesis submitted to the faculty of Wesleyan University in partial fulfillment of the requirements for the Degree of Bachelor of Arts with Departmental Honors in Psychology Middletown, Connecticut.

Eweniyi, G.B. (2009). Stress management skills and students’ academic behavior: Implications for counselling. *The Social Sciences*, 4 (1), 139-142.

Education Resource Centre (2012). *Information handbook on secondary Universities in the FCT* (9th Edition). Abuja; ERC Press.

Feng, G. F. (1992). *Management of stress and loss* Taipei: Psychological publishing co. ltd.

Felsten, G., & Wilcox, K. (1992). Influences of stress, situation-specific mastery beliefs and satisfaction with social support on well-being and academic performance. *Psychological Reports*, 70, 219–303.

Fish, C. & Nies, M.A. (1996). Health promotion needs of students in a University environment. *Public health Nursing*, 13, 104 – 111.

Greenberg, J. S (2006). *Comprehensive stress management* (5th ed.), Chicago: Brown & Benchmark.

Greenberg, S. F., & Valletutti, P. J. (1980). *Stress & helping professions*. Baltimore: Paul H. Brookes.

Ganesan, S.R. (1995). The effect of anxiety on academic achievement. *Journal of Educational Research and Extension*, 31(3), 154-167.

Greenberg, J. S. (2006). *Comprehensive stress management* (5th ed). Chicago; brown & Benchmark.

Gelow, Z.A., Brown, J.B., Dowling, W.A., & Torres, P.D. (2009). Stress, general health, and academic performance.

Ninth Annual IBER & TLC Conference Proceedings 2009, Savannah State University, Las Vegas, NV, USA

Hussain, A., Kumar, A., & Husain, A. (2008). Academic stress and adjustment among University students. *Journal of the Indian Academy of Applied Psychology*, 34, 70-73

Kaplan, D.S., Liu, R.X., & Kaplan, H.B. (2005). University related stress in early adolescence and academic performance three years later: The conditional influence of self-expectations. *Social Psychology of Education*, 8, 3-17.

Kai-wen, C. (2010). A study of stress sources among University students in Taiwan. *Journal of Academic and Business Ethics*. 2(1) 35-41.

Krishnakumar, P., Geeta, M.G., Gopalan, A.V. (2005). Deliberate self-poisoning in children. *Indian Journal of Pediatrics*, 42(58), 2-6.

Lazarus, R. S. (1966). *Psychological stress and the coping process*. McGraw-Hill, New York.

Lazarus, R. S. & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Co, New York.

Linn, B.S. & Zeppa, R. (1984). Stress in junior medical students: Relationship to personality and performance. *Journal of Medical Education*, 59, 7–12.

Lai, K.Y., Wong, C.K. (1992). Adolescent suicide attempts: A review. *Journal of Hong Kong Medical Association*, 44, 139-45.

Lazarus, R. (1999). *Stress and Emotion: A New Synthesis*. London: Free Association Books. R.S. Lazarus. ISBN 1–85343–456–6.

Lazarus, R., Folkman, S. (1984). *Stress, Appraisal and Coping*. New York: Springer.

Lukoye A., Prisca A.M., Moses N.N., Kiende C.K & Evans M.O (2011). Prevalence of substance use among University students in Eldoret, western Kenya *BMC Psychiatry*, 11:34.

Maheshwari, K. U., &Deepa, M. (2013). *A Research Study on the Impact of Stress upon the Academic Performance of B-University Students*, KCT Business University, Coimbatore.

Manjula, G., Kadapatti. &Vijayalakshmi. (2012). “Stressors of Academic Stress: A study on pre-university students” .*Indian. J. Sci. Res.* 3(1): 171-175, 2012.

Mehta, S. S., Newbold, J. J., & O'Rourke, M. A. (2011). Why do first-generation students fail? *University Student Journal*, 45(1), 20-35.

Malik, P. &Balda, S. (2006). High IQ adolescents under stress: Do they perform poor in academics? *Anthropologist*, 8(2): 61-62.

Nicpon, M., Huser, L., Blanks, E., Sollenberger, S., Befort, C., &Kurpius, S. (2006). The relationship of loneliness and social support with University freshmen's academic performance and persistence. *Journal of University Student Retention: Research, Theory, and Practice*, 8, 345–358.

Otieno A.O &Ofulla A.V.O. (2009). Drug abuse in Kisumu town western Kenya. *African Journal of Food, Agriculture, Nutrition and Development*. 9, 846-858.

Okebukola, P. A., &Jegade, O. J. (2009). Determinants of occupational stress among teachers hi Nigeria. *Educational Studies*, 15 (1) 23 – 31.

Patel D.R., Greydanus D.E., (2009). Substance Abuse: a Pediatric Concern. *Indian Journal of Pediatrics*. 66:557-567.

Pinto, M. B., Parente, D. H., and Palmer, T. S. (2001). University student performance and credit card usage. *Journal of University Student Development*, 42 (1), 49-58.

Phillips, T. B. & Endler, N. S. (1982). Academic examination and anxiety. The interactive model empirically tested. *Journal of Research in Personality*, 16, 303 - 318.

Rafidah, K., Azizah, A., Norzaidi, M.D., Salwani, M.I., & Noraini, I. (2009). Stress and academic performance: empirical evidence from university students. www.Questia.comOnline_Library

Ragheb, K.G., & McKinney, J. (2013). Campus recreation and perceived academic stress. *Journal of University Student Development*, 34, pp. 5-10. s

Raychaudhuri, A., Debnath, M., Sen, S., & Majumdar, B.G. (2010). "Factors affecting students' academic performance: A case study in Agartala municipal council area". *Bangladesh-e-journal of Sociology*, 7, (2).

Roberts, G. H; White, W. G. (2009). Health and stress in developmental University students *Journal of student Development*. 30 (1) 515-521.

Ross, S. E., Niebling, B. C., and Heckert, T. M (2009). Sources of stress among University students. *University Student Journal*, 33, 312-318.

Schafer, W. (2006) *Stress management for wellness* (3rd ed). New York: Harcourt Brace University publishers.

Shaikh, B.T., Kahloon A., Kazmi, M., Khalid, H., Nawaz Khan, N.A. (2004). Stress management in medical students. *Journal of University Physicians Surgeons*, 14, 306.

Sohail, N. (2013). Stress and academic performance among medical students. *Journal of University of physicians and surgeons* 23 (1) 67-71

St. John, E. (1998). Loan debt: A new view. *Black Issues in Higher Education*, 15(10), 16.

Stewart, S. M., Beton, C., Lan, T. H., Marshallk, I. B., Lee, P.W., Wong, C.M. (1997). Predicting stress in first year Medical students: a longitudinal study. *Med Educ*; 31, pp.163-8

Salami, S.D. (2001). Psychological correlates of career indecision among secondary University students.

Nigerian Journal of Applied Psychology, 6 (2), 116-125.

Struthers, C.W., Perry, R.P. & Menec, V.H. (2010). An examination of the relationships among academic stress, coping motivation, and performance in University. *Research in Higher Education*, 41, 581–592.

Tchen, G., Carte, A., Gibbons, P., & McLaughlin, P. (2005). What is the relationship between indicators of stress and academic performance in first year university students? A prospective study.

Trockel, M. T., Barnes, M. D., & Egget, D. L. (2000). Health-related variables and academic performance among first-year University students: Implications for sleep and other behaviors. *Journal of American University Health*, 49, 125-140.

Verma, S., Sharma, D., Larson, R.W. (2002). University stress in India: Effect on time and daily emotions. *International journal of Behavioural Development*, 26, 500-8.

Womble, L.P. (2003). Impact of stress factors on University students' academic performance. Retrieved May 6, 2005.

Wills, T. A. (1991). Similarity and self-esteem in downward comparison. In Sulus, J. And Wills, T. A. (Eds.), *Social Comparison: Contemporary Theory and Research*, Lawrence Erlbaum Associates, Hillsdale, NJ, pp. 51-78.

Womble, L.P. (2003). Impact of Stress Factors on University Students Academic Performance University of North Carolina at Charlotte Undergraduate. *Journal of Psychology*. 16- 21.

Zajacova, A., Lynch, S.M., &Espenshade, T.J. (2005). Self-efficacy, stress and academic success in University. *Research in Higher Education*, 46 (6).Sunday Vision 2015).

APPENDICES

APPENDIX I: Regression analysis

.Reg academic performance stress

Source	ss	df	ms		
Model	.01769099	1	.0179099	prob>f(1,135)=0.8500	
Residual	119.065297	135	4.57943451	R-squared= 0.0001	
Total	119.082987	136	4,41048101	Adj R-squared= -0.0383	
Academic perf	coef	std err	t	p> t	[95% conf.
interval]					
Stress	-.0006345	.0102061	-0.06	0.951	0.203447
_Cons	3.291392	.4630668	7.11	0.000	

APPENDIX II: QUESTIONNAIRE

I REKA RONALD, a student of Kampala International University pursuing a Bachelor's Degree of Economics and Applied Statistics.

This questionnaire is designed to collect information aimed at finding out “effect of stress on academic performance of students, a case study of Kampala International University”. The information obtained will be strictly for academic purposes and it will be treated with utmost confidentiality. I kindly request you to fill this questionnaire.

Thank you very much for your time and co-operation.

Instructions

- (i) Tick in the box provided.
- (ii) Fill in the spaces provided

Section A (i): DEMOGRAPHIC CHARACTERISTICS

1. Sex

- 1. Male ☐
- 2. Female ☐

2. Age

- 1. 18-24 ☐
- 2. 25-35 ☐
- 3. 36-46 ☐
- 4. 47 above ☐

3. Marital status:

1. Married ☐
2. Divorced ☐
3. Widow ☐
4. Single ☐

SECTION B: EFFECTS OF STRESS

The following items are effects of stress

Kindly tick as the statement below is applicable to you, using the provided key below.

SA: Strongly Agreed

A: Agreed

D: Disagreed

SD: Strongly disagreed.

S/N	Effects Of Stress	SA	A	D	SD
1	Several students contemplate or commit suicide and stress leads to exhaustion, depression				
2	Stress affects students academically, socially, physically and emotionally and affecting students academically leads them to have bad performance in school work.				
3.	Stress affects the productivity or the output students make. When students are stressed up they turn not to give their maximum best when doing school work and as a result, it manifests in the outputs which are clearly seen in the grades.				
4.	Stress affects the initiative skills of students as most students when stressed up turn to lack the ability to bring up new ideas to solve problems or issues,				
5.	Stress cause students to be confused and also suffer from amnesia.				

6.	Students are social beings by nature, as they characteristically have an essential need and wish to uphold helpful social relations.				
7.	Stress also causes students to have resentments in whatever they do since when students are tensed up, they easily have anger issues that are easily get irritated with the little things people do				
8.	Stress leads lower sex drive in students. A student who happens to be married or is in serious relationship turn have issues with their partner because of low sex drive.				
9.	Stress leads fatigue in students especially when students are stressed up, they are always tired because the use the energy they have in just thinking about whatever issue that's making them stressed.				
10.	Students who are stressed up also get discourage easily, this is because they have a lot on their head and always have the feelings that whatever they will do will not go on well or has planned and due to this give up in the middle of whatever project they are doing.				
11.	Stress leads irritability and bad temper in students.				

SECTION C: PERFORMANCE

i). The following items are about performance among Kampala International University students.

Kindly tick as the statement below is applicable, using the provided key below.

SA: Strongly Agreed

A: Agreed

D: Disagreed

SD: Strongly disagreed.

		SA	A	D	SD
1	My academic performance has been affected negatively due to stress				
2	My academic performance has been defoliating due to stress				
3	Students are social beings by nature, as they characteristically have an essential need and wish to uphold helpful social relations and stress has affected.				
4	I am not satisfied with the academic performance due to stress				