

**STRESS AND ITS IMPACTS AMONG STUDENTS IN MAKINDYE  
DIVISION, KAMPLA DISTRICT**

**BY  
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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES  
AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF BACHELORS  
DEGREE IN BUSINESS ADMINISTRATION  
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UNIVERSITY**

**SEPTEMBER, 2014**

### DECLARATION

I, Namaganda Jacent, do hereby declare that the work presented in this research report is my original work and that no study of the kind has been submitted for award of the degree in any university as a whole or in part.

SIGN

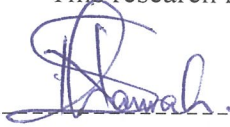


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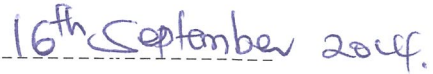
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### APPROVAL

This research report is submitted with the approval of:



MADAM NASIIWA SHAMIRAH  
SUPERVISOR



DATE

### **DEDICATION**

I dedicate this book to my dear parents Mrs.Namalwa Teddy and sister Nakamya Polly not forgetting Sister Kizza Benah for all the difficulties and struggles went through to see my completion of the course successfully.

## ACKNOWLEDGEMENT

I faithfully thank the Lord God our father for enabling me come up with this book and completing this course successfully despite the difficulties.

I truly acknowledge the efforts of loved supervisor Ms. Nassiwa Shamirah who constantly guided and corrected and educated me throughout this research. I am so grateful to mother and also my brother Mr. Mugumya Andrew who have enabled me to be what am today under the guidance of God.

I am very grateful to everyone who supported me during my research or else my work would not be successful. I am grateful to my friends Nsubuga Isaac, Nanteza Betty, Bukirwa Sarah and Ssenabulya Alex for the care, love and advice you have given me always.

May the almighty God reward and bless you all.

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## ABSTRACT

The purpose of the study was to analyse the level of stress among secondary school students in Makindye division, Kampala district. The study was guided by three specific objectives which included i) to establish the causes of stress among secondary school students in Kampala district, ii) to examine the impacts of stress on performance of secondary school students in Makindye division, Kampala district and iii) to examine the strategies that can be used to curb stress among the secondary school students in Makindye division. The study employed a case study research design was used in this study. A case study research design, which involved a careful and complete observation of a single unit, was used to understand the phenomenon. The study findings revealed that school environment seems to be the leading cause of stress among the students in selected work places in Makindye Division, as it was suggested by 42 percent of the respondents. It was urged that when the students perceives a situation to be strenuous, and is threatening to their wellbeing. Further still, 20 percent of the respondents suggested work overload. 42 percent of the respondents strongly agreed that they Sometimes suffer from Headaches, Chest pain/palpitations, Backache, Sleeplessness, Neck ache, Inability to concentrate, Stomach disorders, 33 percent agreed that they suffer from Headaches, Chest pain/palpitations, Backache, Sleeplessness, Neck ache, Inability to concentrate, It was analyzed that effects of stress in selected secondary schools in Makindye division use formation of good school environment as the best measure to the effects of stress in selected secondary schools as seen by 33percent of the respondents. Lastly the study recommended. 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 managers 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.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Stress is one of the most popular moods of our century. It is not a disease but if you do not manage it properly and in time it can be the secret cause for many health problems (WHO, 2010). In schools and work places, stress occurs when the pressure and demands of work are in a constant and intense degree and beyond the ability we can handle and deal with the situation (Thomas .H.H and Richard H. R., 1967).

Stress in a school environment places can also occur when there is a discrepancy between the demand of the school environment/ and an individual's ability to carry out and complete these demands. Often a stressor can lead the body to have a physiological reaction which can strain a person physically as well as mentally. A variety of factors, contribute to stress such as negative work load, isolation, extensive hours worked, toxic work environments, lack of autonomy, difficult relationships among students and management, management bullying, harassment and lack of opportunities or motivation to advancement in one's skills level. (WHO, 2010).

The stress is the second in frequency problem (after back pain) affecting 28 percent of the population worldwide (Medi bank, 2010).

According to an official European survey, conducted in 2001, stress is the cause of the loss of millions of working days, each year (more than ¼ absences of at least 2 weeks for health reasons), thus, costing countries at least 120 billion annually (World Bank, 2010).

Stress levels in are rising with 6 in 10 people in major global economies experiencing increased stress with China 86 percent having the highest rise in stress (Regus Group, 2012). Alarmingly, 91 percent of adults in Australia feel stress at least one important area of their lives, at least 50 percent feel very stressed about one part of their life. (Life time Australia, 2010). An estimated 642,000 individuals in Britain feel stressed at their different places. According to European Union, 2011 report.

In East Africa, its estimated that over 60 million people feel stress at their work places, 1½ in three workers in East Africa feel stress of some degree, a figure higher than those of European Union States; this is because of the pressure and demands for goods and services (Hollande, 2011).

Uganda, a growing nation, is experiencing a high rate of stress too, experts estimate that 2 out of 3 people feel stressed, almost 83percent of the total population in the country, this is attributed to high demand for goods and services in the country putting pressure on the workers (WHO, 2010). Stress in schools in Makindye Division is believed to be the root cause of low and poor performance as teachers in especially private Aided schools gets sick leaves leading to their replacement with inexperienced teachers, thus, affecting the academic performance of students.

## **1.2 Statement of the problem**

Stress is the reason for two thirds of the total visits to the physician. It is the leading cause of accidents, diseases, poor concentration, irritability, anger, poor judgment, low performance, absenteeism and therefore something must be done to overcome or to manage it, this includes; planning activities, organizing time efficiently on a daily basis, making regular breaks. This can help in reducing levels of stress in secondary schools but if not done, the situation is likely to get worse each day.

## **1.3 Purpose of the study**

To analyse the level of stress among secondary school students in Makindye division, Kampala district

### **1.3.1 Specific Objectives**

- i. To establish the causes of stress among secondary school students in Kampala district
- ii. To examine the impacts of stress on performance of secondary school students in Makindye division, Kampala district
- iii. To examine the strategies that can be used to curb stress among the secondary school students in Makindye division.

#### **1.4 Hypothesis of the study**

There is no significant difference between stress and its impacts among students in secondary schools in Makindye Division.

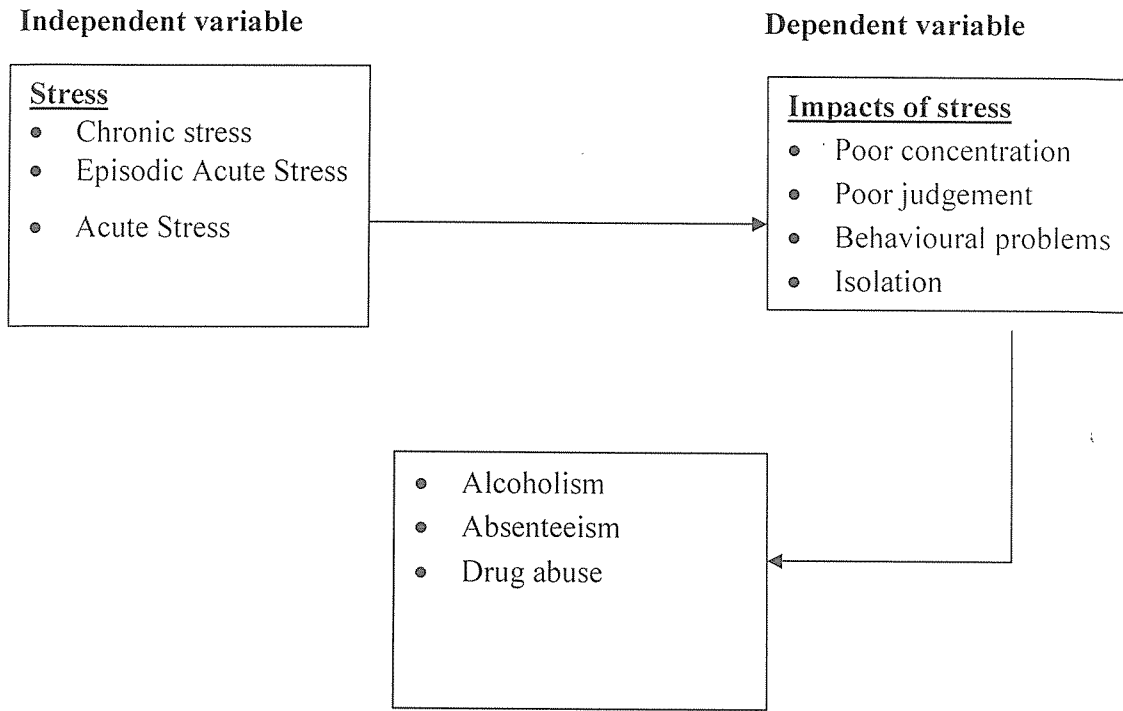
#### **1.5 Scope of the Study**

The study was carried out in Makindye Division, Kampala district central Uganda. Makindye Division, was selected because it is one of the major divisions in Kampala districts and secondary schools in it helped in understanding stress and its impact among secondary school students. The study covered stress and its impacts among secondary school students where the focus was on the causes of stress in secondary schools, the impacts types and how stress can be managed. The study was carried out on the different secondary schools in Makindye division, namely; St.peters, and Kasanga SSS. The study covered 2012-2014 periods, since it was expected that the influence of these different schools could be traced from the two years of implementation.

#### **1.6 Significance of the Study**

The study was useful in providing up-to-date literature for academicians and other interested users, the study also contributed to the researcher's fulfilment of the requirements for the award of a Bachelors degree. The study helped future researchers to utilize the findings of the study to embark on the related study. The study also enabled the workers to know strategies that can be used to fight stress in work places. The research might be of great importance to me as a researcher because I hope to acquire research skills which I can apply to conduct research in other subjects. Skills like developing questionnaires, interacting with new people and get the necessary information and analyzing data. The research may also benefit the future researchers who carry out research about the same stress and its impact among secondary school students will learn more about the causes, impacts ant the copying strategies to stress.

## 1.7 Conceptual frame work



**Figure 1: Relationship between stress and its impacts**

The independent variable of stress include the types of its types Chronic stress, Episodic Acute Stress and Acute Stress as a result of the independent variable, stress results to poor concentration ,Poor judgement ,Behavioural problems and isolation.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter introduces relevant literature from authors who have researched about stress and its impacts on secondary school students. This chapter therefore presents the definition of stress, stressors, the General Adaptation Syndrome, causes of stress, types, impact and the Prevention Strategies.

**Stress:** When we think of stress, we usually think of feeling mentally and perhaps physically distressed from something external such as time pressure, work pressure, or family pressure. That implicit definition works pretty well, but its only part of the picture, when researchers investigate stress, they define the term in a slightly different way. Stress refers to a person's response to something in the environment that challenges the person known as stress response. Sometimes, for example, the little hassles of everyday life may accumulate and lead to considerable stress. (Pearlstone, Russell, & Wells, 1994) and even to reduce resistance to infection (Bross chot, Benschop, Godart & Olf, 1994). Sometimes, one major stressful event gives rise to a multitude of minor ones. For example, a divorce often leads to the need for an attorney, a new house, a new perspective on economic affairs and so forth (Pillow, Zautra, & Sandler, 1996). Chronic or accumulated stress can harm health and well being (House & Smith, 1985) and can lead to psychological dysfunctions (Eckenrode, 1994). Stress encountered on the job, for example, may ultimately lead to burnout, feeling of emotional exhaustion and distance from the people whom you serve and the sense that you are no longer accomplishing anything meaningful.

**Stressors:** surprisingly, stressors do not necessarily have to be things we perceive as negative. For example, having a new baby, getting married and moving to a new home are all stressors because they require the new parent, spouse or home dweller to adapt in many ways. Most of us would welcome certain stressors, such as outstanding personal achievement or marriage. Nevertheless, most stressors are negative events. Stressors can also vary in their intensity. Unhappiness in a marriage as well as divorce are major

stressors (Kiecolt – Glaser et al, 1993) as is a feeling of being imposed on by people (Evans & Lepore, 1993), stressors also can be relatively minor or transient changes, such as being on vacation, going away for a weekend, or having a treasured friend or family member visit for a few days. These pleasant changes are potential stressors because they cause you to adapt in some ways: in the middle of the night in your luxury hotel, you must find your way to the bathroom or while your best friend is visiting, you must cope with new demands on your time and on your physical space. Stressors even can be routine annoyances or challenges to your ability to cope, such as traffic hassles, disagreements with an acquaintance, disputes with a bureaucratic functionary, getting accustomed to new equipment or appliances, rearranging items in a cabinet, or having to have a vehicle repaired.

## **2.1 Causes of Stress in among students**

### **Poor Sleeping Habits**

Students who don't have healthy sleeping habits or don't get enough sleep at night are more likely to feel stressed than students who get plenty of sleep, according to the National Sleep Foundation. Sleep allows a student's body and brain to recharge and it helps to keep the immune system strong. Inadequate amounts of sleep can make a child more aggressive and limit his ability to learn, concentrate and solve problems. The National Sleep Foundation recommends that young people sleep 8.5 to 9.25 hours per night, and that they maintain a regular sleep schedule. (Pearlstone, Russell, & Wells, 1994)

### **Academic Pressure**

In preparation for standardized tests, more and more teachers are assigning homework to children who are as young as six years old. Patterson shares that education professionals suspect the state and federal academic standards placed on schools and teachers to be the cause of an increased amount of stress experienced in the classroom throughout elementary, middle and high school. According to Denise Clark Pope in a February 2005 Stanford University report, the pressure that students feel from parents and schools raises stress levels so high that some teachers regard student stress to be a "health epidemic." To

cope with the pressures, Clark Pope explains, some high-achieving students resort to cheating or "finagling the system." (Primm, 2005).

### **Full Schedules**

Even those students who have not experienced an increased homework load may experience stress due to over scheduling and overstimulation. Full schedules can stress a child's brain and impair her ability to learn. While a teacher or parent may want to help a child succeed by planning, for example, various worksheets, projects and extracurricular activities, a child's brain benefits from "boredom," or free time, because it allows her to figure out and develop her talents and identity. (Colligan, 2006).

### **Poor Eating Habits**

Poor nutrition and unhealthy eating habits can increase a student's stress level, according to the Physicians Committee for Responsible Medicine. Foods that can increase stress levels in students include those that are high in fat, caffeine, sugar and refined carbohydrates, which is the case with many types of convenience, processed and fast foods. Examples of stress-inducing foods are sodas, energy drinks, donuts, candy bars, processed snack foods, white bread, and French fries. A healthy diet that helps to reduce stress includes foods that are low in fat and high in fiber and complex carbohydrates. Such foods include fruits, vegetables, whole grains, nuts and lean proteins.

A person's status in the school can also contribute to stress, the higher the rank or position the greater the level of stress (Primm, 2005). Economic factors that students are facing in the 21<sup>st</sup> 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 school can also contribute to stress. This can be broken into several categories, such as threat to profession status, excess studies, 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 school, girls 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).

Stress in secondary schools can also occur when there is a discrepancy between the demand of the environment and the school and a student's ability to carry out and complete these demands. Often a stressor can lead the body to have a physiological reaction which can strain a person physically as well as mentally. A variety of factors, contribute to school stress such as negative, isolation, absenteeism, lack of autonomy, difficult relationships among students and management, management bullying, harassment and lack of opportunities or motivation to advancement in one's skills level. (WHO, 2010).

## **2.2 Types of Stress**

Basically, stress is divided into Eustress and distress. Eustress is positive or good stress, where as distress is the stress reactions to those events or actions appraised as being negative.

### **Acute Stress**

Acute stress is the most common form of stress. It comes from demands and pressures of the recent past and anticipated demands and pressures of the near future. Acute stress is thrilling and exciting in small doses, but too much is exhausting. A fast run down a challenging ski slope, for example, is exhilarating early in the day. That same ski run late in the day is taxing and wearing. Skiing beyond your limits can lead to falls and broken bones. By the same token, overdoing on short-term stress can lead to psychological distress, tension headaches, upset stomach, and other symptoms. Schlotz (2011).

Fortunately, acute stress symptoms are recognized by most people. It's a laundry list of what has gone awry in their lives: the auto accident that crumpled the car fender, the loss of an important contract, a deadline they're rushing to meet, their child's occasional problems at school, and so on.

- Because it is short term, acute stress doesn't have enough time to do the extensive damage associated with long-term stress. The most common symptoms are:
- Emotional distress--some combination of anger or irritability, anxiety, and depression, the three stress emotions;
- Muscular problems including tension headache, back pain, jaw pain, and the muscular tensions that lead to pulled muscles and tendon and ligament problems;
- Stomach, gut and bowel problems such as heartburn, acid stomach, flatulence, diarrhoea, constipation, and irritable bowel syndrome;
- Transient over arousal leads to elevation in blood pressure, rapid heartbeat, sweaty palms, heart palpitations, dizziness, migraine headaches, cold hands or feet, shortness of breath, and chest pain.

### **Episodic Acute Stress**

There are those, however, who suffer acute stress frequently, whose lives are so disordered that they are studies in chaos and crisis. They're always in a rush, but always late. If something can go wrong, it does. They take on too much, have too many irons in the fire, and can't organize the slew of self-inflicted demands and pressures clamouring for their attention. They seem perpetually in the clutches of acute stress. Ogden, (2007).

It is common for people with acute stress reactions to be over aroused, short-tempered, irritable, anxious, and tense. Often, they describe themselves as having "a lot of nervous energy." Always in a hurry, they tend to be abrupt, and sometimes their irritability comes across as hostility. Interpersonal relationships deteriorate rapidly when others respond with real hostility. The work becomes a very stressful place for them.

The cardiac prone, "Type A" personality described by cardiologists, Meter Friedman and Ray Rosenman, is similar to an extreme case of episodic acute stress. Type A's have an "excessive competitive drive, aggressiveness, impatience, and a harrying sense of time urgency." In addition there is a "free-floating, but well-rationalized form of hostility, and almost always a deep-seated insecurity." Such personality characteristics would seem to create frequent episodes of acute stress for the Type A individual. Friedman and Rosenman

found Type A's to be much more likely to develop coronary heart disease than Type B's, who show an opposite pattern of behavior. Ogden, (2007).

Another form of episodic acute stress comes from ceaseless worry. "Worry warts" see disaster around every corner and pessimistically forecast catastrophe in every situation.

The world is a dangerous, unrewarding, punitive place where something awful is always about to happen. These "awfulizers" also tend to be over aroused and tense, but are more anxious and depressed than angry and hostile. Schlotz (2011).

The symptoms of episodic acute stress are the symptoms of extended over arousal: persistent tension headaches, migraines, hypertension, chest pain, and heart disease. Treating episodic acute stress requires intervention on a number of levels, generally requiring professional help, which may take many months. Schlotz (2011).

Often, lifestyle and personality issues are so ingrained and habitual with these individuals that they see nothing wrong with the way they conduct their lives. They blame their woes on other people and external events. Frequently, they see their lifestyle, their patterns of interacting with others, and their ways of perceiving the world as part and parcel of who and what they are. Sufferers can be fiercely resistant to change. Only the promise of relief from pain and discomfort of their symptoms can keep them in treatment and on track in their recovery program.

### **Chronic Stress**

While acute stress can be thrilling and exciting, chronic stress is not. This is the grinding stress that wears people away day after day, year after year. Chronic stress destroys bodies, minds and lives. It wreaks havoc through long-term attrition. It's the stress of poverty, of dysfunctional families, of being trapped in an unhappy marriage or in a despised job or career. It's the stress that the never-ending "troubles" have brought to the people of Northern Ireland; the tensions of the Middle East have brought to the Arab and Jew, and the endless ethnic rivalries that have been brought to the people of Eastern Europe and the former Soviet Union. Ogden, (2007).

Chronic stress comes when a person never sees a way out of a miserable situation. It's the stress of unrelenting demands and pressures for seemingly interminable periods of time. With no hope, the individual gives up searching for solutions. Schlotz (2011).

Some chronic stresses stem from traumatic, early childhood experiences that become internalized and remain forever painful and present. Some experiences profoundly affect personality. A view of the world, or a belief system, is created that causes unending stress for the individual (e.g., the world is a threatening place, people will find out you are a pretender, and you must be perfect at all times). When personality or deep-seated convictions and beliefs must be reformulated, recovery requires active self-examination, often with professional help. Folkman, S (2000).

The worst aspect of chronic stress is that people get used to it. They forget it's there. People are immediately aware of acute stress because it is new; they ignore chronic stress because it is old, familiar, and sometimes, almost comfortable. Levo, (2003)

Chronic stress kills through suicide, violence, heart attack, stroke, and, perhaps, even cancer. People wear down to a final, fatal breakdown. Because physical and mental resources are depleted through long-term attrition, the symptoms of chronic stress are difficult to treat and may require extended medical as well as behavioral treatment and stress management. ohen, S (2007).

### **2.3 Impacts of Stress among students**

College students have a unique cluster of stressful experiences or stressors (Garrett, 2001). According to Ross, Neibling and Heckert (1999), there are several explanations for increased stress levels in college students. First, students have to make significant adjustments to college life. Second, because of the pressure of studies, there is strain placed on interpersonal relationships. Third, housing arrangements and changes in lifestyle contribute to stress experienced by college students. In addition, students in college experience stress related to academic requirements, support systems, and ineffective coping skills.

Frazier and Schauben (1994) used the Psychological Distress Inventory to obtain information regarding stress experienced by a group of female college students. The researchers found that female college students experienced stress related to financial

problems, test pressure, failing a test, rejection from someone, dissolution of relationships, depression and feelings of low self-esteem. On the contrary, Ross et al. (1999), conducted a study on college students of both genders and found a different set of stressors that were common among all college students; those experiences associated with stress included a change in eating and sleeping habits, new responsibilities, heavier workloads and breaks. Similarly, Phinney and Haas (2003) reported a unique set of stressful experiences among ethnic minority, first generation college freshmen. More specifically, sources of stress included difficult financial challenges, domestic responsibilities, responsibilities related to holding a job while in school, and a heavy academic load. Also, the ethnic minority college freshmen experienced stressors such as conflicts in time management, pressure associated with their academic workload and problems within their family (Phinney & Haas, 2003).

In addition to identification of stressors experienced by first generation ethnic minority freshmen, Phinney and Haas (2003) found that students, who expressed strong social support congruent with their educational goals, experienced more feelings of self-efficacy, self-confidence and self-determination. Consequently, these students believed they were more successful in their academic endeavours in that they were better able to cope with their stressful experiences. Dill and Henley (1998) offered another viewpoint on stressors among college students. These investigators suggested that there were pointed differences in the perception of stressors between traditional versus non-traditional college students. A descriptive study revealed that traditional students were younger, and they reported more stressors associated with their peers, and stress related to social activities in college. On the other hand, the non-traditional students were older and therefore reported stress related to family issues, due to multiple roles within the family setting.

Besides the usual stressors associated with college life, students enrolled in a curriculum of a caring profession seem to face additional stressors related to their clinical practicum (Dziegielewski et al., 2004). Also, burnout among caring professionals, such as those in medicine, nursing and social work, is an issue of concern. In fact, Dziegielewski et al. (2004) state that the risk of burnout is high among this population of professionals. Burnout is a term that refers to emotional exhaustion which sometimes leads to ineffective

professional behavior which may compromise quality care to clients (Rohland, Kruse & Rohrer, 2004).

Health care professionals are subjected to chronic stressors due to the nature of their work and environmental factors. In other words, health care professionals are constantly bombarded with a number of environmental and psychological stressors. Kanner et al. (1981) and Lazarus and Folkman (1984) determined that the number of identified stressors is not the only element that may jeopardize a person's wellbeing. The researchers found that if there is an increase in the severity and intensity of the stressors, or hassles and uplifts, a person's well-being is significantly affected. In other words, there is often physiological or psychological disequilibrium when the stressors are severe and intense.

School stress is quite normal, however if excessive symptoms are shown then it interferes with productivity and performance and impacts physical and emotional health. Physical symptoms that may occur because of occupational stress include fatigue, headache, upset stomach, muscular aches and pains, chronic mild illness, sleep disturbances and eating disorders. Psychological and behavioural problems that may develop include anxiety, irritability, alcohol and drug use, feeling powerless and low morale. The spectrum of effects caused by work place stress includes absenteeism, poor decision making, and lack of creativity, accidents, organizational breakdown or even sabotage. If exposure to stressors in work place is prolonged, then chronic health problems can occur including stroke. Along with the risk of stroke comes high blood pressure and immune system dysfunction. Prolonged occupational stress can lead to occupational burn out. (Jones, Jul, 1988)

Harrold and Wayland (2002) reported that increasing stress affects morale, productivity, organizational efficiency, absenteeism, and profitability for both individuals and the organization. The problem for businesses today knows how to determine stressful areas in their organizations and how to use constructive confrontation methods to reduce stress and improve efficiency. According to the authors, organizations that make a positive effort to deal with stress not only help build trust among their employees, but also increase the productivity of their employees and the organization as a whole

Maurer (2002) stated that stress-induced illnesses are prevalent in the workplace today, and stress is the problem of the sufferer and the employer. Stress causes absenteeism and can lead to other problems such as drug addiction, alcoholism, depression, and poor job performance.

Schorr (2001), a stress-management consultant, stated that stress causes problems in the school which negatively affect student's health and organizational productivity. Stress can lead to problems such as, alcoholism, absenteeism, physical ailments, and poor job performance. If managers know how to prevent and cope with stress, productivity can be increased. Many organisations instituted stress-management programs that led to a decline in absenteeism, a decrease in sickness and accident costs, and/or an increase in job performance. Schorr reported that a stress inventory, available from a stress-management program, can assist executives and managers in assessing employee stress. The inventory can identify the sources of stress, which may include physical elements as well as other factors. Once these sources have been assessed, the program can provide the necessary skills for coping with the problems, and participants can learn that there are alternative ways of reacting to stress.

## **2.4 Prevention Strategies**

A combination of organizational change and stress management is often useful approach for preventing stress at work. Both organizations and employees can employ strategies at organizational and individual levels. Generally, organizational level strategies include job procedure modification and employee assistance programmes (EPA) individual level strategies include taking vacation, getting a realistic job preview to understand the normal workload and schedules of the job will also help people to identify whether or not the job fit them. The organization can do the following to prevent job stress; ensure that the work load is in line with worker's capabilities and resources, design jobs to provide meaning, stimulation and opportunities for workers to use their skills, clearly define workers' roles and responsibilities. To reduce work place stress, manager may monitor the work load given out to the employees and also while they are being trained they should let employees understand and be notified of stress awareness (Murphy, 1990).

Give students opportunity to participate in decisions and actions affecting their academics, improve communications – reduce uncertainty about career development and future employment prospects, provide opportunities for social interaction among workers, establish work schedules that are compatible with demands and responsibilities outside the job, combat work place discrimination (based on race, gender, national origin, religion or language), bringing in an objective outsider such as a consultant to suggest a fresh approach to persistent problem (Bittle, 1984).

Introducing a participative leadership style to involve as many subordinates as possible to resolve stress producing problem (Ishikawa, 2009).

Telecommuting is another way organisations can help reduce stress for their school workers, employees defined telecommuting as “an alternative work arrangement in which employees perform tasks elsewhere that are normally done in a primary or central work place, for at least some portion of their work schedule (Gajendran, Ravi and Harrison, 2008).

## **2.5 Conclusion**

In summary, stress has the ability to prevent students from being successful in their respective educational goals. If a continual flow of professionals to the workforce is a goal, student success is essential.

Strategies to empower college students to manage stress may prove to be beneficial. According to Dziegielewski et al. (2004) programs that identify stressors and provide information on stress reduction and burnout prevention can help students learn to better cope with stressful experiences. Subsequently, better coping skills are associated with decreased anxiety levels and decreased risk for academic failure. The literature suggests that stress is a common theme among college students, and when stressful experiences are greater than the coping resources, multiple problems often arise (Garret, 2001). Hence, programs which assist in the identification of stressors, and focus on prevention of burnout, and counseling regarding coping strategies should enhance student success (Garret, 2001).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section presents the research design, areas of study, study population, study sample, data collection, data processing and analysis, and anticipated limitations to the study. The methodology brings out the overall plan of executing the study. It looks at the area and population of study. It also describes the various methods that were used in the collection and analysis of data. It also highlights the problems anticipated during the study.

#### **3.2 Research Design**

According to Fisher (2007:59), case studies enable the researcher to give a holistic account of the subject of your research. In particular, they help the researcher to focus on the interrelationships between all factors such as people, groups, policies and technology that make the studies. A case study research design was used in this study. A case study research design, which involved a careful and complete observation of a single unit, was used to understand the phenomenon (Sotirios, 1998). The design was selected because it helped to understand the phenomenon deeper. It helped the researcher understand why a certain case behaves the way it does.

#### **3.3 Target Population and Size**

The study targeted one hundred (100) respondents from selected secondary schools in Makindye division, Kampala District. The study size was a random sampling technique. Seventy (70) students were interviewed and thirty (30) teachers.

#### **3.4 Sample Size**

The study sample size comprised of 60 (sixty) respondents which included forty students (40) and twenty (20) teachers. The sample size of 60 respondents were regarded as researcher's saturation point, the same sample size was also considered big enough to make the findings representative to the study population.

The sample size was determined using Solven's formula:

$$n = N / 1 + N (0.05)^2$$

Where  $n$  is the required is sample size.

$N$  is the targeted population size

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

$$n = \frac{70}{1 + 70(0.05)^2}$$

$$n = \frac{70}{1 + 70(0.0025)}$$

$$n = \frac{70}{1 + 0.175}$$

$$n = \frac{70}{1.175}$$

$$n = 60$$

### 3.5 Sampling procedures

The researcher used simple random techniques in selection of respondents meaning that each and every respondent had a chance of being selected as long as he/she's part of the study. In this procedures therefore, the respondents were identified according to their willingness and availability to take part in the study. Purposive sampling was also used in the selection of key informants because they were believed to have knowledge and understanding of the issues to be studied. Purposive sampling was used in the selection of schools. Here, schools were selected in relation to the schools. Purposive sampling procedure was still used in the selection of the respondents in the selected schools because there were different categories of respondents that is, men, and women who were picked for because they are victims of stress in order to obtain particular information by virtue of their categories and positions they held in the in the school.

### **3.6 Data Collection Instruments**

The researcher used several methods during data collection that is both qualitative and quantitative methods. The researcher used the following instruments for data collection that is, questionnaires and an interview guide.

#### **3.6.1 Questionnaires**

A close-ended questionnaire was developed, a close ended questionnaire is the type of questionnaire where variables are chosen from given alternative of variables based on Likerts four-point scale model. The respondents were given a minimum of two weeks to fill the questionnaires. The main advantage is that the respondents have ample time to answer without fear or favour of the researcher since she was absent. Secondly, the respondents were reasonably educated and therefore could easily understand and fill the questionnaires in the absence of the researcher. According to Amin (2005:296), a questionnaire is a self-report instrument used for gathering information about variables of interest in an investigation. It is after a one-time data-gathering device on the variables of interest to the researcher.

#### **3.6.2 Interview Guide**

Personal interviews with the help of an interview guide were administered to respondents to allow them further express themselves in a more detailed way and this complimented results from the questionnaire. Formal interviews were conducted using an interview guide that was administered to teachers in order to find out the level of stress and its impacts among secondary schools.

According to Mugenda and Mugenda (1999:86), probing in interview guide is time consuming and subjective as a lot of freedom is given to the interviewer. Therefore, because of these disadvantages, few key respondents were chosen from the senior staff.

### **3.7 Data Collection Techniques**

#### **3.7.1 Questioning**

Amin, (2005) defines a questionnaire as a form consisting of interrelated questions prepared by the researcher about the research problem under investigation, based on the objectives of the study. The questions embedded in the questionnaire, which consisted of

sets of questions in simple language to which the respondents were responding in writing. This enabled the researcher to collect information from a large group in a short period of time. Sensitive questions could as well be answered at ease since names were not required (anonymity was observed) and in most cases the researcher was absent.

### **3.7.2 Interviewing**

An interview is a purposeful discussion between two or more people (Saunders, 1997). Sekaran (2003) asserts that one method of collecting data is to interview respondents to obtain information on the issues of interest. Probing was the major aspect of the interview method; this helped to generate crucial results on the pertinent issues under investigations, through key informants who were the Head teachers and local council officials. Interviewing will help to notice and record information from the respondents' reaction to the subject.

Fisher (2007:167) explains that some questions have to be diplomatically phrased, hence, sensible to draft the question before the interview, memorise them in order to avoid any stumbles or lengthy circumlocutions. Interviews were conducted to generate collaborative data and enhance issues, which could not be clear in the review of the documents as well as those that emerged from the Focus Group Discussions.

### **3.7.3 Documentary Review**

Yuko O. et al (2005) define document analysis as a critical examination of public or private recorded information related to the issue under investigation. Books, journals, published and unpublished academic papers were reviewed from libraries both private and public while minutes of meetings and reports were reviewed during the collection of data. These will be obtained from libraries. This was to enrich the study and enhance the understanding of the issue under investigation.

### **3.7.4 Focus Group Discussions**

Focus Group Discussion is a method of research which is relatively less complicated and less time consuming procedure where a group of people is put together as a structure and their selection is largely made by means of probability sampling that is, only knowledgeable and experienced people are included in the sample and they give information that is based on experience (Sarantakos, 1993:232). Thus Focus Group

Discussions were conducted in small numbers between 6 to 12 people in order to be effective. Focus Group Discussions were used in order to generate data on issues that could not be obtained using interviews and documentary review.

### **3.8 Data Management and Analysis**

#### **Qualitative Data Analysis**

The qualitative data was analysed, edited, and coded meaningfully. Answers were got using the different methods were collaborated to verify the authenticity of the data to be collected. A thematic approach was used to analyse data. Themes were developed basing on the objectives. Data was pooled into the themes. Verbatim quotations were also used to enrich the discussion.

#### **Quantitative Data**

Simple descriptive statistics was used in analysis and presentation of data. This involved data entry, coding and editing. Data was entered into the computer and cleaned. Tables, graphs, percentages and charts were used to present the data collected.

### **3.9 Data Analysis**

Qualitative and quantitative methods of data analysis were used as follows: The Quantitative data generated was summarised using descriptive figures, tables and measures of central tendency such as the mean, median and standard deviation. Relationships were analysed through regression analysis measures of association to get the contribution and effect of the independent variables to the dependent variables, (Fisher, 2007:216). After data is organised, it was subjected to Statistical Package for Social Scientists (SPSS) for analysis. However, qualitative data was organised in themes and sub-themes for easy analysis (Thematic analysis).

### **3.10. Limitations of the Study**

Resources more especially funds were not enough to conduct the study smoothly and in a timely manner. To avoid such a problem from hindering the study, the researcher mobilised personal funds. In this case, the researcher applied for leave for a period long

enough to allow a smooth, exhaustive and successful study. For absence of respondents from offices, mobile phone calls were used to access teachers-

The study was carried out Makindye Division, therefore it was very difficult to generalise the findings of the study to other schools because of their difference from those under study and the variance in places where they operate. However, those aspects that are common to the different projects were relevant to the projects; therefore, care needed to be taken in drawing reference to the aspects of the study. Scheduling and rescheduling of appointments was done in order to access the respondents.

Notwithstanding the limitations, the study was carried out because of the precautions suggested herein above in cases where a limitation emerged.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter presents the findings of the study and their subsequent interpretations. The data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.

#### 4.1 Socio-demographic Characteristics

##### 4.1.1 Age of the respondents

Respondents were asked questions related to their age and the results are shown in the table below:

**Table 4.1: Age distribution of respondent**

Age group	Frequency	Percentage
Below 25	30	50%
25 - 29	15	25%
30 – 39	8	13%
40 – 49	4	7%
50 – above	3	5%
TOTAL	60	100

**Source: field study 2014**

Table 4.1 above show that 50 percent of the respondents were below 25 years, 25 percent were between 25-29 years of age, 13 percent were between 30-39 years of age, 7 percent were between 40-49 years and 5 percent were above 50 years of age. This means that majority of the respondents were between 25-29 years of age followed by those above the age of 50.

##### 4.1.2 Marital Status of the respondents

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the respondents was obtained by asking them whether they were married, single, widowed or widowers.

**Table 4.1 2. Marital status of the respondents**

Marital Status	Frequency	Percentage
Married	30	50
Single	20	33
Widow	8	13
Divorced	2	3
TOTAL	60	100

**Source: Field study 2014**

Table 4.1.2 above shows that 50 percent of the respondents were married, 33 percent were singles, 3 percent were divorced and 13 percent were widows. This means that majority of the respondents were married people followed by singles.

#### **4.1.3 Gender of the respondents**

Gender was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

**Table 4.1. 3. Sex of the respondents**

Sex	Frequency	Percentage
Female	40	67%
Male	20	33%
Total	60	100%

**Source: field study 2014**

Table 4.1.3 above shows the sex of the respondents and it was found that 67 percent of the respondents were females and 33 percent were males. This therefore means that there were a greater percentage of female respondents compared to males.

#### **4.1.4 Educational status of the respondents**

Respondents were asked questions related to their educational status and their responses are shown in the table below;

**Table 4.1.4. Educational level of the respondents**

Education levels	Frequency	Percentage
Uneducated	5	8
Secondary	25	42
University	20	33
Primary	10	17
Total	60	100

**Source: field study 2014**

From Table 4, 42 percent of the respondents reached secondary and 17 percent primary, 33 percent reached university while as 8 percent never attained education. This means that a greater percentage of respondents reached secondary followed by primary.

#### **4.2 Causes of stress Students in Makindye Division, Kampala District**

The respondents were asked the Causes of stress among the workers in selected work places in Makindye Division; the findings are presented in Table 4.2.5

**Table 4.2. 5. Causes of stress among students in Makindye Division;**

Response	Frequency	Percentage
School environment	25	42%
work overload	12	20%
Sex harassment	15	25%
Excessive demands	8	13%
Total	60	100%

**Source: Field study 2014**

From the above table, school environment seems to be the leading cause of stress among the students in selected work places in Makindye Division, as it was suggested by 42 percent of the respondents. It was urged that when the students perceives a situation to be strenuous, and is threatening to their wellbeing. Further still, 20 percent of the respondents suggested work overload. According to respondents, a considerable percentage of people are overworked from Monday to Monday and are not given time to rest, 25 percent of the respondents reported sex harassment. According to respondents, 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, and lastly, 13 percent of the respondents reported Excessive demands. This according to the researcher, as the demand for goods or services from customers increase, so do the pressure on the employees and this causes stress upon them.

Table 4.2.6: shows responses regarding working relationships and if do any of the following cause problems

Response	Frequency	Percentage
Poor relations with supervisor	9	15%
Poor relations with classmates	12	20%
Harassment and/or discrimination	15	25%
Working with the public	11	18
Impersonal treatment	6	10%
Lack of communication from management	7	12
Total	60	100%

Source: Field survey 2014

From the response in table 4.6 the respondents responded that 25 percent agree that they oftenly experienced Harassment and/or discrimination at school while 20 percent said they sometimes experience Poor relations with classmates, 15 percent, experienced Poor relations with supervisor, 10 percent experience impersonal treatment yet 10 percent of the rest were in favor of Lack of communication from management in schools. In analysis students in selected secondary schools in Makindye Division practices stress as evidenced by 25% of the respondents. The respondents gave the above view as on the table 4.2.6.

Table 4.2.7 shows responses on whether you find the following cause problems

Response	Frequency	Percentage
Shift work	10	17%
Inadequate break times/mealtimes	15	25%
Unsocial hours	13	22%
Very heavy workload	12	20
Unfair distribution of work	4	7%
Repetitive/boring class	6	10
Total	60	100%

Source: Field study 2014

From the response in table 4.6 the respondents responded that 25 percent agree that they oftenly experienced Inadequate break times/mealtimes at school while 22 percent said they

sometimes experience Unsocial hours, 17 percent, experienced Shift work, 10 percent experience Repetitive/boring class yet 7 percent of the rest were in favor of Unfair distribution of work in schools. In analysis students in selected secondary schools in Makindye Division practices stress as evidenced by 25 percent of the respondents. The respondents gave the above view as on the table 4.2.7

### 4.3 The impacts of stress among students in Makindye Division

Table 4.3.8. Shows respondents own view on whether you ever suffer from Headaches, Chest pain/palpitations, Backache, Sleeplessness, Neck ache, Inability to concentrate, Stomach disorders

Response	Frequencies	Percentage (%)
Sometimes	25	42
Often	20	33
Never	15	25
<b>Total</b>	<b>60</b>	<b>100</b>

**Source: Field Survey 2014**

Results in table 16 above indicate that 42 percent of the respondents strongly agreed that they Sometimes suffer from Headaches, Chest pain/palpitations, Backache, Sleeplessness, Neck ache, Inability to concentrate, Stomach disorders, 33 percent agreed that they suffer from Headaches, Chest pain/palpitations, Backache, Sleeplessness, Neck ache, Inability to concentrate, Stomach disorders while 25 percent disagreed that they never suffer from Headaches, Chest pain/palpitations, Backache, Sleeplessness, Neck ache, Inability to concentrate, Stomach disorders. Majority of the respondents agreed implying that they suffer from Headaches, Chest pain/palpitations, Backache, Sleeplessness, Neck ache, Inability to concentrate, Stomach disorders.

Table 4.3.9 how much control do you feel yo have your own job; do you feel

Response	Frequency	Percentage
You are able to plan your own class work	15	33%
You can participate in decision making for your own job	17	28%
You have some control over the pace/ content of your work	20	13%
You have no control at all	8	25%
Total	60	100%

Source: Field survey 2014

From the above table, 13 percent of the respondents agreed that they have some control over the pace/content of their work, 28 percent said they can participate in decision making for their own job, 33 percent said that they are able to plan their own class work while the majority number of respondents, 25 percent said that they have no control at all. This implies that students from selected secondary schools in Makindye division are able to plan your own class work.

#### 4.4 Measures to the effects of stress among the students in selected secondary schools in Makindye Division;

Are there any problem solving policies and strategies in among secondary schools in Makindye division, Kampala district

Table 4.4.10: Showing whether there any problem solving policies and strategies in among secondary schools in Makindye division, Kampala district.

Response	Frequency	Percentage
Yes	40	60
No	20	40
<b>Total</b>	<b>60</b>	<b>100</b>

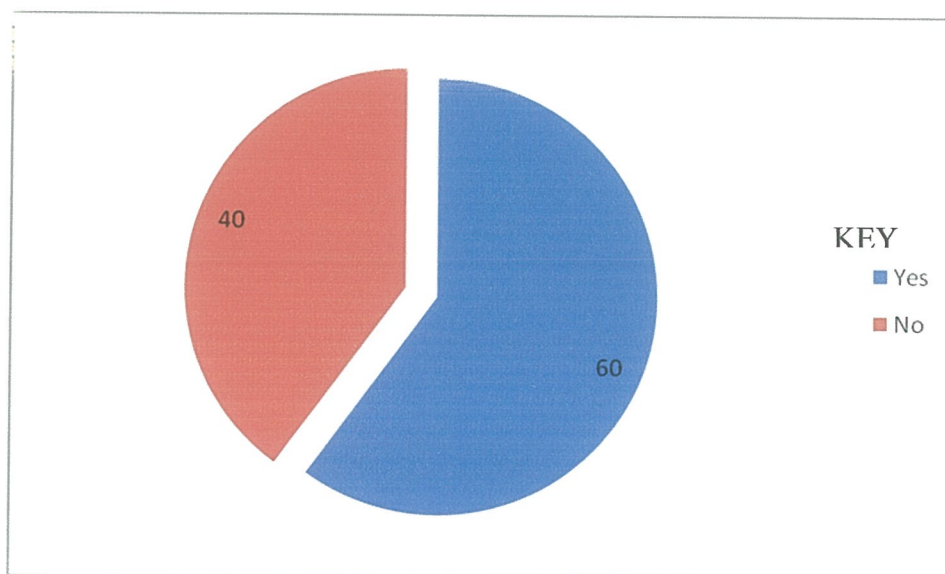
Source: Primary Data

The table above shows that 60 percent of the respondents said yes to the question about whether there any problem solving policies and strategies in among secondary schools in Makindye division, Kampala district while the rest of the respondents represented by 40percent responded No to the question whether there any problem solving policies and strategies in among secondary schools in Makindye division, Kampala district. According to the analysis obtained from table 4.2 it shows that there any problem solving policies and strategies in among secondary schools in Makindye division, Kampala district as evidenced by 33 percent of the respondents.

**This can be shown in a Pie Chart as below.**

**Figure 1 shows whether stress affects students in selected secondary schools**

Figure 1: Showing whether there any problem solving policies and strategies in among secondary schools in Makindye division, Kampala district



**Source: Primary Data**

Table 4.3:11 showing some of the measures to the effects of stress in selected secondary schools in Makindye division.

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Formation of good school environment	20	33
Establishing a uniform team	8	13
Effective communication	15	25
Accepting criticisms	7	12
Equal distribution of work	10	17
<b>Total</b>	<b>60</b>	<b>100</b>

*Source: Primary Data*

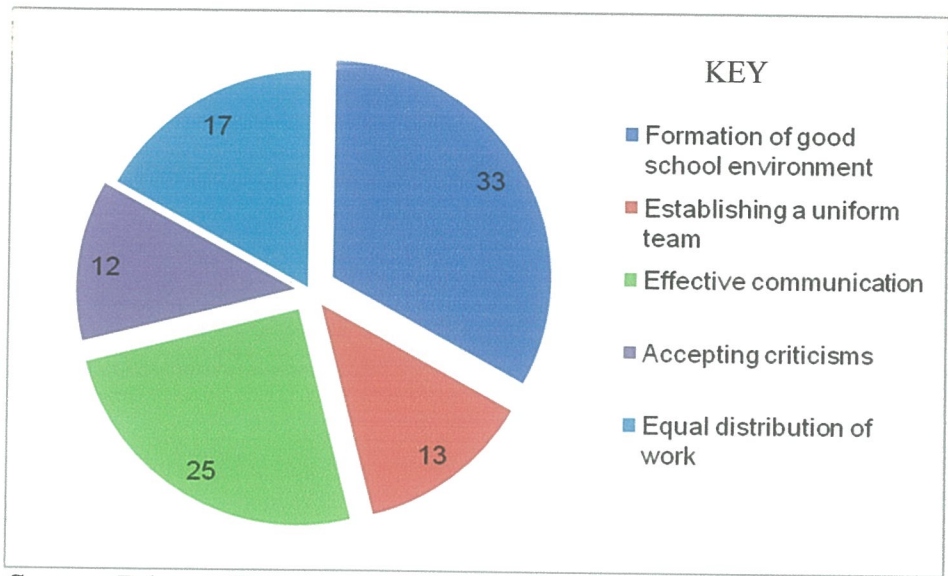
From the response in the above table 4.3 it was discovered that 33 percent of the respondents were in favour of formation of good school environment as the solution to the effects of stress in selected secondary schools in Makindye division while 25 percent of the respondents were in favour of effective communication and equal distribution of work and the rest of the respondents with 13 percent were in favour of Establishing a homogeneous team and accepting criticism and the best solution to effects of stress in selected secondary schools in Makindye division. From the above finding it was analyzed that effects of stress in selected secondary schools in Makindye division use formation of good school environment as the best measure to the effects of stress in selected secondary schools as seen by 33percent of the respondents.

**This can be illustrated using a Pie Chart as seen below.**

**Figure 2: Showing some of the measures to the effects of stress in selected secondary schools in Makindye division.**

**This can be illustrated using a Pie Chart as seen below.**

Figure 2: Showing some of the measures to the effects of stress in selected secondary schools in Makindye division.



Source: Primary Data

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter therefore presents the summary of the major findings. Conclusions and recommendations for the impact of stress and its impacts among students in selected secondary schools in among the students in selected secondary schools in Makindye Division;

#### **5.1 Summary of findings**

##### **5.1.1 Findings on Socio-demographic Characteristics**

50 percent of the respondents were below 25 years, 25 percent were between 25-29 years of age, 13 percent were between 30-39 years of age, 7 percent were between 40-49 years and 5 percent were above 50 years of age. This means that majority of the respondents were between 25-29 years of age followed by those above the age of 50.

50 percent of the respondents were married, 33 percent were singles, 3 percent were divorced and 13 percent were widows. 67 percent of the respondents were females and 33 percent were males. 42 percent of the respondents reached secondary and 17 percent primary, 33 percent reached university while as 8 percent never attained education

##### **5.1.2 Findings on causes of stress among the students in selected secondary schools in Makindye Division;**

School environment seems to be the leading cause of stress among the students in selected work places in Makindye Division, as it was suggested by 42 percent of the respondents. It was urged that when the students perceives a situation to be strenuous, and is threatening to their wellbeing. Further still, 20 percent of the respondents suggested work overload. According to respondents, a considerable percentage of people are overworked from Monday to Monday and are not given time to rest, 25 percent of the respondents reported sex harassment. According to respondents, 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, and lastly, 13 percent of the respondents reported Excessive demands.

Further still, 25 percent agree that they oftenly experienced Harassment and/or discrimination at school while 20 percent said they sometimes experience Poor relations with classmates, 15 percent, experienced Poor relations with supervisor, 10 percent experience impersonal treatment yet 10 percent of the rest were in favor of Lack of communication from management in schools

#### **5.1.3 Findings on impacts of stress on students in selected secondary schools in among the students in selected secondary schools in Makindye Division;**

42 percent of the respondents strongly agreed that they Sometimes suffer from Headaches, Chest pain/palpitations, Backache, Sleeplessness, Neck ache, Inability to concentrate, Stomach disorders, 33 percent agreed that they suffer from Headaches, Chest pain/palpitations, Backache, Sleeplessness, Neck ache, Inability to concentrate, Stomach disorders while 25 percent disagreed that they never suffer from Headaches, Chest pain/palpitations, Backache, Sleeplessness, Neck ache, Inability to concentrate, Stomach disorders. Majority of the respondents agreed implying that they suffer from Headaches, Chest pain/palpitations, Backache, Sleeplessness, Neck ache, Inability to concentrate, Stomach disorders.

13 percent of the respondents agreed that they have some control over the pace/content of their work, 28 percent said they can participate in decision making for their own job, 33 percent said that they are able to plan their own class work while the t majority number of respondents, 25 percent said that they have no control at all. This implies that students from selected secondary schools in Makindye division are able to plan your own class work.

#### **5.1.4 Findings on Strategies that can be used to curb stress among the students in selected secondary schools in Makindye Division;**

60 percent of the respondents said yes to the question about whether there any problem solving policies and strategies in among secondary schools in Makindye division, Kampala

district while the rest of the respondents represented by 40percent responded No to the question whether there any problem solving policies and strategies in among secondary schools in Makindye division, Kampala district. According to the analysis obtained from table 4.2 it shows that there any problem solving policies and strategies in among secondary schools in Makindye division, Kampala district as evidenced by 33 percent of the respondents.

It was discovered that 33 percent of the respondents were in favour of formation of good school environment as the solution to the effects of stress in selected secondary schools in Makindye division while 25 percent of the respondents were in favour of effective communication and equal distribution of work and the rest of the respondents with 13 percent were in favour of Establishing a homogeneous team and accepting criticism and the best solution to effects of stress in selected secondary schools in Makindye division. From the above finding it was analyzed that effects of stress in selected secondary schools in Makindye division use formation of good school environment as the best measure to the effects of stress in selected secondary schools as seen by 33% of the respondents.

## **5.2 Conclusion**

60 percent of the respondents in Makindye division participated in the study. With varying education levels, the majority of the respondents were between 25-29 years. This implies that respondents were already conversant with the stress and its impacts in selected secondary schools in Makindye Division.

Through findings and literature review it is clear that stress and its impacts among students in selected secondary schools in Makindye division.

## **5.3 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 managers 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.

#### **5.4 Areas for further research**

The researcher recommends that further study should be emphasized on the following topics

- Advantages and disadvantages of stress in organizations
- The influence of stress on employee performance in organizations
  - To understand styles and strategies of resolving stress in organizations

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## APPENDICES

### APPENDIX I: Questionnaire

Dear respondent; I am called, Namaganda Jacent a researcher pursuing a Bachelor's degree in guidance and counselling at Kampala International Organization. I am conducting a research **STRESS AND ITS IMPACTS AMONG SECONDARY SCHOOL STUDENTS**

This research will be for purely academic purposes. The finding of this research will benefit schools in Makindye division and Kampala district as well. Please take time to answer for me these questions. All answers will be treated with confidentiality.

#### Background information

(Please tick in the most appropriate box or write in the most appropriate space)

#### A. profile of the respondent

##### 1 Age Bracket:

15 - 25 ☐

25 -35 ☐

35 -45 ☐

45 ☐

above ☐

1.0

##### 2. Gender:

Male ☐

Female ☐

##### 3. Marital status:

☐

Married

Single

Widow

Divorced


**4 Education Level:**

Secondary

Diploma

Bachelor

Other


**SECTION B: CAUSES OF STRESS**

5. You feel you are under stress; please tick which you feel is the main Contributory factor:

Problems at work

☐

Problems at home

☐

6. What are the main causes of stress in among secondary schools in Makindye division, Kampala district?

Work environment:

Sex harassment:

Work overload:

Excessive demand:

Others;


Specify .....

.....

.....

.....

.....

.....

7. Regarding working relationships do any of the following cause you problems? Please tick one

	Never	Sometimes	Often
Poor relations with supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor relations with workmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harassment and/or discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impersonal treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of communication from management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. You find the following cause problems?

	Never	Sometimes	Often
Shift work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate break times/mealtimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsocial hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very heavy workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfair distribution of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repetitive/boring work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SECTION C: IMPACTS OF STRESS

9. You ever suffer from any of the following?

	Never	Sometimes	Often
Headaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chest pain/palpitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indigestion or nausea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sleeplessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irritability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Backache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neckache			
Stomach disorders			
Inability to concentrate			

10. Do any of the following cause problems for you at work?

	Never	Sometimes	Often
Noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor/inadequate lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excessive heat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excessive cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overcrowding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor ventilation			<input type="checkbox"/>
Dust or fumes			
Poor maintenance of equipment			

11. How much control do you feel you have over your job? Do you feel:

	Never	Sometimes	Often
You are able to plan your own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You can participate in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
for your own job			
You have some control over the pace/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
content of your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have no control at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12. You feel you:**

	Never	Sometimes	Often
Are underpaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are undervalued	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receive appreciation for good work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION D: SOLUTIONS**

14. There any problem solving policies and strategies in among secondary schools in Makindye division, Kampala district?

Yes ☐ No ☐

1.5 If yes, what are these policies and strategies?

.....

.....

.....

16 Please list below what you feel are:

(c) The steps you think could be taken to ease the situation

.....

.....

.....

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**THANK YOU SO MUCH FOR YOUR COOPERATION**