

**THE RELATIONSHIP BETWEEN OCCUPATIONAL STRESS MANAGEMENT AND  
EMPLOYEE PERFORMANCE IN URBAN AUTHORITIES IN UGANDA:  
A CASE OF KAMPALA CAPITAL CITY AUTHORITY**

**BY**

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**DECLARATION**

I pronounce that my study is original and has not been published and/or submitted for any other degree award to any other University or Institution of higher learning before.

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

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**APPROVAL**

We hereby certify that this research study has been written under our supervision and satisfies the partial fulfillment for the award of a Master’s degree of Human Resource Management of the Uganda Management Institute (UMI).

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## **DEDICATION**

I dedicate my piece of work to my late parents and especially my late mother Rose Maria Kabasiita who raised me single handedly and worked for my wellbeing as well as that of my siblings. May her soul rest in eternal peace.

## **ACKNOWLEDGMENT**

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## **ABBREVIATIONS AND ACROYNMS**

|                |   |   |
|----------------|---|---|
| <b>CIPD</b>    | : | Chartered Institute of Personnel and Development  |
| <b>CVI</b>     | : | Content Validity Index                            |
| <b>DAHR</b>    | : | Directorate of Administration and Human Resources |
| <b>DTS</b>     | : | Directorate of Treasury Services                  |
| <b>JDC</b>     | : | Job Demands–Control                               |
| <b>JDCS</b>    | : | Job Demands–Control–Support                       |
| <b>KCCA</b>    | : | Kampala Capital City Authority                    |
| <b>OCB</b>     | : | Organizational Citizen Behaviour                  |
| <b>P-E Fit</b> | : | Person Environment fit                            |
| <b>SPSS</b>    | : | Statistical Package for social sciences           |
| <b>TPC</b>     | : | Technical Planning Committee                      |
| <b>VDL</b>     | : | Vertical dyad linkage                             |
| <b>WHO</b>     | : | World Health Organization                         |

## **ABSTRACT**

The purpose of the study was to establish the relationship between occupational stress management and employee performance in urban authorities in Uganda with specific reference to Kampala Capital City Authority. The study was guided by three objectives namely: to establish the relationship between organization climate stressors and employee performance in KCCA; to investigate the relationship between role stressors and employee performance in KCCA and to establish the relationship between career development stressors and employee performance in KCCA. The study used a cross sectional survey design, used both qualitative and quantitative data collected from a total of 145 respondents. The study revealed a non-significant negative relationship between organizational climate stressors and employee performance. The study further revealed a significant positive relationship between role stressors and employee performance. In addition, a non-significant negative relationship was established between career development stressors and employee performance thus the presence of career development stressors in an organisation would result into poor employee performance. The study findings showed that occupational stress management is paramount for improved employee performance and in general terms, occupational stressors need to be managed to foster employee performance. From the study, it is concluded that organizational climate stressors reduce employee productivity which affects employee performance and the organization's output as a whole while role stressors foster employee performance and career development stressors have an adverse effect to employee performance in an organization. Study recommendations included KCCA management putting occupational stress control mechanisms. Training plans need to be reviewed while supervisors should have good working relations with their subordinates. Finally, KCCA managers need to develop clear programs for fostering staff career development.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The study sought to examine the relationship between occupational stress management and employee performance in Kampala Capital City Authority (KCCA). In this case, occupational stress management was conceived as the independent variable and employee performance as the dependent variable. This chapter presents the background of the study, the statement of the problem, the purpose and objectives of the study, the research questions, the hypothesis, the scope of the study, the significance, justification and operational definition of terms and concepts.

### **1.2 Background of the Study**

#### **1.2.1 Historical Background**

A systematic study of stress started way back in the 19<sup>th</sup> century (Selye's study as cited in Vogel, 2006). It was first used in physics to analyze the challenge of how man-made structures must be made to carry heavy loads without being deformed by external focus (Selye as cited in Lyon, (2006). In the 1920s and 1930s, biological and psychological professionals would sometimes use the term to refer to a mental strain or to a harmful environmental agent that could cause illness and ultimately have an effect on the effectiveness of an individual (Vingerhoets & Marcelissen, 1989). The transition of the term stress from physics to the behavioral sciences in the later 1930s transformed its usage to bodily processes formed by conditions that place physical and/or psychological demands on an individual (Selye as cited in Vogel, 2006).

Research on Occupation related stress started in the late 1960s as a result of increased workload and work pressures emanating from competition in the market and constant change within the

organization or any of the plethora's of aspects which could induce stress in a work environment (Vingerhoets & Marcelissen, 1989). The systematic investigation into occupational stress was motivated by organizations noticing that employees were experiencing problems like: -high blood pressure, muscular or skeletal disorder, persistent headache and digestive disorders which had adverse effects on the general operations of the organization (WHO Report, 2004).

Since 1960, occupational stress has been considered throughout the world as a major challenge to workers' and organisations' health (Vingerhoets & Marcelissen, 1989). The studies conducted in the last 40 years indicated that stressed employees are likely to be less productive, unmotivated, unhealthy and less safe at work while the institutions in which they work are likely to be unsuccessful in a competitive market, because Occupational Stress negatively impacts an individuals' physical and psychological state (Yoong & Mastura, 2013; WHO Report 2004; Vingerhoets & Marcelissen, 1989).

The Bureau of Labor Statistics' study conducted in Canada, 2007 found that the rise in occupational stress was responsible for the estimated \$10,000 spent annually per worker. An estimation of \$10 to \$20 billion is wasted among the top executives of the nation every year through early death, hospitalization and absence of employees. Much of it is a direct result of occupational stress (Bureau of Statistics Report, Canada, 2007). Employees do not want to admit to being stressed (US. Department of Labor Statistics Issue, September 1999). Medical journals and institutions refer to stress as the cause of 60-90% of deaths with the main contributor being stress on the job. About 75% of employees worldwide indicate that their jobs are so stressful and 65% of organizations are taking measures to regulate stress in their lives (Bureau of Statistics Report, Canada, 2007).

Finally, occupation stress to date is known as a danger in the workplace in all continents and several Governments and organizations have generated policies and regulations to manage it. (Dollard; Dollard & Walsh, 1999; Rydstedt, Ferrie, & Head, 2006). Irrespective of the efforts made by several scholars and organization managers to manage the negative effects of Stress on employees, Occupational stress still remains a work place problem that needs to be focused on.

### **1.2.2 Theoretical Background**

The study was guided by the Transitional Theory of Occupational Stress propounded by Olena and Lineta, (2013), and the Person – Environment Fit Theory which was propounded by Caplan Robert (1987). The choice of the above theories is based on the fact that both theories provide an integrated approach of understanding the possible causes of stress and how best stress related adverse effects can be managed. The Transitional theory states that stress is not in the person or in the environment but in the relationship between the two (Olena & Lineta, 2013). Stress arises when one assesses the demands of a specific encounter as being about to surpass the available resources, thus threatening their welfare and requiring a change in the individual functioning to ‘manage’ the encounter. Therefore, stress starts when the degree of the stressor surpasses one’s capacity to resist. The transition model of stress focuses on three issues: identifying the processes that connect the different components, recognizing that stress does not exist completely in the individual or in the environment but in the conjunction or relationship between the two and accepting that no single factor can be said to constitute stress, because each is part of a process and should be understood within that context.

The theory emphasizes that the occupational stress arena is entered when an individual employee recognizes that the demands made upon them surpass their ability to cope with them. In an effort



of trying to cope with them, psychosocial and physiological stress manifests its self and causes an emotional imbalance that negatively affects employees' performance and eventually that of the organization. The transitional theory further indicates that occupational stress needs to be managed if individual employees and eventually organizational performance is to stay stable and improve further (Olena & Lineta, 2013).

On the other hand, the Person-Environment Fit (P-E Fit) Theory propounded by John Caplan Robert (1987). The Person-Environment fit theory approach to stress is embraced by researchers of organizational stress as the most applicable in explaining the causes of stress in organizations (Edwards & Cooper (1999). The P-E fit theory is based on the assumption that when there is no correspondence between the characteristics of the person which include values, abilities, aspirations and the environment for example supply and demand, occupational stress will definitely prevail (Kwaku, 2012).

The theory, further indicates that when there is no correspondence, harmful psychological, physiological and behavioral outcomes are expected, which in the long run results into increased mortality and morbidity (Edwards & Cooper (1999). The theory proposes that the level of strain experienced by an individual is equal to the degree of misfit between the individual and their occupation (Pithess and propounded Soden, 1999). This theory argues that in a circumstances where there is no accurate fit between the person and the environment, stress will occur (French, Captan, and Harrison, 1982). Specifically, the person - environment fit theory suggests that individuals fit certain occupations and do not fit in others based on the interaction of a number of variables. The Person-Environment fit theory of stress is the most appropriate in guiding this study considering that it offers a framework which enables an organization to assess and forecast

how characteristics of the individual employee and the organizational work environment determine well-being, performance and employee engagement jointly. The theory can be viewed from the employee's needs and the job-environment's demands perspective and how they eventually affect performance. Based on this theory occupational stress is caused by a misfit between an individual and job.

### **1.2.3 Conceptual Background**

Occupational stress is a worldwide phenomenon that raises adverse performance, health and generally, well-being concerns in several organizations. It is being referred to as a worldwide problem that impacts on individual and institutional performance (ILO report, 2013). Occupational stress causes a number of conditions and symptoms, most of which damage health and well-being of employees thus affecting their productivity and job performance. However, a certain amount of stress is linked to good performance and possibly good employee health. According to the WHO Report (2005), occupational stress has both psychological and physiological stresses. Physiological stress is described as the body's reaction to a number of stressful causes at the workplace that negatively affect employees' performance. Physiological stress is manifested by chest pain, fatigue, stomach ache, muscle ache, to mention but a few. Psychological stress on the other hand is the emotional reaction that an individual experiences, resulting from a trigger at the workplace that has negative effects on employee performance and can be manifested by employees' nervousness, anxiety, hostility, depression, frustration and anger.

Occupational stress is commonly defined as occurring when there are differences between the physiological demands within the place of work and worker's inability to manage or cope with such job demands (Babatunde, 2013; Olorunsolo & Ajibua, 2012). It challenges their ability to cope with work. The employees' abilities and knowledge may also not be utilized sufficiently,

which is also challenge for them. (WHO Report, 2005). The high prevalence of stress among employees to date is caused by globalization which has created a highly competitive environment, restructuring and/or merging of organisations, changes in policies, systems and processes, resulting into new job designs and management styles (Babatunde, 2013).

A lot of literature reviewed on occupational stress recognizes nine categories of stress-related risks and is categorized into work context and work content. The work context stress related risks include, pay, status and career development, which involves conflicting roles and/or not properly demarcated roles, lack of promotion opportunities, poor interpersonal relationships, to mention but a few. Interpersonal relationships involve unsupportive and inconsiderate supervision, poor relationships with co-workers, unfavorable organizational culture and home – work interface. The work content stress related hazards include; working hours, work pace, workload and participation and control (WHO Report, 2004).

Occupational stress is related with a lot of unusual behaviors among employees such as low morale, presenteeism, poor customer care, absenteeism and work-life conflict among others (Vogelzang, 2008). Employees affected by occupational stress are irritable, distress, find it difficult to concentrate or think logically, do not enjoy working and are less committed to work. They also experience physical problems like blood pressures, headaches, heart disease, and disorders of the digestive system (WHO Report, 2005). This situation creates an environment that affects employee's health, their quality of work, effectiveness of their productivity, job performance and overall performance of the organization. (Young & Mastura, 2013). Stressful work environment affects individual staff in accomplishing their work goals, performance expectations and worse of all the organization's goals (Wetzel, 2006). Despite the adverse effects of occupational stress on employee performance, organizations have not invested time and

resources to study the causes of stress and put in place a mechanism to it at the work place. This is likely to continue affecting individual employee performance and eventually organizational performance.

#### **1.2.4 Contextual Background**

Kampala Capital City Authority (KCCA) was created by the Act of Parliament in 2010 with the objective of transforming Kampala. The transformation agenda which includes; improving and upgrading of the City's road network, revamping and expansion of street lighting network, streamline parking and management of public transport system, upgrading of health supporting services including the renovation of the City mortuary, decongestion of the Education services in the City by relocating some Schools to residential areas to be easily accessed and also enhance security in the City, has been taking place in the Authority for the last 4 years (KCCA Strategic Plan for KCCA 2014/2015, 2018/2019). This has resulted into significant changes in the processes, systems and procedures and therefore increased pressure on the employees. The causes of this pressure included the increasing demands from the key stakeholders for improved service delivery, limited resources and inadequate staffing.

The transformation agenda for the city was characterized by very strict management style, intolerance to errors, ever increasing demands for high customer care which created a un-conducive work environment, increased work load, role conflict and role ambiguity and lack of career development opportunities. For staff to cope with the above situation some employees resorted to working long hours i.e. from 7:00am to 10:00pm in the night, others worked through the weekend (DAHR Staff Cloaking System Report, May 2014). Cases of some staff being physically available but with zero output were being observed, high level of indiscipline cases were a common occurrence in the Institution (DAHR Quarterly Report, 2014, Management

Disciplinary Committee minutes April, 2014) and the medical bill increased by 10% from the financial year 2012/2013 to the financial year 2013/2014, (DTS Budget Performance Report, Quarter 3, 2014).

Irrespective of the above situation the residents and non-residents of the City through Television and Radio stations, social and print media continued to pressurize for more results on the already strained KCCA employees in terms of work load and resources to provide the required services. As a result some of the staff started developing feelings of inequity manifested by staff indicating that the current pay is not commensurate with the current workload. On several occasions some senior managers declared their intentions to leave the services of Kampala Capital City Authority citing inequity in terms of the volume of work and the accompanying rewards (Staff Individual Exit Report, May 2014). Some staff reported and worked for one month and resigned and others just absconded after working for very short period with the Authority. The DAHR 3<sup>rd</sup> Quarter Report, 2014 indicated that staff exits were attributed to the stressful working environment characterized heavy workload, role conflict and ambiguity among staff, high targets and unclear career path. The above situation may have had serious adverse effects on the performance of individual staff and KCCA as a whole. Unless Management devised and implemented means of dealing with unfavorable work environment, heavy workload, and role ambiguity, staff will start experiencing occupational stress which will have negative implications on individual staff productivity and the authority's performance as a whole.

### **1.3 Statement of the Problem**

Incidences of occupational stress manifested themselves among KCCA employees and this has had adverse effects for KCCA and the individual employees (Minutes of the 86<sup>th</sup> Management

Executive Committee meeting, 2015). The adverse effects are manifested in the prevalence in instances of poor working relationships, failure of some staff to provide backup support to each other and failing to meet deadlines on some critical projects. The stressful work environment has fostered counterproductive behaviour among the KCCA employees and as a result some managers are hesitant to delegate duties to their subordinates. Some KCCA employees are overworked and cases of role conflict and ambiguity among employees are observed specifically, in the functions where there are co-shared responsibilities and in case of errors, counter accusations had been noted (KCCA, July report 2015 circulated via email on 20<sup>th</sup> August 2015).

Furthermore, career development for staff is not streamlined. This is because there are few positions at the top and most of them are filled. In situations where an opening was created it is normally filled by an external person which had limited chances of upward mobility (KCCA Approved Structure, March, 2012). In addition, the training budget does not favor career development as it only allows few employees to get an opportunity to train comprehensively in their areas of jurisdiction (KCCA Management Executive Committee (MEC) minutes, July 2015). The prevalence of occupational stress may have caused a significant level of disruption in the operations of KCCA. This is evidenced by reduced staff productivity, poor service delivery and cases of shoddy work noted in some sectors (TPC Report, June 2014). In response to the above situation management devised and implemented a performance management system to help track staff performance and occupational stress mitigation measures like aerobics, gym for staff, wellness program, counseling sessions and team building activities like inter-Directorate football matches and Directorate outings. However, lapses in staff performance are still being observed at various levels of KCCA (Performance Management Cycle 2 Report, 2014), which may be attributed to occupational stress. There is no evidence to show that an empirical study into the

causes of occupational stress and its impact to employee performance in KCCA is available. It is against this background that the study sought to explore the relationship between occupational stress and employee performance factors among employees in KCCA

#### **1.4 Purpose of the Study**

The study explored the relationship between occupational stress management and employee performance among employees of KCCA.

#### **1.5 Objectives of the Study**

The study sought to achieve the following objectives: -

- i. To establish the relationship between Organization Climate Stressors and Employee Performance in KCCA
- ii. To investigate the relationship between Role Stressors and Employee Performance in KCCA
- iii. To establish the relationship between Career Development Stressors and Employee Performance in KCCA

#### **1.6 Research Questions**

This study sought to answer the following research questions;

- i. What is the relationship between Organization Climate Stressors and Employee Performance in KCCA?
- ii. Is there any relationship between Role Stressors and Employee Performance in KCCA?
- iii. What is the relationship between Career Development Stressors and Employee Performance in KCCA?

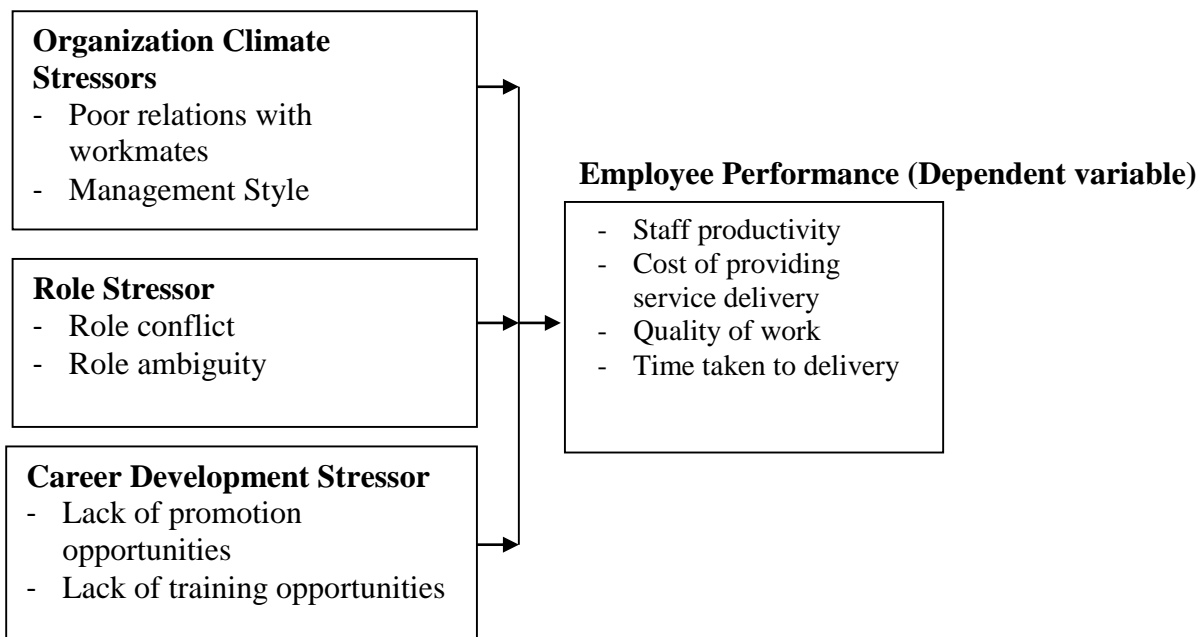
#### **1.7 Research Hypothesis**

The study sought to test the following hypothesis

- i. There is a significant relationship between organization climate stressors and employee performance.
- ii. There is a significant relationship between role stressors and employee performance.
- iii. There is a significant relationship between career development stressors and employee performance.

**1.8 Conceptual Framework**

**Occupational Stress (Independent variable)**



**Source: Adopted from Babatunde (2013) Occupational Stress: A Review Conceptualizations, Causes and Cure and modified by the researcher**

**Figure 1: The relationship between Occupation stress and Employee performance**

The conceptual framework above, adopted from Michie (2002) model was used by Babatunde (2013) who advised that the notable sources of stress are those that have to do with context and content of work. Stress that originates from content of work is often related to factors that are essential to the job role. Therefore, the employee struggles with job characteristics that cause a



misfit between the demands of the job and the employee's ability to cope with the demands at hand, Babatunde (2013).

This study singled out three organizational factors that induce occupational stress that affects the employee performance negatively. The first one proposed that occupational stress is induced by the organizational climate. It is assumed that an uncondusive work environment would cause stress which would affect performance. An uncondusive work environment can be presented by poor working relations with workmates and management style. The second one suggested that occupational stress is caused by the nature of the roles its self. The characteristics of the role that may lead to stress may include lack of clarity and role conflict thus affecting staff performance. The third factor is the career development which suggests that lack of promotion opportunities and lack of training opportunities will result into stress which will eventually affect individual staff productivity and performance.

### **1.9 Significance of the Study**

The study is significant in the following ways: -

- (i) Utilized by managers in organizations to design and implement stress management programmes based on researched information.
- (ii) Developing policies and procedures geared towards reducing occupational stress and improving employee productivity and organizational performance
- (iii) Help new entrepreneurs and already established businesses in analyzing the causes of occupational stress and dealing with it to ensure motivation of their employees, increased performance of their businesses and thus growth.
- (iv) The study may contribute to the existing body of knowledge regarding causes and the effects of occupational stress in urban authorities and other organizations in Uganda.

### **1.10 Justification of the Study**

The working environment of Kampala Capital City Authority is being characterized by Occupational Stress. For KCCA to meet its service delivery obligations in the untidy and ever changing City, it had to have a clear mechanism of managing stress among its employees. KCCA had to have a system of knowing the factors that cause high levels of stress and their impact on staff productivity to design appropriate measures.

### **1.11 Scope of the Study**

The scope was divided into three i.e. Content, geographical and time scope.

#### **1.11.1 Geographical Scope**

This was limited to Kampala Capital City Authority Headquarters, which is located in the Central Urban Council of the Uganda's Capital City, Apollo Kaggwa Road, plot 1-2. This is because 95% of the KCCA employees are based there.

#### **1.11.2 Content Scope**

The content scope was limited to two variables; Occupational Stress Management (Organization Climate, Role Stress and Career Development) and employee performance (staff commitment and staff productivity).

#### **1.11.3 Time Scope**

The study considered the time period between 2011 - 2015 when it is anticipated that stress was more felt due to heavy loads and role ambiguity associated with setting up a new organization (KCCA transformation report, 2015).

## 1.12 Operational Definitions of Terms and Concepts

- Occupational Stress : In this study, the concept referred to the situation where individual employees' capabilities and potential do not match the available work demands and pressures which results into malfunctioning of the individual staff (Nasrin & Hojat (2013).
- Organization Climate Stressor : This refers to stress caused by the collective perceptions of employees on various aspects of the organizational work-life (Babatunde, 2013). These may include but are not limited to: - motivation of employees, communication systems, leadership style, work design, technology, rewards mechanism etc.
- Role Stress This refers to the stress that occurs when an employee's capacity does not match with the given role (Tang & Chang, 2013). This often time happens in circumstances where demarcation of role boundaries is not clear and where employees are made answerable to a number of demands from their supervisors and others within the institution in an unrealistic way, for example, some staff have a number of tasks that are not related at all. Others have no clear job schedules.

Career Development  
Stressor

This concept refers to stress-related problems caused by lack of clear and streamlined processes of how a staff progresses from one level to another and always negatively influence employees' sense of wellbeing and commitment to work (Harrison & Novak,2006). For instance how does an officer progress to a supervisory level Or a support staff to becoming an officer.

Employee Performance

: This is defined as the capability of individual KCCA employees to achieve their respective work goals within the set time frame and the acceptable standards (Aarabi, 2013). The KCCA employee performance is measured in line with KCCA's strategic plan, directorate operating plan and individual daily working plan.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents literature review regarding occupational stress and employee performance. The main focus was on factors from which occupational stress arises i.e. organization climate, role stress and career development in relation to employee performance basing on the fact that it is believed that most of the stress experienced by employees is mainly from the mentioned factors and eventually employee performance is affected. The types of stress and how they affect employee performance will be reviewed too. The sources of literature will be mainly journals, and books.

Occupation stress has been studied by many researchers, however all of them do not agree on the definition simply because of its complex nature. Nasrin and Hojat (2013) defines Occupational Stress as an individual reaction to characteristics of work environment that seem emotionally threatening. Yoong and Mastura (2013), on the other hand view occupational stress as any situation where the work demands exceed the stamina of individuals which ends up with increased tension and reduced individual productivity. Suzy and Don (2001) described occupational stress as any event that is seen as a threat to the well-being of an individual and induces negative emotional responses or reactions, such as anxiety or wrath. However, all the definitions of Occupational Stress clearly indicate that Occupational Stress has adverse effects on employee performance and the entire organization performance.

#### **2.2 Theoretical Review**

Several theories have been advanced to explain the concept of occupational stress. One of them is the transitional theory of occupational Stress and coping as cited by Olena and Lineta (2013). The

theory states that stress is neither in the person nor in the environment but in the relationship between the two. Stress arises when the individual appraises the demands of a particular encounter as being about to tax or exceed the resources available, thereby threatening the well-being and necessitating a change in individual functioning to 'manage' the encounter. Stress therefore occurs when the magnitude of the stressor exceeds the individual's capacity to resist.

The transaction model of stress is about three issues: identifying the processes that link the different components, recognizing that stress does not reside solely in the individual or solely in the environment but in the conjunction between the two and accepting that no single component can be said to constitute stress, because each is part of a process and should be understood within that context. The theory emphasizes that the occupational stress arena is entered when an individual employee perceives that the demands made upon them exceed their ability to cope with them. In the attempt to cope with them physiological and psychosocial stress manifests itself and causes emotional imbalances that directly and negatively affects employees' performance and consequently leading to poor organizational performance.

The transitional theory further indicates that occupational stress needs to be managed if individual employees and eventual organizational performance is to stay stable and improve further Olena and Lineta (2013), (WHO Report, 2005). Another theory that explains the concept of Occupational Stress is the Person-Environment fit model advanced by Lewis (1951) cited by Agrawal (2001). The model suggests that the match between an employee and the environment in which they work is an important factor in influencing their health and therefore, to help employees have good health, it is necessary that their skills, abilities, attitudes and resource are in line with their job demands and that their work environment meets their needs, knowledge and skills potential. Lack of fit in any of these areas is likely to cause a problem and the bigger the misfit between the person and

their work environment, the bigger the strain. Defense mechanisms which may include denial, coping and review of needs also operate in the theory to try and reduce subjective misfit. Based on the above, the Person–Environment fit theory of stress is the most appropriate for this study since it can be viewed from the employee’s needs and the job-environment’s demands perspective and how they eventually affect performance.

### **2.3 Conceptual Review/Conceptual Framework**

The conceptual framework above, adopted from Michie (2002) model was used by (Babatunde, 2013) who advised that the notable sources of stress are those that have to do with context and content of work. Stress that originates from content of work is often related to factors that are essential to the job role. Therefore, the employee struggles with job characteristics that cause a misfit between the demands of the job and the employee’s ability to cope with the demands at hand (Babatunde, 2013). This study singled out three organizational factors which induce occupational stress that affects the performance of employees negatively. The first one proposes that occupational stress is induced by organizational climate. It assumes that an uncondusive work environment will cause stress. An uncondusive work environment can be presented by poor working relations with workmates and management style. The second one suggests that Occupational Stress is caused by the nature of the roles its self. The characteristics of the role that may lead to stress may include lack of clarity and role conflict. The third factor is the career development which suggests that lack of promotion opportunities and lack of training opportunities will result into stress. The causes of Occupational Stress are discussed in detail as follows: -

## **2.4 Occupational Stress and Employee Performance**

Occupational Stress is caused by various factors depending on the individual exposed to these factors and eventually affects employee performance. Below are the factors that may result into occupational stress.

### **2.4.1 Organizational Climate Stressors and Employee Performance**

Organizational Climate Stressors refers to organizational characteristics that cause a structural lack of fit between demands and the individual's capability to cope with such demands (Babatunde, 2013). In institutions, a number of features that are within the place of work can possibly produce negative organizational and extra-organizational outcomes which cause Occupational Stress (Babatunde, 2013). Some of the organizational climate stressors include poor relations with workmates and management style. According to Xu et al (2011), a poor relation among workers is created by abusive supervision.

Tepper (2000) cited by Xu et al (2011), defined abusive supervision of juniors or subordinates as a continued display of intimidating or hostile verbal and non-verbal behaviour without physical contact. Abusive behavior may include derogating someone's status, humiliating and mocking someone in front of others, having loud and angry tantrums, concealment of required information, coercing others and administering a silent treatment that have potential to cause Occupational Stress (Aryee et al. 2007; Bies & Tripp, 1998; Hoobler & Brass, 2006; Tepper et al., 2009) cited by Xu et al. (2011). Ashforth, 1997; Duffy et al., 2002; Duffy H. & Ensley 2004; Wu & Hu, 2009 all cited by Xu et al.(2011), suggested that abusive supervision has damaging effects on individuals' emotions, attitudes and psychological wellbeing of subordinates. Abusive or offensive supervision is negatively connected to employee job performance, considering that subordinates who are abused are likely to experience a low level of interactional and procedural



justice (Aryee et al. 2007; Zellars et al, 2002) cited by Xu et al. (2011) and will want to regain their sense of control (Harris et al. (2007) cited by Xu et al. (2011) by reducing their efforts at work. Abusive supervision may cause a poor exchange between supervisors and subordinates (Blau, 1964) cited by Xu et al. (2011) whereby abused subordinates may in turn withdraw their efforts at work in order to get back at their supervisors.

According to organizational support theory by Eisenberger et al., (1986) cited by Wang et al. (2013), when an employee believes that the institution that he or she works for is supportive and cares about the employee's welfare, the employee will exhibit more favorable work-related attitudes and behaviors which include job satisfaction, being more committed to the institution identification, task performance, and organizational citizenship behaviour, Rhoades and Eisenberger (2002) cited by Wang et al. (2013).

Family-friendly supervision which involves behaviour like sympathizing with employees, recognition and identifying with employees' desires to achieve work and family balance aims at helping employees attain a balance between work and family life, Thomas and Ganster (1995), cited by Wang et al. (2013). Emotional support is the most essential and effective type of social support (Semmer et al. 2008), cited by Wang et al (2013). In a meta-analysis, Viswesvaran, Sanchez, and Fisher (1999), cited by Wang et al (2013) stated that emotional, non-tangible support has a stronger connection to all effects of stress than other social support types. Semmer et al. (2008), cited by Wang et al 2013 found that emotional instrumental support is helpful due to the positive emotional meaning which is connected with it, such as understanding and caring. Therefore there are contradicting opinions or arguments in the literature regarding the effect of supervisor emotional support in the culture of Chinese and employment circumstances.

On one hand, emphasis on interpersonal relationships may increase the effectiveness of managers' efforts aimed at providing emotional support and facilitating emotional bonds among people (Wang, 2008), cited by Wang et al 2013. Considering the organizational support theory, when employees learn that their supervisors are family supportive, they are likely to develop high levels of organization citizenship behavior and tasks performance. By supporting the interests of employees' as far as work and family responsibilities are concerned, organizations and their supervisors may alleviate employees' high stress levels and thereby show care and concern for the welfare of their employees. This kind of treatment will prompt employees in return to exhibit organization citizenship behaviour and high levels of performance.

Management style is another organizational climate factor that causes Occupational Stress (Babatunde, 2013). One of the management styles that can influence Occupational Stress is delegation (Babatunde, 2013). Delegation is referred to as the decisions that the manager allows subordinates to make on their own Heller and Yulk (1969) cited by Carrie (1986). Normative research has focused on delegation's usefulness as far as subordinate's job performance and satisfaction is concerned unlike descriptive research which has focused more on the occurrence of delegation and suggestion distinctions among Managers, subordinates and task or situational limitations that might limit the authority delegated to subordinates.

Ashour and England still cited by Carrie (1986) discovered that leaders in top most positions tended to delegate non-discretionary tasks to subordinates and leaders low in dominance delegated more discretionary tasks. It was further discovered that Managers delegate tasks basing on their opinion of proper supervisor role behavior. Managers who consider their primary role as providing direction for subordinates are more likely to rely on dictatorial decision making and delegate less unlike Managers who consider subordinate's development as their primary role. Therefore

Managers' personality, attributes and their role opinions may influence the extent to which they delegate authority to their subordinates.

According to the vertical Dyad Linkage VDL theory cited by Carrie (1986), managers give different scopes of roles to subordinates basing on their opinion of what each subordinate is capable of, their trustworthiness and inspiration to assume more responsibilities. Vroom and Jago (1974) cited in Carrie (1986) argued that the level of authority delegated to subordinates will be inversely related to the organization's importance of the decisions they make. Subordinates whose supervisors are facing greater workloads will be delegated more authority than subordinates whose supervisors face lesser workloads.

According to Jha (2004), delegation is the process by which authority is shared throughout an organization. Wagner (1994) cited by Jha (2004) said that delegation has a stronger relationship with contentment and performance than does participation and considered it as one of the vital aspects of empowerment. Delegation, when used properly may help subordinates acquire leadership skills, enrich the subordinate's job, motivate them, improve the speed and quality of decisions and reduce overload of the manager. According to the social-exchange theory, leaders invest in their subordinates by providing them with support for self-worth, freedom to make decisions, or to change, or modify their job; subordinates reciprocate by performing in accordance with the leaders' preferences.

As far as the traditional work structure is concerned, supervisors are known for developing the roles and expectations of employees (Graen & Scandura, 1987) cited by Jha (2004). Leana (1987) cited by Jha (2004) found that managers were reluctant to delegate for one of three reasons i.e. tasks being seen as too technically difficult or being seen as too vital to be delegated to

subordinates and lack of confidence on subordinate's competencies to handle the task. In the nursing profession, delegation is an essential capability requiring critical thinking and nursing judgment that must be taught and practiced (ANA, 2012; ANA & NCSBN, 2005). The ANA (2012) cited by Shanon and Kubelka (2013), defines delegation as “the transfer of responsibility for the performance of an activity to another, with the former retaining accountability for the outcome” (p. 5).

School nurses may find it difficult to delegate for fear of being held responsible for another person's actions. In the same way, administrators and school staff may be hesitant to accept performing difficult health care tasks. It is also noted that many school nurses worry that delegation will lead to elimination of nurse positions and hiring of less expensive staff (Davis-Alldritt, 2009) cited by Shanon and Kubelka (2013). As a result, unnecessary hospitalisations and deaths can occur, when school nurses do not train school staff effectively on responding to student health emergencies.

Finally, unwarranted hospitalizations and even student deaths can occur when school nurses do not effectively train school staff to respond to student health emergencies e.g. as asthma (Pistiner & Lee, 2012; Sherman, 2009), cited by Shanon and Kubelka (2013).

#### **2.4.2 Role Stressors and Employee Performance**

According to Beehr (1995), as cited by Tang (2010), role stress is a usually studied work stress at individual level, due to the fact that roles are important to functions related to work of employees. A difference in expected and perceived roles may result into role stress. Organizational changes, autonomous working conditions and flexible work arrangements have led to changing of job specifications repeatedly and role ambiguity. Role stress is believed to have damaging effects on

individuals such as increase in perceived job tension, job dissatisfaction, employee burnout and reduced performance as quoted by Johnston et al., 1990; Jackson and Schuler, 1985 both cited by Tang and Chang (2010). Still role stress is believed to affect individual results either negatively or positively (Beer and Glazer, 2005), cited by Tang and Chang (2010).

Kahn et al., 1964; Katz and Kahn, 1978 as cited by Tang and Chang (2010), pointed out that role conflict is a result of two or more sets of mismatched demands involving issues related to work. According to Farr and Ford (1990) cited by Tang and Chang (2010), stress produces certain behavioural patterns and disrupts creative responses. Jex (1998) still cited by Tang and Chang (2010) noted that stress hinders the motivation of employees such as going beyond routine job responsibilities, which affects their performance. Taggar (2002) cited by Tang and Chang (2010) confirmed that teams find it hard to assign tasks and that the roles of team members could indirectly distract an individual and directly form a team's ability to perform creatively.

Notwithstanding the potentially negative effects of role conflict, conflicting evidence shows that role conflict might develop creativity of employees. E.g. Ludwig (1992) cited by Tang and Chang (2010), found that depression and the level of creative achievement are slightly, but significantly connected. According to George and Zhou (2002) cited by Tang and Chang (2010), information provided by negative affective states can impact on an individual's resourcefulness and effort at work. Lenaghan and Sengupta (2007) cited by Tang and Chang (2010) pointed out that when individuals engage in numerous roles, they are most likely to become creative. Therefore role conflict significantly affects employee creativity.

Kahn et.al, (1964); Beehr, (1976), as cited by Tang and Chang (2010), referred to role ambiguity as a lack of specific and predictable role functions and responsibility. Uncertain information on

one's role may lead to role ambiguity. Role expectations or goals can influence creativity e.g. Shalley and Gilson (2004), cited by Tang and Chang (2010) proposed a number of job-level context factors of resourcefulness that included goals and role expectation. Mumford (2000), cited by Tang and Chang (2010) declared goals an informational command instruments. Goals are vital in creativity or resourcefulness considering that they are often ambiguous and ambiguity is known to cause stress. Additionally, Ford 1996, cited by Tang and Chang (2010) suggested that employees who are confused by other goals (e.g. who are attempting to cope with strain or to reduce strain) may not take on creative initiatives.

According to Tang & Chang (2010), management must be clear on organizational goals in order to achieve high creativity. Role clarity refers to how clearly a set of activities expected from an individual are expressed. Role ambiguity or role uncertainty is the reverse situation (Jansen & Gaylen, 1994) cited by Tang & Chang (2010). This indicates that role ambiguity negatively and significantly affects employee creativity.

Wright and Millesen (2008) pointed out that work-related role ambiguity deals with employees' points of view on the clarity with which job duties and their relative importance are defined. Without this information, employees are not sure of what tasks to complete and how best to assess their performance on those tasks in relation to expectations. When investigating the relationship between role ambiguity and employee performance, it is noted that understanding one's role at work can reduce their work motivation and performance because of either its psychological or substantive dimensions (Steers and Porter, 1974) cited by Wright and Millesen (2008). Psychological effects are experienced when employees are not sure that they understand their role. The uncertainty linked with role ambiguity often creates a sense of uselessness that reduces the possibility of an individual trying out certain activities or continue those activities when they

experience difficulty (Hartline & Ferrell, 1996; Kahn et al., 1964; Wright, 2004) cited by Wright and Millesen (2008). In the same way, role clarity may also have a direct effect on work motivation because a better understanding of an employee's performance expectations makes them more responsible and more committed to their work (Salancik, 1977) cited by Wright and Millesen (2008). Role ambiguity, therefore, can be expected to reduce an individual's sense of responsibility or commitment to work outcomes.

Inadequate information on one's role can affect work motivation and performance even when individuals are not aware that it exists. Such substantive or external effects occur because people need accurate role-related information to direct their attention and effort toward the actions relevant to the desired performance (Locke & Latham, 1990) cited by Wright and Millesen (2008). Therefore, role ambiguity would divert attention from expected tasks and making it harder for one to adjust their actions based on an accurate understanding of the relationship between their efforts and resulting performance.

This latter effect of role ambiguity is important when understanding external measures of a person's work motivation or engagement. Although subjective/self-report measures of role ambiguity recognize that inadequate role information can leave individuals unsure of their roles, it ignores the chance that limited information may also leave employees confident that they understand their roles even when they do not. In particular, any disagreement between the Chief Executive and Board Members regarding the degree to which the board understands its roles and responsibilities may suggest that expectations have not been communicated clearly enough to be mutually understood. Even when Board Members are confident that they understand their roles and responsibilities, there may still be insufficient information on roles that diverts energy and attention from the behaviors that are relevant to the desired performance and lowers objective

assessment of board engagement. In view of the above, the degree of disagreement between the Chief Executive and Board Member assessments of role ambiguity experienced by nonprofit boards will have a negative effect on board member engagement.

### **2.4.3 Career Development Stressors and Employee Performance**

Teseema and Soeters (2006), cited by Khan et al., (2012) advised that there is a positive relationship between promotion of employees and performance of employees. Organisations that want to accelerate and/or increase employee performance should provide opportunities for promotion that are fair (Park et al., 2003), cited by Khan et al., (2012).

According to Shabbir (2014), due to the increasingly competitive environment, organisations keep on improving their employees' performance by improving their human resource practices. Seniority based promotions and planned promotions are some of the human resource challenges in developing countries (Cohen & Wheeler, 1997; Shabbir, 2014). Employees become more motivated and work hard when they receive rewards from organizations in terms of money and promotion (Caruth & Handlogten, (2001); Shabbir (2014).

Aarabi, (2013) suggested that the behavior of employees in the workplace is related to fulfillment in their careers. Empirical research by Harrison & Novak, (2006); Aarabi, (2013) indicated that Management's efforts to create promotion openings is a motivator for job performance and contributes to employees' fulfilment.

According to Sultana et al. (2012), a manager is expected to give others vision and ability to perform. Training which is an activity that is planned systematically to help employees enhance their level of skill, knowledge and competencies that are necessary to perform work effectively, is necessary to ensure an adequate supply of workforce that is technically and socially competent



(Gordon, 1992). In an employment contract, performance is considered to be the achievement of a commitment in a way that relieves the performer from all liabilities laid down under the contract. Effectiveness and efficiency are parts of performance from competitiveness and training is a way of increasing or improving individuals' performance (Cooke, 2000).

#### **2.4.4 Stress and Employee Performance**

The literature reviewed indicated that stress does not only impact performance negatively. In some instances, it promotes good performance (Sivasubramanian, 2016). Stress promotes performance when the gap between what one has and what he or she wants is slightly improved, but not overwhelmed. The goal is not too far from being achieved though it is still slightly more than the employee can handle. This fosters motivation and challenge since the goal is visible. The purpose of a challenge is to inspire employees into working towards achieving particular goals and improving their performance (Sivasubramanian, 2016).

According to Selye (1974) 'eustress' represents the positive aspects of stress whereas 'distress' represents the negative aspects of stress. Eustress is defined as a positive psychological response to a stressor as indicated by the presence of positive psychological state whereas distress is a negative psychological response to a stressor (Simmons & Nelson, 2001). McGowan (2006) also urges that stressful occasions at the workplace, can lead to perceptions of positive benefit.

Campbell-Quick et al., 2003 and Rose, 1987, pointed out that Eustress was also related to task engagement where by task engagement is defined as being "actively involved in and pleurably occupied by the job demands (Simmons & Nelson, 2001). Distress on the other hand is identified by work attitudes that are negative and psychological states such as anger, job alienation and frustration (Simmons, Nelson, & Neal, 2001). Distress and eustress can occur simultaneously in

response to the same demand and are likely to result from different processes (Hart, 2003; Hart & Cotton, 2002).

Researchers have focused on the negative results mainly. However, they have acknowledged that positive emotions can arise in stressful circumstances as a result of effective coping (Sivasubramanian, 2016). Eustress results from effective negotiation of the stress process other than a process of passive savoring and thus it is not a result of positive experiences and events (Simmons, Nelson & Quick 2003). Eustress is therefore positively related to task-focused coping whereas distress is related to sentimental or emotion-focused coping. Eustress has a positive impact on subjective as well as objective performance (Skinner & Brewer, 2002), cited by McGowan (2006), which may result from increased motivation provided by task engagement. In view of the above, Eustress is considered to be positively associated with satisfaction with the outcomes of the stress process while Distress is negatively associated with satisfaction with the outcomes of the stress process.

Over the long term, eustress is likely to result into positive changes in wellbeing, growth, flexibility, adaptability and performance (Quick et al., 1990), while distress may result into the negative effects on physical and psychological wellbeing. Edwards and Cooper (1998) found that positive psychological states led to an improvement in health directly through physiological processes and indirectly by coping with stress. An increase in motivation and work performance is anticipated to result into increased long-term job satisfaction.

Although both task and relationship conflicts can cause tension and stress in the workplace, the result of that conflict whether beneficial or damaging depends on the type of stress, Hon and Chan (2013). Therefore, Cavanaugh et al., (2000) Cited by Hon and Chan (2013) theorized the beneficial

challenge-oriented stress and detrimental hindrance-oriented stress. Challenge-oriented stress is considered to be favorable since it is usually not overwhelming and can increase job satisfaction and intention to remain. Hindrance-oriented stress is potentially damaging considering that it is usually so strong and associated with poor performance (Podsakoff, and Lepine (2005) Cited by Hon and Chan (2013). Research in organizational behavior and management suggests that task conflict could be considered challenge-oriented i.e. it is mainly functional, it is a positive emotional inspiring force and is accompanied by a sense of task achievement (De Dreu, Harinck, and Van Vianen 1999; Selye (1982) Cited by Hon and Chan (2013). Even as it increases group members' workload and time pressure, task conflict encourages them to engage in a deep and deliberate processing of task-relevant information. The process nurtures more effort and attention to job tasks and the development of new and sometimes highly creative insights to address the challenges, leading the group to make better decisions (De Dreu and West 2001; Jehn 1995) cited by Hon and Chan (2013).

Though task conflict is associated with positive emotional motivating forces, it will be positively associated with challenge-related stress. Hindrance-related stress, however, will be linked to job demands that involve extreme challenges that deter an individual's ability to achieve goals i.e. one will not feel a sense of fulfillment due to such constraints. Therefore there is a negation relation of task conflict with hindrance-related stress. Relationship conflict which is associated with negative emotions limits the group's capability of seeking and processing task-related information considering that group members end up spending their time and energy focusing on each other and thus causes hindrance-related stress due to the tension. The group therefore fails to perform the task at hand (Robbins 2000; Rollinson 2002) cited by Hon and Chan (2013).

Finally, a positive association between relationship conflict and hindrance-oriented stress is expected (De Dreu and Weingart 2003; Hon 2012) cited by Hon and Chan (2013). This is the opposite of the sense of achievement arising from challenge-related stress since hindrance-related stress does not prompt one to creatively address challenges or feelings of achievement. Due to this, relationship conflict is expected to positively relate to hindrance-oriented stress and negatively relate to challenge-oriented stress.

## **2.5 Summary of Literature Reviewed**

In light of the foregoing review, it can be seen that workplace relationships and especially supervision can lead to high levels of stress if poor and have a very big impact on performance of employees. Employees' performance will be determined mostly by the way they are treated by the Supervisors. Employees with supportive supervisors are most likely to develop a psychological contract to perform even better. Teamwork and good working relations are a major contributor to good performance and the reverse is true.

Employees who are delegated to regularly are more contented on the job and develop a sense of being trusted. They are therefore less stressed and thus increased performance is exhibited. However, the urge to delegate is determined by the Managers' personality attributes and role opinions. Managers who delegate more are likely to get relieved from stress whereas those who delegate less are most likely to suffer stress in situations of excessive workload. Role conflict and role ambiguity may seem related, however, there is a big contrast considering that role conflict though stressing may cause employees to be more creative as a result of engaging in numerous roles whereas role ambiguity may kill creativity in employees if it exists. Role ambiguity is mainly to do with goals and goals are very vital in shaping creativity. Therefore if they are ambiguous, they cause enormous stress and kill creativity.

To some extent, stress will affect employees and their performance basing on how they perceive stress i.e. in a situation where employees faced with stress are focused on how to cope with the stressful task, they will positively cope (Eustress) whereas those who focus on coping with emotions are affected negatively (Distress). Eustress is similar to the Challenge Oriented stress which is known to increase job satisfaction whereas Distress is similar to the hindrance oriented stress which is so strong and associated to poor performance. One's perception of occupational stress will greatly contribute on how it affects their performance.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the approaches and techniques the researcher used to collect data and investigate the research problem. The chapter outlines the research design, study population, sampling design, sample size and selection, sampling techniques and procedure, data collection methods, data collection instruments, measurement, research procedure, reliability and validity of the data collection instruments, data management and data analysis.

#### **3.2 Research Design**

The researcher used a cross-sectional survey design. According to Olsen and Marie (2004), a cross-sectional survey design is one which collects data to make inferences about a population of interest at one point in time and can help remove assumptions. In this design the whole population or a division of it is selected and from that selection, data is collected to respond to research questions of interest. Information collected in this manner represents what is going on at only one point in time, the reason why it is called cross-sectional. It is therefore the most suitable for this study considering that it is quick, easy and cheap to conduct, since no long periods of follow up are required. That is to say, less resources are required in using this design, unlike the longitudinal. It is also suitable for estimating the frequency of a behavior of a population (Sedgwick, 2014)

The study collected both quantitative and qualitative sets of data. Quantitative data was used to establish and describe the relationships between the study variables. This is consistent with Amin (2005) who maintains that quantitative designs are plans for carrying out research oriented towards quantification and are applied in order to describe current conditions or to investigate relationships,

including cause and effect relationships. Qualitative data provided the researcher with the in-depth understanding of the targeted population of the meaning and causes of occupational stress and its relationship with Job performance in Kampala Capital City Authority.

### **3.3 Study Population**

The targeted population of the study were the employees working at KCCA Head Quarters totaling to 543 (KCCA Human Resource Report, 2015). Both temporary and permanent staffs were targeted. The selection of the sample was based on the fact that staff in different offices of KCCA were experiencing different working conditions and different stress levels which had influence on response to the study instrument.

### **3.4 Sample Size**

The researcher determined the sample size using Krejcie and Morgan (1970) sample size determining table. Using the above table the sample size was estimated at 226 from the total population of 543 KCCA staff, confidence level of 95% and error of margin of 5%. The sample size of 226 was expected to provide the adequate representation of the views and opinions of the targeted population that can be relied upon to draw valid conclusions. This was in agreement with Roscoe (1975), as cited in Industrial/Organizational Solutions (2010), the sample size between 30 – 500 respondents in any given study would be appropriate. The sample size was 226 as shown in the Table 3.1.

**Table 3.1: Population, Sample and Sampling Techniques**

| Staff Level       | Population | Sample | Sampling Technique     |
|-------------------|------------|--------|------------------------|
| Directors         | 28         | 4      | Purposive sampling     |
| Managers          | 25         | 5      |                        |
| Assistant officer | 19         | 10     |                        |
| Supervisor        | 64         | 25     | Simple random sampling |
| Officers          | 189        | 80     |                        |
| Support Staff     | 218        | 102    |                        |
| Total             | 543        | 226    |                        |

**Source: Primary Data (2017). Researcher’s construct based on reference to KCCA**

### Staff List

### 3.5 Sampling Techniques and Procedures

The researcher used two sampling techniques to select respondents from the targeted population. The sampling techniques included purposive sampling and random Sampling since they are relevant to the study and would enable the researcher to extract a representative fraction of the targeted population. The researcher employed purposive sampling to select respondents from the strata of KCCA directors, managers and assistant officers considering that purposive sampling can help one reach the targeted sample quickly and it is easy to get a sample of respondents with the intended characteristics as proposed by (Rubin & Rubin,1995) as cited in Richard, Grinnell, Yvonne, and Unrau (2010).

The researcher used personal judgement to select respondents that would best meet the research questions and objectives, considering that personal judgement allows the reseachers to employ their judgement and expertise in the study. Therefore, the researcher selected KCCA directors, managers and assistant officers who are knowledgeable and who may be experiencing a stressful environment, those willing to talk and represent the wide range of points of views. This implies that in as far as providing the responses is concerned; they would help the researcher to attain more



meaningful responses that are likely to simplify interpretation and analysis. The random sampling technique was used to ensure representative data and to avoid bias (Amin, 2005). The technique was employed to enable the researcher select representative respondents from the large sample of officers and support staff. This would give equal opportunity to participate in the study and equally rule out cases of biases.

### **3.6 Data Collection Methods**

The researcher used a self-Administered questionnaire and interview guide to collect data from the respondents. The usage of the two data collection methods is in accordance with Uma (2011) who guides that at least more than one or more data collection methods should be used to reduce on the bias associated with each method. The two methods also ensure that appropriate data is collected. It makes collected data easy to compare and analyse.

#### **3.6.1 Self-administered questionnaire**

A self-administered questionnaire was used to collect quantitative data from the targeted respondents. As observed by (Kothari, (1990): Uma, (2011)). The self-administered questionnaire was opted for this study because it allowed the researcher to collect data from a large representative sample with in a very short time and at very low cost as the expenses of hiring trained interviewers is not incurred, the data collected through questionnaires was easy to analyze.

#### **3.6.2 Interview guide**

The interview guide was used to collect qualitative data. The interview guide was used because according to Mugenda and Mugenda (1999), it provides in-depth information from the respondents. This was further emphasized by Akbayrak (2000) who urged that interviews assist the researcher to access more information from the respondents as it provides an opportunity to

the Researcher to seek for clarification from the respondents. This makes the interview instrument flexible and information collected to be reliable and valid. Through this method Interviewees were probed and information obtained helped supplement data from the self-administered questionnaires (Mugenda & Mugenda 1999).

### **3.7 Data Collection Instruments**

The major data collection instruments used included the self-administered questionnaire and interview guide.

#### **3.7.1 Self-administered questionnaire**

Self-administered questionnaire was used to collect data due to its wide range of merits which include; allowing one to gather data from a large, representative sample of respondents, at low cost. That is to say, costs of training, hiring and employing skilled interviewed are not incurred and the instrument is familiar to most people and therefore easy to administer (Sedgwick, 2014; Uma, 2011). Secondly, there is no worry of interviewer bias. Complex questions can be asked with a Self-Administered Questionnaire and will be answered genuinely since the questionnaire offers anonymity and avoids answers that please the interview and/or those that make them feel uncomfortable. The questionnaire was divided into three sections. The first section collected the personal data of the respondent. The second section measured occupational stress and the third section measured employee performance. The items in section two and three were open ended and were measured on the 5 point Likert response scale ranging from (1) never to (5) always.

#### **3.7.2 Interview guide**

The interview guide was used to collect qualitative data. The interview guide was used because according to Huberman (1994), a guide provides in-depth information from the respondents.

Interviewees were probed and the interview guide being rich in detail, information obtained helped supplement data from the self-administered questionnaires (Mugenda & Mugenda 1999).

### **3.8 Data Quality Management and Control**

The quality of the data was handled by the reliability and validity of the data collection instruments. The selection of the above two data quality management tools was based on the finding of Patton (2001) which states that validity and reliability are two features which any quantitative researcher should focus on while designing a study, analyzing the results and judging the quality of the study. Eisner (1991) further confirms this by saying a good quantitative study can help us to understand a situation that would otherwise be mysterious or confusing; hence a good research work should hold a high degree of reliability and should be valid as well. According to Alexanderson (2011) in a research work, all the right things must be measured. Care should be taken that the appropriate item is measured (validity); in addition, careful attention should be paid to how the measurement is being made (reliability). It is therefore argued that enhancement of data quality management enables the researcher to rule out inadequacies that may characterize the instruments of data collection like questionnaires, interview guides among others (Amin, 2005).

#### **3.8.1 Validity of Data Collection Instruments**

Instrument validity is concerned with two main issues. i.e. the accuracy of the instrument and whether it is measuring what the researcher intends to measure (Winter, 2000). Therefore the accuracy and correctness of the Research methods was ascertained at two levels. In the first level a pilot study was carried out. The pilot study targeted human resource managers, organizational development consultants, lecturers and councilors from other organizations. The assumption is that the above categories of staff selected have either experienced a stressful environment or they handled stressed clients and thus have a clear understanding of stress. Unclear and double-barreled

items were to be streamlined and all the unanswered items removed from the Instrument. At the second level the researcher computed the content validity index (CVI) of the instrument using the formula below: -

$$CVI = \frac{VR}{RX100}$$

K

Where VR items are rated as very Relevant

R items rated as Relevant

K is the total number of items in the questionnaire.

Items with validity coefficients to at least 70% are accepted as valid and reliable in research Kathuri & Pal (1993).

**Table 3.2: Content Validity Index of the Study Variables**

| <b>Variables</b>                 | <b>CVI</b> | <b>No of Items</b> |
|----------------------------------|------------|--------------------|
| Organizational Climate Stressors | 0.719      | 21                 |
| Role Stressor                    | 0.700      | 05                 |
| Career Development Stressor      | 0.810      | 06                 |
| Employee performance             | 0.805      | 25                 |

**Source: Primary Data**

The content validity index results for the items in the organizational climate stressor was 0.719, role stressor 0.719, career development stressor 0.810 and employee performance 0.805.

### **3.8.2 Reliability of Data Collection Instruments**

According to Amin (2005), reliability is the ability of the instrument to collect the same data consistently under similar conditions. The reliability of the instrument was measured using Cronbachs coefficient Alpha test. The test established that each of the sub section in the questionnaire was a reliable measure for the variables of the study. This is confirmed by the alpha

coefficient in the Table below, in which all figures obtained were well above 0.6 (implying that the scale was reliable.) See the details below:

**Table 3.2: Reliability Coefficients of the Study Variables**

| <b>Variables</b>                 | <b>Alpha</b> | <b>No of Items</b> |
|----------------------------------|--------------|--------------------|
| Organizational Climate Stressors | 0.919        | 21                 |
| Role Stressor                    | 0.700        | 05                 |
| Career Development Stressor      | 0.810        | 06                 |
| Employee performance             | 0.905        | 25                 |

**Source: Primary Data (2015)**

### **3.9 Research Procedure**

The researcher obtained an introductory letter from Uganda Management Institute (UMI) to the Human Resource Personnel of the selected organization, which is Kampala Capital City Authority. Copies of the letter were presented to the respondents alongside the questionnaire. A contact person was obtained from each Directorate and appointments were scheduled for collecting the filled out questionnaires. The sampling focused on six categories of employees in KCCA i.e. directors, managers, supervisors, officers, assistant officers and support staff.

### **3.10 Measurement of Variables**

#### **3.10.1 Occupational Stress**

Occupational stress was measured using a 5 point Likert scale using items adopted from the scale of occupational stress used in the Bristol Stress and Health Study at the work place (Smith et al, 2000). For example I feel tense most of the time, I feel restless as if I have to be on the move, I get sudden feelings of panic.

### **3.10.2 Employee Performance (OCB)**

Work performance was measured on the Organisation Citizenship Behaviour (OCB) scale that reflects pro-social and pro-organizational behaviors measured on a 5 point likert scale developed by Munene, (1995) and Kagga (2001). For example: (1) employees seek and accept responsibility all the time (2) Employees readily accept more work.

### **3.11 Data Analysis**

According to Mugenda & Mugenda (2003), data analysis is the process of organising, summarising and making data clear and meaningful. The researcher to analyse the data collected used both quantitative and qualitative data analysis tools.

#### **3.11.1 Analysis of Quantitative Data**

To make meaning of the quantitative data the researcher followed the process outlined by Kothari and Garg (2014). The process starts by checking of questionnaires if they are acceptable or not. This is followed by data editing to detect errors and omissions and coding to be able to put limited numbers in limited categories. The data is then classified according to the class intervals and attributes. It is then tabulated in such a way that correlations can be derived to establish the relationship between the study variable, graphical representation of data from the questionnaire, frequency tables for meaningful interpretation of the study.

The statistical package for social sciences (SPSS version 20) was used for processing and analysis of quantitative data. SPSS was opted for this study because it allows several data sets to be loaded into it easily. It provides a range of tools used for analyzing data and interfaces with other programs like excel thus making data management and analysis very easy (Kothari & Garg, 2014). Frequencies, percentages and cross tabulations were run to describe the sample. Objectives 1-3 were analyzed using Pearson's correlation co-efficient test to establish the relationship between

the study variables. Finally, the regression analysis was run to determine the level of influence of occupational stress on employee performance.

### **3.11.2 Analysis of Qualitative Data**

Qualitative data was collected using the interview guide. The data was collected, edited, organized, analyzed and displayed using the Meta matrices consistent with (Huberman, 1994). The matrices outlined respondent's perceptions regarding causes of stress, impact of stress on staff performance and the possible measures of stress in the Authority. From the meta matrices the researcher was able to derive themes and subthemes regarding causes, impact and mitigation measures of occupational stress.

### **3.12 Ethical Considerations**

It is important to adhere to ethical norms in research considering that they prohibit fabrication, misrepresentation of research, falsification and promote the aims of research which include knowledge, truth and avoidance of errors (Gajjar, 2013) Therefore, when the research was being carried out, ethical principles like, communicating honestly, avoiding bias, respecting intellectual property, confidentiality, among others, were observed for the reasons above. To ensure that respondents are not coerced, they were advised on the purpose of the research with sufficient details, to get their consent to participate in the research from an informed point of view. To ensure confidentiality the names of the respondents were held in anonymity and the privacy of the respondents was also considered i.e., the respondents were met at their areas or places of convenience and time and were fully advised on the purpose of the research/study to enable them provide the required information with informed consent and without any bias.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

This chapter presents the results from the data analysis and is divided into two parts. Part one presents demographic data of the respondents whereas part two presents results in relation to the hypothesis of the study, both qualitative and quantitative results.

#### 4.2 Response rate

**Table 4.1: Response Rate**

| Categories        | Targeted Sample | Actual Sampled | Percent |
|-------------------|-----------------|----------------|---------|
| Director          | 4               | 1              | 25%     |
| Manager           | 5               | 2              | 40%     |
| Supervisor        | 25              | 20             | 80%     |
| Officer           | 80              | 70             | 88%     |
| Support staff     | 10              | 9              | 90%     |
| Assistant Officer | 102             | 43             | 42%     |
| Total             | 226             | 145            | 64%     |

**Source: Primary Data**                      **n=145**

Table 4.1 above indicates that the population that was expected to participate in the study was estimated at 226 respondents. The same number of questionnaires (226) was distributed; however, 145 employees filled in the questionnaires and returned them. This accounts for 65% of the targeted respondents and therefore information obtained can ably represent the opinion of the employees in the institution, since it is recommended that a minimum of 30 - 50% of participation is required for the study to be conducted (Amin, 2005).



### 4.3 Demographic Data of Respondents

This section presents the demographic data of respondents as shown below: -

**Table 4.2: Respondents by Gender**

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 79        | 54%        |
| Female | 66        | 46%        |
| Total  | 145       | 100%       |

**Source: Primary Data**                      **n=145**

Table 4.2 above indicates that 79 of the respondents were males accounting to 54% of the total respondents and 66 of the respondents were females accounting to 46% of the total respondents. The distribution of the respondents can be considered appropriate as it drew adequate samples from both sexes and information generated can be considered to have captured both male and female views.

**Table 4.3: Respondents by Age**

| Range                 | Frequency | Percentage |
|-----------------------|-----------|------------|
| Between 21 - 25 years | 28        | 19%        |
| Between 26 - 30 years | 42        | 29%        |
| Between 31 - 39 years | 50        | 34%        |
| 40 years and above    | 25        | 17%        |
| Total                 | 145       | 100%       |

**Source: Primary Data**                      **n=145**

Table 4.3 above indicates that, respondents ranged from 21 years to above 40 years. Majority of the respondents were in the age bracket of 31 - 39 accounting for 34% of the total respondents. This was followed with the respondents in the age bracket 26 - 30 years accounting for 29%. Staff

in the age bracket 21 - 25, and 40 years and above accounted to 19% and 17% respectively. The table indicates that the distribution of respondents according to the age was adequate, considering the actual number of employees in each sample.

**Table 4.4: Respondents by tenure with the Organization**

| <b>Year Spent</b> | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| Less than 1 year  | 25               | 17%               |
| 1 - 2 years       | 26               | 18%               |
| 2 - 3 years       | 45               | 31%               |
| 3 - 4 years       | 44               | 30%               |
| 5.& above         | 5                | 3%                |
| Total             | 145              | 100%              |

**Source: Primary Data**

Table 4.4 above indicates that, respondents were categorized into five; the first category worked with the institution for less than 1 year, the second group had worked with the organization for a duration of 1-2 years, the third category worked with the institution for 2-3 years, the fourth category worked with the institution for 3-4 years and lastly those who worked with the organization for 5 years and above. The majority of the respondents had worked with the authority for 2-3 years hence accounting for 32% of the total respondents. The respondents who worked for 5 years and above were the least and accounted for 3% of the total respondents. Given the fact that KCCA has been in place for approximately five years now, the number of staff who have been with the institution for the same period of years are few. The distribution of respondents in terms of tenure can be relied upon to provide information that is reflective of the staffs that are in different tenure brackets.

**Table 4.5: Respondents by the Level of Education**

| <b>Education Level</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Degree                 | 72               | 50%               |
| Masters                | 31               | 21%               |
| Diploma                | 21               | 14%               |
| Certificate            | 15               | 10%               |
| Others (specify)       | 4                | 3%                |
| Secondary level        | 2                | 1%                |
| <b>Total</b>           | <b>145</b>       | <b>100.0</b>      |

**Source: Primary Data****n=145**

It can be seen in Table 4.5 that respondents ranged from those with Advanced Certificate of Education (A-level) to those holding post graduate qualifications. Majority of the respondents were degree holders accounting for 50% of the total respondents. This implies that the respondents are fairly educated. Respondents with diplomas come second accounting for 15%. Respondents with A-level qualification come last accounting for only 1% of the total respondents. The distribution is in line with the population of the Institution where the majority of the employees are graduates and the least are staff at the support level with secondary school qualifications. The distribution is representative of the level of the education in the authority and the information obtained represents all levels of education in the authority.

**Table 4.6: Respondents by Marital Status**

| <b>Status</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------|------------------|-------------------|
| Single        | 72               | 50%               |
| Married       | 66               | 46%               |
| Others        | 7                | 5%                |
| <b>Total</b>  | <b>145</b>       | <b>100%</b>       |

**Source: Primary Data****n=145**

Table 4.6 above indicates that the majority of the respondents were single. The single respondents accounted to 50% of the total respondents and married respondents accounted for 46% of the total respondents however, 5% respondents accounted for the category of staff in the other category of

marital status. They are most likely cohabiting. From that front the information obtained captured both married and single staff. Therefore, it can be relied upon for drawing conclusions.

**Table 4.7: Respondents by Employment Status**

| <b>Staff Status</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------------|------------------|-------------------|
| Permanent           | 46               | 32%               |
| Probation           | 19               | 13%               |
| Contractual         | 80               | 55%               |
| <b>Total</b>        | <b>145</b>       | <b>100%</b>       |

**Source: Primary Data N=145**

Table 4.7 indicates that respondents were categorized into three. The first category is on permanent basis, the second group is on probation and third category is on contract. The majority of the respondents are employed on contract basis. This category accounts for 55% of the total respondents. Respondents on probation were the least and account for 13% of the total respondents and the permanent staff account for 32%. This implies that the views regarding stress management of staff on different terms of employment were well represented in the study.

**Table 4.8: Respondents by Position in the Organization**

| <b>Levels in the organization</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------------------------|------------------|-------------------|
| Director                          | 1                | 1%                |
| Manager                           | 2                | 1%                |
| Supervisor                        | 20               | 14%               |
| Officer                           | 70               | 48%               |
| Support staff                     | 36               | 25%               |
| Assistant Officer                 | 16               | 11%               |
| <b>Total</b>                      | <b>145</b>       | <b>100%</b>       |

**Source: Primary Data N=145**

Table 4.8 indicates that the respondents included directors, managers, supervisors, officers, assistant officers and support staff which imply that all levels in KCCA were represented. However, the majority of the respondents were officers accounting for 49% of the total sample. Support staff accounted for 25 % in the second position and directors were the least accounting for 1%.

#### 4.4 Results as per the Research Hypothesis

##### Factor analysis

A Factor analysis was carried out to unravel organization climate stressors, career development and role stressors from occupational stress items that were used as input variables for Pearson Correlation. The study used principal component analysis with varimax rotation and only items with coefficient of 0.4 and above were indicated. Below are the results of the factor analysis.

**Table 4.9: Results of the factor analysis**

| Item  | Stress Component |                    |                |
|---|------------------|--------------------|----------------|
|   | Climate Stressor | Career development | Roles Stressor |
| I lose my memory very fast                              | .701             |                    |                |
| Butterflies feeling in stomach                          | .697             |                    |                |
| I feel tired as long as I enter office                  | .664             |                    |                |
| Frightened feelings                                     | .648             |                    |                |
| I have experienced weight loss over the past six months | .647             |                    |                |
| I feel constantly under strain                          | .627             |                    |                |
| Lost interest in appearance                             | .620             |                    |                |
| I have lost my appetite of late                         | .615             |                    |                |
| Restless feeling  | .595             |                    |                |
| Have lost confidence in the last few months             | .594             |                    |                |
| My job physically exhausts me                           | .574             |                    |                |
| I get easily irritated                                  | .571             |                    |                |
| I feel tense most of the time                           | .571             |                    |                |
| Blood pressure has gone up                              | .550             |                    |                |
| Sudden feelings of panic                                | .550             |                    |                |

| Item   | Stress Component |                    |                |
|--|------------------|--------------------|----------------|
|  | Climate Stressor | Career development | Roles Stressor |
| Have constant time pressure due to heavy workload    | .513             |                    |                |
| Worrying thoughts                                    | .505             |                    |                |
| Always have constant headaches                       | .500             |                    |                |
| Feelings of chest pain is common with me             | .476             |                    |                |
| Expect my job to become more stressful in the future | .471             |                    |                |
| I work long hours to meet office demands             | .429             |                    |                |
| I feel insecure in my job                            |                  | .801               |                |
| Worried about losing my job                          |                  | .770               |                |
| Choice in deciding what to do at work                |                  | -.639              |                |
| Have been feeling unhappy & depressed                |                  | .563               |                |
| 1. Choice in deciding how I do work                  |                  | -.511              |                |
| 2. Doing same things over & over again               |                  | .396               |                |
| 3. Enough time for everything                        |                  |                    | .710           |
| 4. Able to cope with the demands of my job           |                  |                    | .597           |
| 5. Once in a while I experience stomach irritation   |                  |                    | .230           |
| 6. Work demands level of skill & expertise           |                  |                    | .220           |
| 7. Able to take time off from work to relax          |                  |                    | -.265          |

#### **4.4.1 Research objective one: To establish the relationship between organization climate stressors and employee performance in KCCA**

This research objective was investigated using fourteen items which required each respondent to do self- rating on organization climate stressors. The responses were based on a five Likert response scale types, ranging from one representing strongly disagree to five representing strongly agree. The frequency distributions along the Likert scale are as presented in Table 4.10 below:

**Table 4.10: Frequency distribution for responses on Organization Climate Stressors**

| Questions   | SD |      | D  |      | N  |      | A  |      | SA |      | Total |     |
|---|----|------|----|------|----|------|----|------|----|------|-------|-----|
|   | F  | %    | F  | %    | F  | %    | F  | %    | F  | %    | F     | %   |
| I have experienced weight loss over the past six months | 32 | 22.9 | 68 | 48.6 | 13 | 9.3  | 16 | 11.4 | 11 | 7.9  | 140   | 100 |
| I feel constantly under strain                          | 23 | 16.5 | 72 | 51.8 | 20 | 14.4 | 17 | 12.2 | 7  | 5    | 139   | 100 |
| Lost interest in appearance                             | 67 | 46.2 | 57 | 39.9 | 11 | 7.7  | 5  | 3.5  | 3  | 2.1  | 143   | 100 |
| I have lost my appetite of late                         | 50 | 34.5 | 64 | 44.8 | 12 | 8.4  | 13 | 9.1  | 4  | 2.8  | 143   | 100 |
| Restless feeling  | 38 | 27   | 58 | 41.1 | 12 | 8.5  | 29 | 20.6 | 4  | 2.8  | 141   | 100 |
| Have lost confidence in the last few months             | 43 | 30.1 | 77 | 53.8 | 11 | 7.7  | 9  | 6.3  | 3  | 2.1  | 143   | 100 |
| My job physically exhausts me                           | 20 | 14   | 52 | 36.4 | 19 | 13.3 | 41 | 28.7 | 11 | 7.7  | 143   | 100 |
| I get easily irritated                                  | 27 | 19.1 | 74 | 52.5 | 19 | 13.5 | 12 | 8.5  | 9  | 6.4  | 141   | 100 |
| I feel tense most of the time                           | 35 | 24.5 | 73 | 51   | 15 | 10.5 | 16 | 11.2 | 4  | 2.8  | 143   | 100 |
| Blood pressure has gone up                              | 54 | 38   | 57 | 40.1 | 21 | 14.8 | 6  | 4.2  | 4  | 2.8  | 142   | 100 |
| Sudden feelings of panic                                | 38 | 27.3 | 66 | 47.5 | 9  | 6.5  | 20 | 14.4 | 6  | 4.3  | 139   | 100 |
| Have constant time pressure due to heavy workload       | 16 | 11.2 | 71 | 49.7 | 16 | 11.2 | 29 | 20.3 | 11 | 7.7  | 143   | 100 |
| Worrying thoughts                                       | 27 | 19.4 | 61 | 43.9 | 11 | 7.9  | 33 | 23.7 | 7  | 5    | 139   | 100 |
| Always have constant headaches                          | 48 | 33.6 | 71 | 49.7 | 4  | 2.8  | 16 | 11.2 | 4  | 2.8  | 143   | 100 |
| Feelings of chest pain is common with me                | 37 | 25.9 | 63 | 44.1 | 17 | 11.9 | 22 | 15.4 | 4  | 2.8  | 145   | 100 |
| Expect my job to become more stressful in the future    | 24 | 16.9 | 50 | 35.2 | 30 | 21.1 | 27 | 19   | 11 | 7.7  | 142   | 100 |
| I work long hours to meet office demands                | 16 | 11.3 | 54 | 38   | 8  | 5.6  | 48 | 33.8 | 11 | 11.3 | 142   | 100 |

**SD = Strongly Disagree, D = Disagree, N= Not sure, A = Agree, SA= Strongly Disagree, F=**

**Frequency, % = Percentage**

Table 4.10 above shows the frequency distribution for responses on organization climate stressors.

To get an elaboration of how the respondents feel exactly, some of the respondents were asked a number of questions in relation to the above. Below are some of their responses: - When the respondents were asked whether they have experienced weight loss over the past six months, 22.9

% strongly disagreed, 48.6% disagreed, and 9.3% were not sure, 11.4% agreed and 7.9% strongly agreed with the question. Consistent with the questionnaire data, one interviewee had this to say; *“I experienced constant weight loss until I took leave for fifteen days and recovered but when I returned back to work the trend continued.”* This response seems to suggest that some staff are affected by the organization climate stressors physically.

When the respondents asked whether the organizational climate stressors subject them to constant strain, 5 % strongly agreed, 12.2% agreed, 14.4% were not sure, 51.8% disagreed and 16.5% strongly disagreed. One interviewee remarked: - *“I do not feel so, however, I know of staff working in certain areas of the Authority who are strained.”* The above response seems to suggest that staffs in KCCA are affected differently when subjected to organizational climate stressors.

The respondents were asked whether they have feelings of restlessness, 27 % strongly disagreed, 41.1% disagreed, 8.5% were not sure, 20.6% agreed and 2.8% strongly agreed with the question.

In fact one interviewee had this to say; *“I feel disturbed by the uncoordinated constant demands of my supervisor, which oftentimes makes me fail to deliver to and fulfill any of the demands.”*

The response suggests that unplanned demands from the supervisors will cause stress to some of the staff and hence will lead to reduced productivity. The respondents were asked whether they feel they have lost confidence in the last few months, 30.1 % strongly disagreed, 53.8% disagreed, 7.7% were not sure, 6.3% agreed and 2.1% strongly agreed with the question. In connection with the above item one of the key informants had this to say; *“Once in a while I have lost my confidence during my work, most especially when am shouted at by my supervisor.”* The above response implies that supervisors’ behavior has a lot to do with fostering staff’s confidence. Public criticism and rebuking kills employees’ confidence



In the same vein, the respondents were asked whether the job they were doing physically exhausts them, 14 % strongly disagreed, 36.4% disagreed, 13.3% were not sure, 28.7% agreed and 7.7% strongly agreed with the question. Indeed one respondent asserted that: *“Sometimes am overwhelmed with the physical demands of my role as a Law Enforcement Assistant.”* The response suggests that physical exhaustion gets to the KCCA staff once in a while as they are executing their duties.

The respondents were asked whether they experience sudden feelings of panic and the results indicate that 27.3% strongly disagreed, 47.5% disagreed, 6.5% were not sure, 14.4% agreed and 4.3% strongly agreed with the question. When an interviewee was asked she had this to say: *“I always panic when my supervisor summons me to her office”* The above response demonstrates that this feeling is not an institution feeling but is created by specific supervisors who act as stress carriers. In the same line, when the respondents were asked as to whether they have constant time pressure due to heavy workload, the results indicated that 11.2% strongly disagreed, 49.7% disagreed, 11.2% were not sure, 20.3% agreed and 7.7% strongly agreed with the question. In the same connection when an interviewee was asked he had this to say: *“My workload increases every day unexpectedly and I cope through multi-tasking.”* This implies that workload is an organization climate stress factor that can result into stress in the institution’s labour force.

The respondents were checked on whether they have worrying thoughts and the results indicate that 19.4% strongly disagreed, 43.9% disagreed, 7.9% were not sure, 23.7% agreed and 7% strongly agreed with the question. One respondent replied: *“I always get work related nightmares.”* The statistics and the response of the key informant indicate that there is a considerable number of staff in KCCA who have worrying thoughts regarding their work environment. In addition, 28.5 % of the total respondents agreed that they have worrying thoughts.

A considerable number of the respondents agreed that they have constant headaches and experience feelings of chest pain. Those who agreed to constant headaches account for 14% of the total respondents and those who agreed to chest pain account for 18% of the total respondents. In fact, one of the interviewees said that; *“I experience headache and chest pain at the end of every month whenever I have to make end of months’ reports.”* The above responses indicate that stress that comes along with the preparation of end of months’ reports, results into chest pain and headache for some of the staff in KCCA.

When the respondents were asked as to whether they expect their job to become more stressful in the future, the results indicate that 16.9% strongly disagreed, 35.2% disagreed, 21.1% were not sure, 19% agreed and 7.7% strongly agreed with the question. One of the interviewees had this to say: - *“Basing on the current trend, I see my job becoming more stressful in the near future.”*

The above statistics indicate that 26.7% of the total respondents expected their job to become more stressful in the future than they are currently.

Lastly when the respondents were asked as to whether they work long hours to meet office demands, the results indicated that 11.3% strongly disagreed, 38% disagreed, 5.6% were not sure, 33.8% agreed and 11.3% strongly agreed with the question. When asked, one of the interviewees had this to say: *“When I work the mandatory eight hours I will never be able to meet my performance expectations in the role.”* The above statistics and the responses of the key informant indicate that 45.1% of the respondents agreed that they have to work long hours to meet office demands. It is like a standard that for any staff to meet their performance expectations, they need to work beyond 5.00pm, almost on daily basis.

The analysis of the responses above is consistent with qualitative data which indicated that Organizational Climate Stressors affect Employee Performance negatively. Qualitative data

further revealed that Organizational Climate Stressors are as a result of work process interference by the political leaders and top management, unnecessary red tape, poor working relations and supervision. The organizational climate has resulted into staff withdrawing output and the limited output generated is of poor quality and reduced team work. However, it was observed that a minimum level of stress is required sometimes to improve some employees' performance.

**4.4.1.1 Hypothesis one testing**

*There is a significant relationship between Organization Climate Stressors and Employee Performance in KCCA.*

To verify the hypothesis, The Pearson's correlation moment coefficient analysis was conducted. The Correlation is significant at 0.01 (99% level of Confidence) – 2 tailed. This implies that those items with p- values less than 0.01 were significant at 2 – tailed. Table 4.11 shows the results of the correlation analysis:

**Table 4.11: Pearson's Correlation Coefficient of the Relationship between Organization Climate Stressors and Employee Performance**

|                  |                     | Climate Stressor | Employee Performance |
|------------------|---------------------|------------------|----------------------|
| Climate Stressor | Pearson Correlation | 1                | -.085                |

|                      |                     |       |      |
|----------------------|---------------------|-------|------|
|                      | Sig. (2-tailed)     |       | .392 |
|                      | N                   | 116   | 103  |
| Employee performance | Pearson Correlation | -.085 | 1    |
|                      | Sig. (2-tailed)     | .392  |      |
|                      | N                   | 103   | 120  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation moment results in Table 4.11 above indicates a non-significant negative relationship between organizational climate stressors and employee performance ( $r=-085$ ). The results of the analysis are inconsistent with the study hypothesis which predicted a significant relationship between organization climate stressors and employee performance in KCCA.

This implies that there is no relationship between organization climate stressors and employee performance. When organization climate stressors increase employees' performance decreases and vice versa. Therefore, there is no relationship between organization climate stressors and employee performance in KCCA. The results suggest that improving employee performance can be achieved through eliminating the organization climate stressors. Therefore, the hypothesis which stated that there is a significant relationship between organizational climate stressors and employee performance is rejected.

**Table 4.12: Regression output summary on organizational climate stressors and employee performance**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .085 <sup>a</sup> | .007     | -.003             | 9.24190                    | .392          |

- a. Predictors: (Constant), Climate Stressor
- b. Dependent Variable: employee performance

Table 4.12 provides the R and R<sup>2</sup> value; the R value is 0.085 which represents a non-significant correlation between organizational climate stressors and employee performance. The R – square value also indicates that organizational climate stressors can only cause a variation in employee performance by 0.7%. The insignificant correlation between organization climate stressors and employee performance is re-emphasized by the adjusted R square value of - 003.

**Table 4.13: Analysis of the variance table for organizational climate stressors and employee Performance**

| Model |            | Sum of Squares | Df  | Mean Square | <i>F</i> | <i>Sig.</i>       |
|-------|------------|----------------|-----|-------------|----------|-------------------|
| 1     | Regression | 63.157         | 1   | 63.157      | .739     | .392 <sup>b</sup> |
|       | Residual   | 8626.688       | 101 | 85.413      |          |                   |
|       | Total      | 8689.845       | 102 |             |          |                   |

- a. Predictors: (Constant), Climate Stressor
- b. Dependent Variable: employee performance

Table 4.13 above indicates that the organizational climate stressors do not significantly predict employee performance. This is because the  $p = .392$  and yet the significance can only be attained when  $P < 0.005$ . The study revealed a non-significant relationship between organizational climate stressors and employee performance, contrary to the hypothesis which predicted a significant relationship between organizational climate stressors and employee performance. In view of the above, the hypothesis stated in chapter one “there is a significant relationship between organization climate stressors and employee performance’ is rejected.

**4.4.2 Research objective two: To establish the relationship between role stressors and employee performance in KCCA**

This research hypothesis was tested using five items which required each respondent to do self-rating on role stressors. The responses were based on a five Likert response scale types, ranging from one representing strongly disagree to five representing strongly agree. The frequency distributions along the likert scale are as presented in Table 4.14 below: -

**Table 4.14: Summary Statistics on respondents’ Self –rating on Role Stressor**

| Questions                                       | SD |      | D  |      | N  |      | A  |      | SA |      | Total |     |
|---|----|------|----|------|----|------|----|------|----|------|-------|-----|
|   | F  | %    | F  | %    | F  | %    | F  | %    | F  | %    | F     | %   |
| Enough time for everything                      | 18 | 12.6 | 51 | 35.7 | 14 | 9.8  | 51 | 35.7 | 8  | 5.6  | 143   | 100 |
| Able to cope with the demands of my job         | 4  | 2.8  | 15 | 10.5 | 7  | 4.9  | 94 | 65.7 | 23 | 16.1 | 143   | 100 |
| Once in a while I experience stomach irritation | 22 | 15.4 | 53 | 37.1 | 24 | 17   | 38 | 26.6 | 6  | 4.2  | 143   | 100 |
| Work demands level of skill & expertise         | 8  | 5.7  | 29 | 20.6 | 7  | 5    | 59 | 41.8 | 38 | 27   | 141   | 100 |
| Able to take time off from work to relax        | 9  | 6.6  | 39 | 28.5 | 14 | 10.2 | 64 | 46.7 | 1  | 0.7  | 137   | 100 |

**SD = Strongly Disagree, D = Disagree, N= Not sure, A = Agree, SA= Strongly Disagree, F=**

**Frequency, % = Percentage**

Table 4.14 above shows a summary of statistics on respondents’ Self –rating on Role Stressor. To get an elaboration of how the respondents feel exactly, some of the respondents were asked a number of questions in relation to the above. Below are some of their responses: -

When the respondents were asked whether they have enough time for everything, 12.6 % strongly disagreed, 35.7% disagreed, and 9.8% were not sure, 35.7% agreed and 5.6% strongly agreed with the question. Specifically one staff interviewed had this to say; *“I always have heavy workload*

*that I never have enough time to accomplish as expected.*” The above response and statistics indicate that 41.3 % of the total respondents agreed that they do have enough time to do their work and this implies they will always have pending work on their desks, which often creates stress to the employees concerned.

When the respondents were asked whether they are able to cope with the demands of their job, 2.8% strongly disagreed, 10.5% disagreed, and 4.9% were not sure, 65.7% agreed and 16.1% strongly agreed with the question. One interviewee had this to say; *“Am 100% busy from Monday to Saturday, from the time I enter the gate of this building but I do not finish the work”*. The above statistics and response indicate that 81.8% of the total respondents agreed that they are not able to cope with the demands of their jobs. This implies that the demands of their jobs is over and above their capacity to deal with the job requirements with results into role stress.

When the respondents were asked whether once in a while they experience stomach irritation, 15.4 % strongly disagreed, 37.1% disagreed, 17% were not sure, 26.6% agreed and 4.2% strongly agreed with the question. One interviewee had this to say; *“When I have a lot of work I feel sick and oftentimes when I visit a medical centre no disease is identified.”* The above statistics and response indicate that 30.8 % of the total respondents agreed that once in a while they experience stomach irritation. This implies that role stress may not affect employees in the same way. Some employees develop physical illness and others do not.

When the respondents were asked whether their work demands levels their skills and expertise, 5.7 % strongly disagreed, 20.6% disagreed, and 5% were not sure 41.8% agreed and 27% strongly agreed with the question. One interviewee when asked, had this to say; *“Once in a while I feel*

*overwhelmed with my work demands*". The above statistics and response indicate that 68.8 % of the total respondents agreed that their level of skills and expertise are not able to level with the demands of their jobs. This implies that skills and expertise of the staff cannot cope with the demands of work to be performed.

When the respondents were asked whether they were able to take time off from work to relax, 6.6 % strongly disagreed, 28.5% disagreed, and 10.2% were not sure. 46.7% agreed and 0.7% strongly agreed with the question. One of the interviewees had this to say; "*Lunch and break time often passes without recognizing it.*" The above statistics and response indicate that 35.4 % of the total respondents disagreed with the statement; they insisted that they cannot take time off to relax. This implies that a good percentage of the Authority employees do not have time to relax due to heavy work load.

The matrix above further indicates that role stressors foster employee performance in the KCCA. The matrix above depicts that in KCCA, the role stressors are due to heavy workload, stiff targets /unrealistic deadlines, inadequate resources and lack of role clarity. The role stressors have forced employees to work smart and also be innovative in dealing with the heavy workload and meet the stiff targets among others. They have also coped with the situation by working long hours and multitasking which have resulted into improved performance. The above finding is similar to the Pearson correlation moment results in table 4.15 with revealed a significant positive relationship between Role Stressors and Employee Performance ( $r=-.262$ ).

#### **4.4.2.1 Hypothesis two testing:**



The hypothesis stated that there is a significant relationship between Role Stressors and Employee Performance in KCCA. To test the hypothesis Pearson correlation moment was used and the details are in table 4.15 below:

**Table 4.15 Correlations**

|                      |                     | Role Stressor | Employee Performance |
|----------------------|---------------------|---------------|----------------------|
| Role Stressor        | Pearson Correlation | 1             | .262**               |
|                      | Sig. (2-tailed)     |               | .006                 |
|                      | N                   | 132           | 108                  |
| Employee Performance | Pearson Correlation | .262**        | 1                    |
|                      | Sig. (2-tailed)     | .006          |                      |
|                      | N                   | 108           | 120                  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation moment results in table 4.15 revealed a significant positive relationship between role stressors and employee performance ( $r=.262$ ). The results of the analysis are consistent with the study hypothesis which predicted a significant relationship between role stressors and employee performance in KCCA which implies that role stressors are directly related to employee performance. The results suggest that stress as a result of the role characteristic, significantly catalyzes employee performance in KCCA. Employees in KCCA work better under stress. To improve employee performance, the level of stress has to be increased *ceteris paribus*.

The quantitative data analysis is in tandem with Pearson Correlation moment findings in table 4.14 above which revealed a -significant positive relationship between role stressors and employee performance ( $r=.262$ ). Similarly, the qualitative data analysis indicates that role stressors foster employee performance in the KCCA. The quantitative data revealed that in KCCA, the role stressors are due to heavy workload, stiff targets /unrealistic deadlines, inadequate resources and lack of role clarity. The role stressors have forced employees to work smart and also be innovative

in dealing with the heavy workload and meet the stiff targets among others. They have also coped with the situation by working long hours and multitasking which have resulted into high productivity.

**Table 4.16: Regression Output Summary on Role Stressors and Employee Performance**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .262 <sup>a</sup> | .069     | .060              | 10.75883                   | .005          |

a. Dependent Variable: employee performance

b. Predictors: (Constant), role stressor

Table 4.16 provides the R and R<sup>2</sup> value; the R value is .262 which represents significant correlation between role stressors and employee performance. The R – square value also indicates that role stressors can only cause a variation in employee performance by 6.9 % in the Authority. The significant correlation between role stressors and employee performance is emphasized by the adjusted R square value of .060.

**Table 4.17: Analysis of the variance table for Role Stressors and Employee Performance**

| ANOVA <sup>a</sup> |            |                |     |             |       |                   |
|--------------------|------------|----------------|-----|-------------|-------|-------------------|
| Model              |            | Sum of Squares | Df  | Mean Square | F     | Sig.              |
| 1                  | Regression | 904.574        | 1   | 904.574     | 7.815 | .005 <sup>b</sup> |
|                    | Residual   | 12269.750      | 106 | 115.752     |       |                   |
|                    | Total      | 13174.324      | 107 |             |       |                   |

a. Dependent Variable: Employee performance

c. Predictors: (Constant), Role stressor

Table 4.17 above indicates that the role stressors significantly predict employee performance. This is because the p = .005 and yet the significance can only be attained when P < 0.005. The study revealed a significant positive relationship between role stressors and employee performance.

Therefore, the hypothesis which predicted a relationship between role stressors and employee performance is upheld.

#### 4.4.3 Research objective three: To investigate the relationship between career development stressors and employee performance in KCCA

This research objective was conceptualized using six items which required each respondent to do self-rating on career development stressors. Responses were based on a five Likert response scale type, ranging from one representing strongly disagree to five representing strongly agree. The frequency distributions along the Likert scale are as presented in table 4.18 below:

**Table 4.18: Summary statistics on respondents' self-rating on career development stressors**

| Questions                             | SD |     | D  |     | N  |     | A  |     | SA |     | Total |    |
|---------------------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|-------|----|
|                                       | F  | %   | F  | %   | F  | %   | F  | %   | F  | %   | F     | %  |
| I feel insecure in my job             | 2  | 20. |    | 38. |    |     |    | 24. |    |     | 14    | 10 |
|                                       | 9  | 6   | 54 | 3   | 12 | 8,5 | 34 | 1   | 12 | 8.5 | 1     | 0  |
| Worried about losing my job           | 1  | 13. |    | 40. |    | 12. |    | 23. |    |     | 13    | 10 |
|                                       | 9  | 7   | 56 | 3   | 17 | 2   | 33 | 7   | 13 | 9.4 | 9     | 0  |
| Choice in deciding what to do at work | 1  | 12. |    | 43. |    | 11. |    | 30. |    |     | 14    | 10 |
|                                       | 8  | 6   | 62 | 4   | 16 | 2   | 44 | 8   | 3  | 2.1 | 3     | 0  |
| Have been feeling unhappy & depressed | 3  | 23. |    | 46. |    |     |    | 15. |    |     | 14    | 10 |
|                                       | 4  | 9   | 66 | 5   | 13 | 9.2 | 22 | 5   | 7  | 4.9 | 2     | 0  |
| Choice in deciding how I do work      |    |     |    | 29, |    |     |    | 48. |    |     | 14    | 10 |
|                                       | 8  | 5.6 | 42 | 2   | 11 | 7.6 | 70 | 6   | 13 | 9   | 4     | 0  |
| Doing same things over and over again | 1  |     |    | 37. |    |     |    | 39. |    | 11. | 14    | 10 |
|                                       | 0  | 7   | 54 | 8   | 6  | 4.2 | 56 | 2   | 17 | 9   | 3     | 0  |

**SD = Strongly Disagree, D = Disagree, N= Not sure, A = Agree, SA= Strongly Disagree, F= Frequency and % = Percentage**

Table 4.18 above shows a summary of statistics on respondent's self-rating on career development stressors. To get an elaboration of how the respondents feel exactly, some of the respondents were asked a number of questions in relation to the above. Below are some of their responses: - When the respondents were asked whether they feel insecure in their job, 20.6% strongly disagreed,

38.3% disagreed, 8.5% were not sure, 24.1% agreed and 8.5% strongly agreed with the question. One staff interviewed had this to say; *“The contract arrangement does not give me a sense of belonging to the institution”* The above response and statistics indicate that 32.6 % of the total respondents agreed that they feel insecure in their jobs. This feeling is more to do with staff who are on short term contracts of four months and every four months they become threatened that they are going to lose their jobs.

Similarly, when the respondents were asked whether they are worried about losing their jobs, 13.7% strongly disagreed, 40.3% disagreed, 12.2% were not sure, 23.7% agreed and 9.4% strongly agreed with the question. One respondent said that; *“Sometimes it is not clear whether the contract will be renewed after the expiry of the current contract.”* The above statistics and response indicate that 33.1% of the total respondents agreed that they are worried about losing their jobs. This implies that some of the staff feel that their careers are at cross roads more especially towards the expiry of their contracts. This situation results into stress emanating from fear of loss of career.

When the respondents were asked whether they have a choice in deciding what to do at work, 12.6 % strongly disagreed, 43.4% disagreed, 11.2% were not sure, 30.1% agreed and 2.1% strongly agreed with the question. One of the interviewees had this to say; *“Most of the time I rely on my supervisor for what to do in my work.”* The above statistics and response indicate that 32.9 % of the total respondents agreed that they have a choice in deciding what to do at work. This implies that a significant number of employees get stressed due to lack of flexibility in what they are doing as they depend on their supervisors for deciding on what to do. When the respondents were asked whether they have been feeling unhappy & depressed, 23.9% strongly disagreed, 46.5% disagreed, 9.2% were not sure, 15.5% agreed and 4.9% strongly agreed with the question. One respondent stated that; *“My career plans are not working out well and this makes me feel bad”* The above

statistics and response indicate that 57.6% of the total respondents agreed that they experience a feeling of unhappiness and depression. These feelings may be fostered by lack of clear career development for this category of employees.

When asked on whether they had a choice in deciding how to go over their work, a portion of respondents 5.6% strongly disagreed and 29.2% disagreed, 7.6% were not sure, 48.6% agreed and 9% strongly agreed with the question. A key respondent had this to say; *“My supervisors dictate on how I do my work on daily basis.”* The above statistics and response indicate that 34.8% of the total respondents do not have a choice in deciding how to go about their work. This implies that this category of staff does not make decisions on how their work must be done. This situation can lead to career stress as staffs do not feel they are in charge of their work and career.

Lastly when the respondents were asked whether they were doing the same things over and over again, 7% strongly disagreed, 37.8% disagreed, 4.2% were not sure, 39.2% agreed and 11.9% strongly agreed with the question. One respondent stated that; *“My job has become monotonous and is becoming boring every day”* The above statistics and responses indicate that 51.1% of the total respondents agree that they were doing the same things over and over again. This implies that this category of staff are not feeling challenged with the work they are doing and this type of work does not foster career growth and results into stress.

**4.4.3.1. Hypothesis three testing**

**There is a significant relationship between career development stressors and employee performance in KCCA**

**Table 4.19: Correlations for career development stressors**

|  |                    |                      |
|--|--------------------|----------------------|
|  | Career Development | Employee Performance |
|--|--------------------|----------------------|

|                      |                     |       |       |
|----------------------|---------------------|-------|-------|
| Employee Performance | Pearson Correlation | -.038 | 1     |
|                      | Sig. (2-tailed)     | .695  |       |
|                      | N                   | 111   | 120   |
| Career Development   | Pearson Correlation | 1     | -.038 |
|                      | Sig. (2-tailed)     |       | .695  |
|                      | N                   | 133   | 111   |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation moment results in the table above indicate a non-significant negative relationship between career development stressors and employee performance ( $r=-035$ ). The results of the analysis are inconsistent with the study hypothesis which predicted a significant relationship between career development stressors and employee performance and thus career development stressors do not support employee performance in KCCA.

The results suggest that improving employee performance can be achieved through providing proper career development to staff keeping other factors constant. The qualitative data analysis is also in line with the Pearson Correlation. The analysis indicates that career development stressors affect employee performance negatively. The data revealed that staffs in KCCA were demotivated, work force was unstable, some have withdrawn output and others have resigned from the institution in search for career development. The causes of career development stressors were identified as unclear career path, lack of promotion, job insecurity and inadequate training.

**Table 4.20: Regression output summary on career development stressors and employee performance**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .038 <sup>a</sup> | .001     | -.008             | 9.82260                    | .695          |

- a. Predictors: (Constant), Career development
- b. Dependent Variable: Employee performance

Table 4.20 provides the R and R<sup>2</sup> value, the R value is 0.038 which represents a non-significant correlation between career development stressors and employee performance. The R – square value also indicates that career development stressors can only cause a variation in Employee Performance by 0.1%. The insignificant correlation between career development stressors and employee performance is re-emphasized by the adjusted R square value of - 008.

**Table 4.21: Analysis of variance table for career development stressors and employee performance**

| Model |            | Sum of Squares | Df  | Mean Square | F    | Sig.              |
|-------|------------|----------------|-----|-------------|------|-------------------|
| 1     | Regression | 14.898         | 1   | 14.898      | .154 | .695 <sup>b</sup> |
|       | Residual   | 10516.688      | 109 | 96.483      |      |                   |
|       | Total      | 10531.586      | 110 |             |      |                   |

- a. Dependent Variable: Employee performance
- b. Predictors: (Constant), Career development

Table 4.21 indicates that the career development stressors do not significantly predict employee performance. This is because the p = .695 and yet the significance can only be attained when P < 0.005. The study findings revealed a non-significant relationship between career development stressors and employee performance contrary to the hypothesis which predicted a significant relationship between career development stressors and employee performance. Therefore, the hypothesis which stated, that there is a significant relationship between career development stressors and employee performance in KCCA is rejected.





## CHAPTER FIVE

### SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the findings of each study objectives, discussion of the findings observed and inferred from the data presented in chapter four and recommendations. The chapter is divided into four parts. Part one deals with the summary of the findings, part two discussion of the findings, part three with the recommendation and part four deals with the suggestions for further research.

#### 5.2 Summary of the Study Findings

The summary of the findings of the study are presented according to the study objectives and the first is:

##### 5.2.1 The relationship between Organization Climate Stressors and Employee Performance in KCCA.

The findings revealed a non-significant negative relationship between organization climate stressors and employee performance in KCCA. This was revealed by the Pearson Correlation Coefficient of the relationship between organization climate stressors and employee performance ( $r=-085$ ) with the probability value of ( $p = 0.392$ ) which is greater than  $\alpha = 0.05$  level of significance. This means that there is no relationship between organization climate stressors and employee performance in KCCA. This finding further suggests that to improve employee performance, organization climate stressors have to be eliminated.

The regressions analysis was also used to analyze data and the results indicated that the coefficient of the determination (adjusted R square) value was  $-003$ . This implied that organization climate

stressors can only account to 0.3% of organizational performance. From the Pearson's Correlation Coefficient and regression analysis test results, the hypothesis which earlier suggested that there is a significant relationship between organization climate stressors and employee performance is invalid.

### **5.2.2 The relationship between Role Stressors and Employee Performance in KCCA.**

The study discovered a significant positive relationship between role stressors and employee performance in KCCA. The study findings were confirmed by Pearson Correlation Coefficient of the relationship between role stressors and employee performance in KCCA which is  $r = 0.262^{**}$ , with the probability value of ( $p = 0.006$ ) which is less than  $\alpha = 0.01$  level of significance. The statistics indicate that role stressors foster employee performance in KCCA. The study finding further suggests that to increase employee performance, you may need to increase on the role stressors in an organization.

The regressions analysis was also used to analyze data and the results indicated that the coefficient of the determination (adjusted R square) value was 0.069. This implied that role stressors account to 6.9% of KCCA's performance. From the Pearson's Correlation Coefficient and regression analysis test results, the hypothesis which earlier postulated and stated that there is a significant relationship between role stressors and employee performance is upheld. Therefore, there is a significant relationship between Role Stressors and Employee Performance in KCCA

### **5.2.3 The relationship between Career Development Stressors and Employee Performance in KCCA**

The study revealed a non-significant negative relationship between career development stressors and employee performance in KCCA. This was confirmed by Pearson Correlation Coefficient of the relationship between career development stressors and employee performance was  $r=-0.38$  with the probability value of ( $p = 0.695$ ) which is greater than  $\alpha = 0.05$  level of significance. The statistics mean that career development stressors do not support employee performance in KCCA. This finding further suggests that to improve employee performance, career development stressors have to be minimized.

The regressions analysis was also used to analyze data and the results indicated that the coefficient of the determination (adjusted R square) value was  $-0.008$ . This implied that career development stressors can only account to 0.8% of organizational performance. From the Pearson's correlation coefficient and regression analysis test results, the hypothesis which earlier postulated that there is a significant relationship between career development stressors and employee performance does not hold. Instead the results indicate a negative non-significant relationship between career development stressors and employee performance in KCCA.

### **5.3 Discussion of findings**

The discussion of the study findings are presented as per the study objectives. Below are the details: -

### **5.3.1 To establish the relationship between Organization Climate Stressors and Employee Performance in KCCA.**

The relationship between organization climate stressors and employee performance in KCCA was established using the Pearson correlation moment and regression analysis. The results of the analysis as outlined in the Table 4.11 above and Table 4.12 & 4.13. Indicates a non-significant negative relationship between organizational climate stressors and employee performance ( $r=-0.085$ ). The negative relationship between organization climate stressors and employee performance in KCCA indicates that the presence of organization climate stressors fosters poor employee performance in an organization and the absence of organization climate stressors improves employee performance. Organizational climate stressors refer to stress caused by the collective perceptions of employees on various aspects of organizational work-life. This may include leadership style, work design, technology, employee engagement, communication systems, motivational conditions, reward mechanisms, working conditions etc.

The qualitative data also emphasized the negative relationship between organizational climate stressors and employee performance. Organizational climate stressors in KCCA are specifically characterized by work process interference by the political leaders, unnecessary red tape, poor working relations among staff and poor supervision. The presence of organizational climate stressors has resulted into loss of commitment as evidenced by staff withdrawing output. Some staff have resigned from the service of KCCA and absenteeism/presenteesim has been noted in some instances.

The study finding is supported by the organizational support theory by Eisenberger et al., (1986) as cited by Wang et al., (2013). The theory provides that when an employee believes that his or her work organization is free from organizational climate stressors, the immediate supervisor is

supportive and cares about the employee's well-being, the employee will exhibit more favorable work-related attitudes and behaviors which include organizational commitment, job satisfaction, identification, task performance and organization citizenship behavior. However, on the other hand Rhoades & Eisenberger, (2002) cited by Wang et al., (2013) urges that stress catalyzes employee productivity. On the other hand, the presence of organization climate stressors fosters poor employee performance.

The inverse relationship between organization climate stressors and employee performance is further emphasized by, Xu et al (2011) and Tepper (2000). Both of the two researchers urge that organization climate stressors springing from poor relations among workers reduce employees' propensity to put more effort in the work they are doing hence affecting employee performance.

The findings are consistent with Babatunde (2013). However, he believes that it is the management style that causes organizational climate factors that cause stress and thus affecting employee performance. The findings suggest that to increase employee performance managers need to identify organization climate stressors and design clear mechanisms for eliminating the stressors to increase employee performance.

### **5.3.2 The relationship between Role Stressors and Employee Performance in KCCA**

The Pearson correlation moment revealed a significant positive relationship between role stressors and employee performance ( $r=-.262$ ). See results in table 4.15 above in chapter 4. The results of the analysis are consistent with the study hypothesis which predicted a significant relationship between role stressors and employee performance in KCCA. Role stressors refer to the stress that occurs when an employee has roles without clear demarcations, no boundaries or where employees are made answerable to multiple demands from superiors and others within the organization in a

simultaneous but unrealistic manner. This study specifically focused on role ambiguity and role conflict.

The qualitative data analysis confirms a positive relationship between role stressors and employee performance in the Authority. Role Stressors are manifested through heavy workload, stiff targets/unrealistic deadlines, inadequate resources and lack of role clarity. The analysis indicated that role stressors forced staff to think and act smarter in dealing with the role related challenges and terms like working beyond basics and multitasking have become a culture of the Authority. The staff also work long hours and multitask to deliver results which has improved employee performance.

The findings of the study are in line with Beer and Clazer (2005) who argues that in order for organizations to derive optimum benefit from an employee, they need to create a little bit of pressure and keep staff on their toes. George and Zhou (200) indicated that roles stress resulting specifically from role conflict can influence an individual's effort and creativity at work. Similarly, Lenaghan and Sengupta (2007) study revealed that when an individual engages in numerous roles, they are most likely to become creative and thus become more productive

However, other scholars like Tang and Chang (2010) and Johnston et al, (1990), believe that as much as role stressors can influence positive performance in an institution, it may not be for a long time. They argue that not all employees can endure stressful work environments and that most of the employees collapse when they are subjected to stressful environments. They also believe that role stress has damaging effects on individuals such as increase in perceived job tension, job dissatisfaction, employee burnout and reduced performance. This is consistent with the finding of Wright & Millesen (2008) who pointed out that role ambiguity in particular bars staff performance

as employees are not sure of what tasks to complete and how best to assess their performance and this reduces their work motivation and performance.

The direct relationship between role stressors and employee performance in KCCA can be explained by the various levels of stress that have characterized the work environment since the Institution's inception in 2011 and that most of the employees seem to think that working under a stressful environment is the order of the day and managers deliberately create stress to get results from them.

### **5.3.3 The relationship between Career Development Stressors and Employee Performance in KCCA**

The Pearson correlation moment results in Table 4.19 in chapter 4 indicated a non-significant negative relationship between Career Development Stressors and Employee Performance ( $r = -0.035$ ). The results of the analysis are inconsistent with the study hypothesis which predicted a significant relationship between Career Development Stressors and employee performance in KCCA. This implies that Career Development Stressors are inversely related with the employee performance and thus career development stressors do not support employee performance in KCCA. The results suggest that improving employee performance can be achieved through providing proper career development to staff keeping other factors constant.

In the same line, the qualitative data analysis revealed that career development stressors affect employee performance negatively. The analysis indicated that career development stressors are as a result of lack of clear criteria for promotion, unclear career path and inadequate training. This situation has resulted into demotivated labour force for KCCA which has also compelled some employees to hoard work. In a bid to manage the effects of career development stressors, they

have resorted to resigning from the service of KCCA and others have decided to absent themselves and the above have had serious adverse effects on the performance of the individual employees in the Authority.

The study findings are supported by Sultana et al., (2012), who emphasizes that career development is key in improving productivity in any institution. He urges that career development is a way of keeping people flexible, creative, engaged, interested in their work and less resistant to change. People are meant to grow in order not to become stagnant. Khan et al, (2012) indicated that promotion as one of the tools of career development is strongly related to employee performance. Khan et al's argument was supported by Park et al, (2003) who urged that Organizations that want to highly increase the performance of their employees should give their employees fair promotional opportunities. In the same line, Caruth and Handlogten, (2001) suggest that employees become more motivated and work harder when they receive rewards from organizations in terms of money and promotion. On the other hand, Riketta and Dick (2005) suggested that the correct behavior of employees in the workplace is greatly influenced by the employee satisfaction in terms of work environment, supervisor supervisee relationship and not necessarily the career development programs. In the same line, Babatunde (2013), who contends that good career development programs without catalyzing management system will further not lead to increased employee performance in an institution.

The study findings and the available literature about occupational stress reviewed do emphasize the role of clear Career Development Systems in fostering employee performance at the individual level and organizational performance at large. However, not only good career development programs will lead to improved employee performance but also other factors such as governance systems and just reward systems are necessary for employee improved performance.



## **5.4 Conclusions**

In light of the study findings, several conclusions were made;

### **5.4.1 Organization Climate Stressors and Employee Performance in KCCA**

From the results of the study, it is concluded that organization climate stressors are negatively related to Employee Performance. The presence of organizational climate stressors in KCCA resulted into staff loss of commitment which manifests itself in poor employee performance. Therefore, it is concluded that organizational climate stressors reduce employee productivity which affects employee performance and the organization's output as a whole.

### **5.4.2 Role Stressors and Employee Performance**

The study revealed a positive significant relationship between role stressors and employee performance. Employees work well when they are under a certain level of stress. However, it should be noted that the study noted that when the stress level goes above a certain level it becomes a deterrent to employee performance. In light of the above, it is concluded that role stressors foster employee performance in organizations.

### **5.4.3 Career Development Stressors and Employee Performance**

The study revealed a non-significant negative relationship between career development stressors and Employee Performance. Existence of career development stressors will lead to reduction in employee performance. This is simply because career development stressors are triggered by factors that demotivate employees for instance, lack of training programs that equip staff with skills and competences to enable them perform to the desired expectations and lack of promotion opportunities that results into demotivation of staff which leads to decreased staff output.

Accordingly, it is concluded that career development stressors have an adverse effect to employee performance in an organization.

In general terms, the study suggests that occupational stressors need to be managed to foster employee performance.

## **5.5 Recommendations**

Based on the study conclusions, a number of recommendations were made;

### **5.5.1 Organization Climate Stressors and Employee Performance in KCCA**

The study findings revealed that the presence of organization climate stressors in an organization results into low staff productivity and eventually low performance of the employees as individuals and as an organization as a whole eventually. Therefore, it is recommended that to increase employee performance in all types of businesses, managers need to identify organization climate stressors and design clear mechanisms for eliminating the possible organization climate stressors among the work force. Specifically, organizations should carry out regular climate surveys among staff with the aim of identifying work environment related issues and the corresponding mitigation measures.

### **5.5.2 Role Stressors and Employee Performance in KCCA**

Under this study objective, it was revealed that stress associated with role catalyzes employee performance to a certain extent. Accordingly, it is recommended that Management should ensure that at all times employees have a clear understanding of their roles and should also identify among the employees, those who work better under stress and ensure that the required stress levels are provided to enable them perform to the expected level.

### **5.5.3 Career Development Stressors and Employee Performance**

Business owners are encouraged to be pro-active and develop extensive career development programs based on the key objectives of the institution. The career development programs should not only be based on equipping staff with right skills but it should also provide promotion opportunities for staff that have depicted competences in various areas and these opportunities should be well mapped and clear to the employees to enable the employees know how they move from one point to another in an organization. This will help them to make clear decisions on their career progression based on information not on speculations. In light of the above, it is recommended that organizations should set up clear and consistent career development programs for all their staff to maximize output from them.

### **5.6 Limitation of the study**

The researcher encountered certain limitations which may have had an impact on the quality of the study and below are the details:

- a) Some of the respondents did not return filled out questionnaires despite constant reminders, thus did not get responses from the targeted sample size of 226. Out of 226, only 145 responses were obtained and were used in analyzing the data. In particular, we only obtained one respondent from the top management level of the Authority and this may have resulted into drawing conclusion from one sided date. A good number of the respondents were slow at answering and completing the questionnaire despite constant follow ups. This affected the time for data analysis
- b) Some respondents could not fully understand the questionnaire and therefore the researcher had to create time to take each one of them through. This required a lot of time since each one of them was available at a different time when they were willing to be met to be taken through.

- c) The researcher also had a number of competing priorities at her place of work that left her with little time to finalise the research in a timely manner. She had to strain most of the time and work way beyond the normal schedules to ensure that the research is finalized. Most times after work when she was mentally and physically tired

### **5.7 Contributions of the study**

The study may be utilized by managers in organisations to design and implement stress management programs based on the findings made and will further help managers to develop policies and procedures geared towards improving employee productivity and organizational performance.

Entrepreneurs and already established businesses may use the findings in dealing with job related stress to ensure motivation of their employees, increase performance of their business and eventually growth.

Above all, the findings may be used by KCCA in analyzing the actual causes of occupational stress and come up with appropriate remedial action to deal with the situation where occupational stress is not related to performance management. This may help the institution to manage the wellbeing of their employees and increase their performance for the betterment of the institution at the same time.

### **5.8 Areas for further research**

This study focused on the relationship between occupational stress management and employee performance among employees of KCCA a public entity. Future research should explore the following areas: -

- (i) The impact of occupational stress on employee performance in KCCA

- (ii) The strategies of managing the impact of occupational stress on employees to enhance performance in KCCA
- (iii) The factors that can cause occupational stress in KCCA other than organizational climate, roles and career development considered in this study.

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## APPENDICES

### Appendix 1: Questionnaire for Supervisors, Officers and Support staff

My name is Ahurra Winnie Faith. I am a student at the Uganda Management Institute pursuing a Master's Degree in Human Resource Management. This study is primarily academic and the answers that you provide shall be treated with the highest level of confidentiality.

You have been chosen to participate in this study by providing answers to the questions.

Thank you for your cooperation and participation in this research

#### Section A: Background information (Please tick the option you think is the most appropriate to you)

Sex

|      |        |
|------|--------|
| Male | Female |
|      |        |

Age

|                    |               |               |             |                    |
|--------------------|---------------|---------------|-------------|--------------------|
| Less than 20 years | 21 – 25 years | 26 – 30 years | 31-39 years | 40 years and above |
|                    |               |               |             |                    |

Tenure with the Organization

|                   |           |           |                 |
|-------------------|-----------|-----------|-----------------|
| Less than 1 years | 1-2 years | 2-3 years | 3 years & above |
|                   |           |           |                 |

Level of Education

|                 |             |         |        |         |                 |
|-----------------|-------------|---------|--------|---------|-----------------|
| secondary level | Certificate | Diploma | Degree | Masters | Others (specify |
|                 |             |         |        |         |                 |

Marital Status:

|        |         |        |
|--------|---------|--------|
| Single | Married | Others |
|        |         |        |

Employment Status

|           |           |          |
|-----------|-----------|----------|
| Permanent | Probation | Contract |
|           |           |          |

Level in the Organization

|                   |                      |                   |
|-------------------|----------------------|-------------------|
| Top level manager | Middle level manager | Low level manager |
|                   |                      |                   |

How many actual hours do you work per day:.....

**Section B: Occupational Stress**

**Please respond to each of the items below by circling the number that most closely describes the extent to which you agree or disagree with the statement.**

| Items  | Strongly disagree | Disagree | Not sure | Agree | Strongly agree |
|--|-------------------|----------|----------|-------|----------------|
| 1. I feel tense most of the time.  | 1                 | 2        | 3        | 4     | 5              |
| 2. I get a sort of frightened feeling as if something awful is about to happen | 1                 | 2        | 3        | 4     | 5              |
| 3. Worrying thoughts go through my head  | 1                 | 2        | 3        | 4     | 5              |
| 4. I get a sort of frightened feeling like butterflies in the stomach          | 1                 | 2        | 3        | 4     | 5              |
| 5. I have lost interest in my appearance                                       | 1                 | 2        | 3        | 4     | 5              |
| 6. I feel restless as if I have to be on the move                              | 1                 | 2        | 3        | 4     | 5              |
| 7. I get sudden feelings of panic  | 1                 | 2        | 3        | 4     | 5              |
| 8. I have enough time to do every thing  | 1                 | 2        | 3        | 4     | 5              |
| 9. My work demands a high level of skill and expertise                         | 1                 | 2        | 3        | 4     | 5              |
| 10. I have to do the same thing over and over again                            | 1                 | 2        | 3        | 4     | 5              |

| Items  | Strongly disagree | Disagree | Not sure | Agree | Strongly agree |
|--|-------------------|----------|----------|-------|----------------|
| 11. I have a choice in deciding how I do my work           | 1                 | 2        | 3        | 4     | 5              |
| 12. I have a choice in deciding what to do at work.        | 1                 | 2        | 3        | 4     | 5              |
| 13. I always have constant Headaches                       | 1                 | 2        | 3        | 4     | 5              |
| 14. My blood pressure has gone up recently                 | 1                 | 2        | 3        | 4     | 5              |
| 15. I work long hours to meet my office demand             | 1                 | 2        | 3        | 4     | 5              |
| 16. I get irritated easily                                 | 1                 | 2        | 3        | 4     | 5              |
| 17. Am worried about losing my job                         | 1                 | 2        | 3        | 4     | 5              |
| 18. I have constant time pressure due to heavy workload    | 1                 | 2        | 3        | 4     | 5              |
| 19. I lose my memory very fast                             | 1                 | 2        | 3        | 4     | 5              |
| 20. I have lost my appetite of late                        | 1                 | 2        | 3        | 4     | 5              |
| 21. I feel tired as soon as I enter my office              | 1                 | 2        | 3        | 4     | 5              |
| 22. I have experienced weight loss over the past six month | 1                 | 2        | 3        | 4     | 5              |
| 23. My job physically exhausts me                          | 1                 | 2        | 3        | 4     | 5              |
| 24. I feel insecure in my job                              | 1                 | 2        | 3        | 4     | 5              |
| 25. I feel constantly under strain                         | 1                 | 2        | 3        | 4     | 5              |
| 26. I have been feeling unhappy and depressed              | 1                 | 2        | 3        | 4     | 5              |
| 27. I have lost confidence in the last few months          | 1                 | 2        | 3        | 4     | 5              |
| 28. I expect my job to become more stressful in the future | 1                 | 2        | 3        | 4     | 5              |
| 29. I am able to take time off from work to relax          | 1                 | 2        | 3        | 4     | 5              |
| 30. I am able to cope with the demands of my job           | 1                 | 2        | 3        | 4     | 5              |

| Items   | Strongly disagree | Disagree | Not sure | Agree | Strongly agree |
|---|-------------------|----------|----------|-------|----------------|
| 31. Once in a while I experience stomach irritation | 1                 | 2        | 3        | 4     | 5              |
| 32. Feelings of chest pain is common with me        | 1                 | 2        | 3        | 4     | 5              |

### Section C. Employee Performance

Please respond to each of the items below by circling the number that most closely describes the extent to which you agree or disagree with the statement.

| Strongly disagree | Disagree | Agree    | Strongly agree |
|-------------------|----------|----------|----------------|
| <b>1</b>          | <b>2</b> | <b>3</b> | <b>4</b>       |

|   |   |   |   |   |
|---|---|---|---|---|
| I seek and accept responsibility at all times                                       | 1 | 2 | 3 | 4 |
| I get a great deal done within a set timeframe                                      | 1 | 2 | 3 | 4 |
| I readily accept more work  | 1 | 2 | 3 | 4 |
| Am always in position to start any engagement at the appointed time                 | 1 | 2 | 3 | 4 |
| Am relied upon to come on time every morning and every after break                  | 1 | 2 | 3 | 4 |
| Am relied upon to do more work than expected  | 1 | 2 | 3 | 4 |
| Am always ready to teach others what to do including colleagues                     | 1 | 2 | 3 | 4 |
| Am not in the habit of taking days off without planning for them                    | 1 | 2 | 3 | 4 |
| I make up for organization time when I attends burial services during a working day | 1 | 2 | 3 | 4 |
| I never work below my best even without supervision                                 | 1 | 2 | 3 | 4 |
| Am considered outstanding and effective in dealing with clients                     | 1 | 2 | 3 | 4 |
| I anticipate problems and develop solutions in advance                              | 1 | 2 | 3 | 4 |
| I assist my superior with his/her work  | 1 | 2 | 3 | 4 |



|   |   |   |   |   |
|---|---|---|---|---|
| I help others in my department with heavy workload  | 1 | 2 | 3 | 4 |
| Am concerned with the standard of performance   | 1 | 2 | 3 | 4 |
| I keep making innovative suggestions to improve the organization  | 1 | 2 | 3 | 4 |
| I am willing to work extra hours without being rewarded   | 1 | 2 | 3 | 4 |
| I keep all personal meetings with relatives and friends outside of office hours   | 1 | 2 | 3 | 4 |
| I give advance notice if unable to come to work   | 1 | 2 | 3 | 4 |
| I volunteer to do things not required by my job but necessary for the organization  | 1 | 2 | 3 | 4 |
| I keep personal meetings very brief if I cannot avoid them  | 1 | 2 | 3 | 4 |
| I do not keep clients and co-workers waiting through over-talking on phone or with other co-workers or doing other activities | 1 | 2 | 3 | 4 |
| I discourage idle conversation with fellow workers and friends during office hours  | 1 | 2 | 3 | 4 |
| I mind about organization resources such as using the office telephone for personal business                                  | 1 | 2 | 3 | 4 |
| I keep up with any new developments in the organization   | 1 | 2 | 3 | 4 |
| I stay at work for longer hours than the workday even without compensation  | 1 | 2 | 3 | 4 |

**Appendix 2: Interview Guide**

1. In your view, what are the causes of occupational stress in your work place?

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.....  
.....

2. In your view what do you think the Authority can do to reduce the stressful work environment?

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.....  
.....

What factors compel staff to leave your organization?

.....  
.....  
.....

Which category of staff are most affected by stress and why?

.....  
.....  
.....

3. How has the stress factor affected job performance in your work place?

.....  
.....  
.....

What other factors affect staff performance in your organization?

.....  
.....  
.....

### Appendix 3: Krejcie and Morgan's (1970) Table of Sample Sizes

Table for Determining Sample Size from a Given Population

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10       | 10       | 220      | 140      | 1200     | 291      |
| 15       | 14       | 230      | 144      | 1300     | 297      |
| 20       | 19       | 240      | 148      | 1400     | 302      |
| 25       | 24       | 250      | 152      | 1500     | 306      |
| 30       | 28       | 260      | 155      | 1600     | 310      |
| 35       | 32       | 270      | 159      | 1700     | 313      |
| 40       | 36       | 280      | 162      | 1800     | 317      |
| 45       | 40       | 290      | 165      | 1900     | 320      |
| 50       | 44       | 300      | 169      | 2000     | 322      |
| 55       | 48       | 320      | 175      | 2200     | 327      |
| 60       | 52       | 340      | 181      | 2400     | 331      |
| 65       | 56       | 360      | 186      | 2600     | 335      |
| 70       | 59       | 380      | 191      | 2800     | 338      |
| 75       | 63       | 400      | 196      | 3000     | 341      |
| 80       | 66       | 420      | 201      | 3500     | 346      |
| 85       | 70       | 440      | 205      | 4000     | 351      |
| 90       | 73       | 460      | 210      | 4500     | 354      |
| 95       | 76       | 480      | 214      | 5000     | 357      |
| 100      | 80       | 500      | 217      | 6000     | 361      |
| 110      | 86       | 550      | 226      | 7000     | 364      |
| 120      | 92       | 600      | 234      | 8000     | 367      |
| 130      | 97       | 650      | 242      | 9000     | 368      |
| 140      | 103      | 700      | 248      | 10000    | 370      |
| 150      | 108      | 750      | 254      | 15000    | 375      |
| 160      | 113      | 800      | 260      | 20000    | 377      |
| 170      | 118      | 850      | 265      | 30000    | 379      |
| 180      | 123      | 900      | 269      | 40000    | 380      |
| 190      | 127      | 950      | 274      | 50000    | 381      |
| 200      | 132      | 1000     | 278      | 75000    | 382      |
| 210      | 136      | 1100     | 285      | 100000   | 384      |

Note.—*N* is population size.

*S* is sample size.

## **Appendix 4: Introductory Letter.**

## **Appendix 5: Anti-Plagiarism Report**