

**THE RELATIONSHIP BETWEEN WORKLOAD LEVELS AND
PSYCHOLOGICAL RESILIENCE AMONG KENYA AIRWAYS CABIN CREW
MEMBERS**

DOREEN KAWIRA KABURU

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OCTOBER, 2020

DECLARATION

I declare that this thesis report is my original work and has not been presented for the award of an academic degree in any other university.

SIGNATURE.....

DATE.....

DOREEN KAWIRA KABURU

C50/83948/2016

SUPERVISOR'S DECLARATION

I confirm that the candidate has conducted the research and submitted this thesis for review with my approval as university supervisor.

SIGNATURE.....

DATE.....

Dr. LUKE ODIEMO

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF NAIROBI, KENYA

DEDICATION

I wish to dedicate this report to my fiancé Jared, my lovely mother Lilian and my sister Christine for being my pillars of encouragement, strength and my greatest support system during my studies.

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I deeply thank the Almighty God for the unending grace, provisions, good health and wisdom during the research period. Also, sincere thanks to my supervisor Dr. Luke Odiemo for his patience, guidance and for the positive criticism which was key to my completion of this project successfully.

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ABSTRACT

Cabin crew members in any aviation industry undergo work related stressors associated with the nature of their day to day work in the airlines. This is a daily actuality in the aviation sector; work demands are significantly connected to the cabin crew productivity, resilience and flight safety due to diminishing performance and alertness created. Globally, cabin crew members face numerous stressors during their day to day work in the airlines that need sufficient resilience to guarantee healthy adaptation. The research study was guided by the need to understand relationship between workload levels and psychological resilience among Kenya Airways cabin crew members. The researcher adopted descriptive research; the independent variable (IV) was workload levels categorized into low, normal and high workload levels, while the study's dependent variable (DV) was psychological resilience. The study's first three objectives were guided by the relationships between the IV and the three attributes of the DV while the fourth objective was guided by the interrelationship between the three attributes of the dependent variable. The study was guided by four null hypotheses. The targeted population for the research was cabin crew members at Kenya Airways, including pursers, assistant flight pursers and flight attendants. Stratified random sampling was utilized to select the participants and data collection was through a Likert structured close ended questionnaire. Data analysis was conducted using SPSS version 25 through descriptive statistics and also inferential statistics. Analyzing data descriptively involved central tendency measures and measures of dispersion. Analyzing data inferentially involved tests of correlation and chi-square analysis. Results were presented through charts and tables. Results from analysis showed a relationship between levels of workload and interpersonal control. However, there was no relationship between workload levels and personal competence, as well as self-esteem. Additionally, interpersonal control, self-esteem and personal competence had no relationship, but a significant relationship existed between personal competence and interpersonal control. The researcher recommended that a favorable working environment in the aviation industry needs to be maintained so as to boost interpersonal control. Also, maintaining good levels of personal competence can enhance cabin crew's interpersonal control.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Chapter one addressed the study background information, statement of problem, purpose, study's objectives, hypotheses and the research questions. Also, justification, research's significance, study's scope, limitations, delimitations and assumptions was discussed so as to ascertain the grounds on which the study was carried out.

1.1 Background of the Study

Universally, flight attendants face numerous stressors during their day to day work in the airlines that need sufficient resilience to guarantee healthy adaptation. The conception of resilience was brought together in 1970s when researchers noticed that some individuals living in relatively high social risks adapted, developed and functioned normally regardless of the glaring dangers (Garmezy et al., 1971). Studies during the early days therefore focused on examining the characteristics of such individuals in relation to resilience, for the purposes of advancing protection of the brain or improving hygiene of the mind. Research has proven that lack of symptoms or problems do not translate to mental well-being, thus improvement of the abilities of the mind to adapt and cope to new functionalities is more crucial for maintaining mental well-being (Schneiderman, Ironson, & Siegel, 2005), which represents a paradigm shift.

Flight attendants are commonly known to handle duties related to routine passenger services, but their most important and demanding role of maintaining the safety of the public often goes unnoticed. Such duties include attending to emergencies-both medical or otherwise, being alert to all activities happening in the aircraft that might endanger the safety of crew members and passengers, making sure that passengers comply with aviation regulations, and responding to passengers' concerns. Most research on crew members focus on more common areas such as serious aircraft incidences and physical job stresses (such as restricted working space, vibrations and noise). For instance, post-traumatic stress, phobia of flights and anxieties has been reported among cabin crew members after flights. Approximately 30% of cabin crew members experience anxiety before taking off even in

the absence of flight incidences (MacDonald, 2003). According to Suvanto (2009), that rational and physical work demands are stressors to the cabin crew members.

Resilience in this situation is described as adapting and survival in the face of substantial adversities (Blatt & Zuroff, 2005; Hjemdal, Friborg, Stiles, Rosenvinge, & Martinussen, 2006). It is therefore impossible to define resilience in the absence of substantial adversities, trauma or life stresses. Elements that contribute to development of resilience can be grouped into three dimensions: a mixture of personal characteristics, skills and beliefs, a family set up of good backing and unity, and availability of support systems externally including extended households, friends, school, and other social institutions (Luthar & Cicchetti, 2000). Factors promoting resilience can therefore be divided into two groups: internal defensive mechanisms and their association with environmental factors, as well as external factors which include combined defense mechanisms that encompass social institutions, laws, functions, and rules.

Workload is subjective, that is, different individuals experience it differently, and the type of task that is being handled (whether physical or mental) influences it. The conditions under which the task is being performed, that are the quality required, time assigned, requirements given, and environmental factors in play also influence workload. Additionally, the state of an individual performing the task, that is, physical or mental fitness, amount of work experience, an individual's health condition, and his/her emotional state also affect workload. The workload of cabin crew members varies. Therefore, they might experience periods of underload and other periods of overload. This is a common occurrence in the flight industry, but overloads cannot be predicted at times (CRM, 2019). Overload occurs when levels of workload are too high for an individual to handle. The performance of individuals worsens when workload is too high, or when people are required to leave some duties aside and concentrate on key items. Chances of committing errors also increase in such situations of overload. Overload occurs for several reasons based on the contributing factors that have been mentioned above. Overload can happen suddenly, for instance when one is required to remember a piece of information while struggling to remember a large amount of information, or it may occur slowly with time. It

is always important to plan ahead, so that crew members are not forced to handle several duties at the same time. Management of tasks among crew members is important, since it reduces chances of, say a pilot getting overloaded. It is always crucial to make sure that during periods of overload, everyone is clearly aware of the person given the duty of flying an aircraft.

On the other hand, underload occurs when a crew member such as a pilot, has very low workload levels. In such cases the pilot is under-aroused, and this might result from cases where a pilot finds a task to be boring/not interesting, or in instances where there are no duties to attend to. For instance, in long distance flights, levels of workload are high during the start and end of a given flight, while there are long periods of relatively low workload in between the flight. In such cases, it might be difficult to avoid underload unless an individual finds interesting duties to attend to during the flight.

1.2 Statement of the Problem

The productivity and staff turnover is highly determined by workload, which refers to the amount of duties assigned to an employee, or the level of expectations from him/her in a given period. Low levels of workload lead to laziness, and make employees engage in workplace politics which in turn negatively affect performance and professionalism. High levels of workload also lead to health problems and lacking satisfaction, making employees to quit their jobs. Workload is mainly grouped into physical and mental workload. Physical workload occurs among operational level employees such as cabin crew members, while mental workload exists among the managerial level employees (Rajan, 2018).

Few studies are done in a quest to discover the relationship between workload levels and psychological resilience among cabin crew members. Majority of the studies that have been conducted focus on other professional areas such as the health sector. Additionally, a few scholarly studies are conducted locally, to contribute to the general available literature on workload levels and psychological resilience. Therefore, the researcher sought to check whether the different workload ranks (low, medium and high), have a significant association with psychological resilience. Precisely, the researcher was required to

examine whether these three aforementioned workload levels had a relationship with personal competence, interpersonal control, and self-esteem.

1.3 Research Questions

The study sought to answer the following questions;

1. What is the relationship between workload levels and personal competence among Kenya Airways cabin crew members?
2. What is the relationship between workload levels, and interpersonal control among Kenya Airways cabin crew members?
3. What is the relationship between workload levels and, self-esteem among Kenya Airways cabin crew members?
4. What is the relationship between personal competence, interpersonal control, and self-esteem among Kenya Airways cabin crew members?

1.4 Purpose of the Study

The research's purpose was to examine relationships between workload levels and psychological resilience among Kenya Airways cabin crew members.

1.4.1 Objectives of the Study

1. To examine relationship between workload levels and personal competence among Kenya Airways cabin crew members.
2. To assess the relationship between workload levels and interpersonal control among Kenya Airways cabin crew members.
3. To find out the relationship workload levels and self-esteem among Kenya Airways cabin crew members.
4. To evaluate the relationship between personal competence, interpersonal control and self-esteem among Kenya Airways cabin crew members.

1.5 Hypotheses of the Study

H₀₁: There is no relationship between workload levels and personal competence among Kenya Airways cabin crew members.

H02: There is no relationship between workload levels and interpersonal control among Kenya Airways cabin crew members.

H03: There is no relationship between workload levels and self-esteem among Kenya Airways cabin crew members.

H04: There is no relationship between personal competence, interpersonal control and self-esteem among Kenya Airways cabin crew members.

1.6 Justification/ Rationale of the Study

Several research studies have been conducted with an aim of finding a link between workload levels and psychological resilience among employees (Akgemci, Demirsel, & Kara, 2013; Rajan, 2018; Hajiyousefi, Asadi, & Jafari, 2017; Rees, Breen, Cusack, & Hegney, 2015). However, few of these studies have been conducted in the aviation sector. There is therefore a gap in research on the relationship between workload levels and psychological resilience among cabin crew members. There are several justifications as to why this study is crucial. First, different workload levels require different forms of psychological resilience in order for employees to cope in a work environment (Tourigny et al., 2010). There is therefore a need to understand how workload levels relate to different forms of psychological resilience. The aviation sector is highly prone to accidents, where the accidents are mainly caused by human factors related to cabin crew members. For that reason, it is essential to comprehend whether workload levels significantly relate to psychological resilience of employees. This is important to inform recommendations towards keeping workload in levels which the cabin crew can cope with. Thirdly, few research studies have been carried out in Kenya and the sub-Saharan Africa on relationship between workload levels and psychological resilience. The research study therefore acted as a bridge towards filling this gap in research.

1.7 Significance of the Study

The research study was important in:

1. Study's findings would assist the executive leadership and human resource personnel at Kenya Airways in addressing the issue of resilience due to workload levels among

employees and ensuring that the cabin crew staff and other employees develop appropriate psychological resilience as they work so as to have a balanced life.

2. To researchers, the study would act as a baseline for more future studies focusing on the same variables and in the same area.
3. Community and organizational psychologists will benefit from this study in coming up with effective ways to support employees who are less resilient due to unbearable workload levels.

1.8 Scope of the Study

The research focused on cabin crew members who are pursers, assistant flight pursers and flight attendants. The independent variable for the study is workload levels. In this case, workload levels were divided into three: low workload levels, medium workload levels, and high workload levels. Workload is understood as the amount of responsibilities assigned to an individual, or the amount of output expected from an individual within a given span of time (Rajan, 2018). In particular, workload levels in this study were guided by Kenya Airways' cabin crew manual, which defined the least Cabin Crew Members numbers for every airplane type utilized in passenger procedures, based on the aircraft's type, seating capacity/number of passengers, the lowest cabin crew necessities of the Authority, and the least possible number of Cabin Crew Members essential to influence safe speedy aircraft evacuation.

The dependent variable was psychological resilience, which was measured using three factors: self-esteem, interpersonal control and personal competence. Psychological resilience in this case referred to one's stamina, that is, ability to accomplish and maintain personal growth while being faced by difficulties. It can also be denoted as the capability of a person to handle a crisis and be able to bounce back to normality. Psychological resilience can also be understood as the capability to regain a functional level that is equal to or more than the original level. (Boss, 2006). Defining from a social science viewpoint, psychological resilience can be demarcated as the ability or method of adjusting in midst of challenging situations (Masten & Reed, 2002).

ngjh1.9 Limitations and Delimitations of the Study

Some of the targeted respondents were not available during the data collection exercise due to work commitments. Some of the cabin crew members had flown out of the country on work duties. The researcher worked to overcome this limitation by collecting data for a period of one week, so as to reach the targeted population's good sample. Additionally, some of the targeted study respondents might have been uncomfortable to take part in the research, due to privacy concerns. However, the researcher clearly assured the participants that their identities remained anonymous and that the information collected would be used for purposes of academics only.

1.10 Operational Definition of Terms

Workload: This is the amount of responsibilities assigned to an individual, or the amount of output expected from an individual within a given span of time (Rajan, 2018).

Low workload: Low workload refers to low levels of workload, where a person has minimal duties or expected outputs, or no responsibilities at all (Rajan, 2018). For this study, this occurs when the flight is operated by full complement number of Cabin Crew Members.

Medium workload: Medium workload refers to medium levels of workload, where assigned duties/responsibilities and expectations are within a person's ability to sustain (Rajan, 2018). In this case, this occurs when the flight is operated by minimum complement number of Cabin Crew Members plus one.

High workload: High workload refers to high levels of workload, where one's level of workload exceeds ability to sustain (Rajan, 2018). In this case, this is experienced when the flight operates with minimum complement number of Cabin Crew Members.

Psychological resilience: Psychological resilience in this case refers to a person's ability to withstand and also adapt to different demanding environments and maintain functional and stable stamina, mental processes and behaviors. It is also the ability of a person

to accomplish and maintain personal growth while being faced by difficulties (Akgemci, Demirsel, & Kara, 2013).

Interpersonal control: Interpersonal control denotes the capability of a person to cope with others regardless of the situation at hand. That is, ability to regulate emotions in order to cope well with other individuals (Wuerker et al.,2002).

Personal competence: This includes self-management and self-awareness. In this case, self- awareness is the capability of recognizing emotions, and how they affect oneself and other people. Self-management, relies on self-awareness, where an individual utilizes self-control to ensure that emotions do not control him/her regardless of the situation (Goleman & Cherniss, 2001).

Self-esteem: This refers to the subjective assessment of a person's own worth. Self-esteem covers an individual's beliefs about themselves, their abilities, as well as the emotional states such pride, success, shame and despair (Kerslake & Brewer, 2015).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study's literature review gave information on the relationship between workload levels and psychological resilience. The relationship between these two variables was adjusted using several confounding variables (marital status, age, gender, years of experience and level of education). Review was conducted in a bid to find links between workload levels and the components of resilience which include personal competence, interpersonal control and self-esteem. Further review was done to link each of the aforementioned confounding variables with the three levels of psychological resilience.

2.1 The relationship between workload levels and psychological resilience.

People have fixed volumes of the working recall. When working memory reaches the maximum level, employees experience cognitive overload (Medrano, 2015). Workers who deal with high amounts of information or data experience higher levels of workload, thus increasing their cognitive loads and are highly likely to experience cognitive overload. Nevertheless, self-motivated people, resilient people, and perfectionists are highly motivated to achieve their objectives, and will strive despite the challenges they face. In that regard therefore, Medrano concluded that perceived cognitive overload and perceived workload are related, and self-esteem, resilience and perfectionism would moderate the association. Medrano (2015) collected data from 278 adult employees working for a minimum of 25 hours weekly. A self-administered questionnaire was used to measure workload that is perceived, cognitive overwork, self-esteem, meticulousness and resilience. Data analysis results showed that workload was significantly related with cognitive burden. However, esteem, resilience, and perfectionism had no impact on cognitive overload and workload relationship. Further analysis however revealed that education level has an impact on workload and overload relationship. Since personal traits do not have an impact on relationship between workloads and overloads which are cognitive, managements in various industries should find other ways of balancing workload experienced by employees (Medrano, 2015).

2.2 The Relationship between Workload Levels and Personal Competence among Kenya Airways Cabin Crew Members

As stated before, personal competence is the ability of recognizing and managing emotions to prevent adverse effects to an individual and other people. Individuals with low personal competence have high levels of negative emotions. Studies conducted on negative emotions as well as burnout (caused by high workload), have shown that negative emotions experienced at the workplace have a positive relation with burnout (Erickson & Grove, 2007; Ersoy-Kart, 2009; Hillhouse & Adler, 2007; Zellars et al., 2004). Hillhouse and Adler (2007) conducted a cross-sectional study of 260 employees. Findings revealed that workers with the high anger and depression levels at the workplace reported very high levels of workload-leading to high scores of burnout. Erickson and Grove (2007) supported these findings with another study using a sample of 829 employees. Results indicated that workers with relatively higher frustration and anger levels reported high rates of burnout at work. Another study conducted by Ersoy-Kart (2009), using a target sample of 100 employees (53 in public service sector and 47 in private service industry) found out that high scores on emotional exhaustion had a positive correlation with expressions of anger. Zellars (2004) also revealed high moods which are negative at the workplace were positively related with emotional breakdown, low personal achievements and depersonalization. Another recent study by Barr (2018) revealed that negative emotions are positively correlated with burnout among employees. It is vital to note that connection between high workload levels/burnout and negative emotions are present in both managerial level and operational level employees. A study by Bedyńska and Żołnierczyk-Zreda (2015) showed a positive link between low emotional controlling and burnout among managers and administrative staff.

Burnout is a disorder that is associated with long exposure to high levels of workload, in cases where there are few or no actions geared towards addressing the effects of high workload (Bakker et al., 2014; Hu et al., 2017). Research has shown that burnout has significant effects on employees and organizations. Burnout has effects on employee's health, reduces job performance, increases absenteeism, increases cases of quitting jobs, and reduces personal competence among employees (Swider and Zimmerman, 2010).

Much of the research on the impacts of burnout related to high workload has been conducted in health. However, research has also shown that employees in the service industry such as airlines are highly susceptible to burnout, which in turn reduces their personal competence (Hu et al., 2017; Swider and Zimmerman, 2010).

Research studies have shown that unbearable levels of workload have detrimental effects of workers, as it affects health and personal competence (Duan-Porter, 2018; Shimizu, 2005). Too much workload reduces the overall performance of a company or organization, since it increases job dissatisfaction, increases negativity and job demotivation, intentions to quit work, and reduces individual job performance of employees (Heinen, 2013; Leiter & Maslach, 2009;). In the airline and other service industries, high workload leading to burnout reduces the safety of clients. Burnout leads to low quality service delivery, increases cases of neglect, and leads to increases chances of committing errors at work (Cimiotti, 2012; Poghosyan et al., 2010; Reader & Gillespie, 2013; Tsiga, 2017).

2.2.1 The Relationship between Age and Personal Competence among Kenya Airways Cabin Crew Staff.

Personal competence involves having high emotional intelligence levels. Studies have shown that emotional acumen has a significant relationship with age, where emotional intelligence increases with age up to around 40 to 50 years (Bar-on, 2000; Stein, 2009; Singh 2006). Research has also shown that some facets of emotional intelligence can just be increased through teaching (Fariselli, Ghini, & Freedman, 2006). A research was done by Baron (2004), using a sample size of 3891 respondents aged between 20 and 50 years old. Results indicated that younger people had levels of emotional intelligence which were lower (personal competence) compared to older individuals. The respondents scored highly in emotional astuteness in late 40s. Baron & Parker (2000), conducted another research study using people aged 7 and 18 years, so as to check the relation between age and emotional intellect. It was revealed that older youth showed higher emotional intelligence levels in comparison to young ones.

Sharma (2017) had a research to examine personal competence levels in diverse age-groups of 17 to 60 years. A sample size of 186 participants was used and they were divided into three groups: young adults of 17 to 23 years, mid age of 24 to 34 years, and mature age of 35 to 60 years. Personal competence was measured using three emotional aspects- maturity, competency, and sensitivity. Data analysis results revealed significant links between age and personal competence elements, where personal competence generally had an increase with age. Personal competence diminished from young adult to mid age, then improved for the mature age. Individuals' maturity levels were highest for mature ages, while sensitivity and competency were at the highest in middle ages.

Maddocks & Sparrow (2008) conducted another research study using data captured from 2001 to 2010, from a sample of 12,417 respondents aged 16 years to over 50 years. The study aimed at assessing changes on emotional intellect with age. Study findings showed that emotional cleverness- therefore personal competence, significantly increases with age. However, another study (Fariselli, Ghini & Freedman, 2006) indicated personal competence has small rise with age. The study used a sample of 405 respondents aged between 22 and 70 years. Findings revealed that using an emotional intelligence assessment tool, some features of personal competence have no elevation with age, and that several components of competence can be enhanced through training.

Atkins & Stough (2005) revealed that although grown-ups encounter more emotional problems as their age increases, the elderly are highly adjusted to changing and controlling emotions compared to young adults. Atkins and Stough examined the effects of age on personal competence using two different measures: a self-reporting scale and an abilities' based measurement tool. Results from the study revealed that using the self-report scale, effects of age of competence were minimal. Using the abilities based scale, results revealed that people's ability to utilize emotions in problem solving situations increases with increase in age. Further analysis revealed that the skill to regulate strong emotions might decline with increase in age. Implications of the results were explored for purposes of emotional intelligence and developmental theory (Atkins & Stough, 2005).

2.2.2 The Relationship between Gender and Personal Competence among Kenya Airways Cabin Crew Staff.

Personal competence has confirmed to be a major factor in many spheres of an individual's life, and is the ability to digest emotional info competently and accurately (Fernández et. al., 2012). The processing ability involves the capability to identify, embrace, comprehend, and manage emotions. Jordan and Troth (2002) defines personal competence as capability to track and control emotions, capability to separate negative and positive impacts of feelings, and the capability to utilize emotions to control thoughts as well as actions. Research has proved that females have higher degrees of emotional intelligence than males, thus higher personal competence (Joseph & Newman, 2010).

Personal competence is said to be dissimilar in males and females, according to a study by Meshkat & Nejati (2017) to check if levels of personal competence are diverse between students by gender. Personal competence was measured using several elements of personal competence, using a sample size of university students majoring in English. The students were required to fill a competence inventory for about minutes, analysis used MANOVA. Results revealed no significant variances in emotional intelligence between male and female. But, results revealed that female students had more scores of emotional cognizance, interpersonal relationships, self-interest and empathy than male students. Results also showed no noteworthy differences between male and female total scores on emotional intelligence, but both differed in self-awareness emotionally, self-regard, interpersonal relationships and empathy, although female scored higher.

Overall differences in personal competence have been found to be varying in different regions globally. Van Rooy (2005) conducted a study to check differences in competence based on gender in the US. It was evident that overall personal competence had a low correlation with gender, with female respondents having higher scores in emotional and interpersonal skills than male counterparts. Findings from another research study conducted by Chandra (2017) in Tamil Nadu-India, revealed medical graduates who are female have high personal competence as compared to male. These results were similar for undergraduates as well as the working population (Ranasinghe, et. al., 2017). Another

study revealed that female have higher personal competence levels compared to male (Joshi & Dutta, 2014), however, 6 districts of Iran found males with higher personal competence levels than females (Zohrevand, 2010). Other studies in Iran however showed that females have higher scores of personal competence based on emotional aptitude than male, and female are better in adaptability, pragmatic knowledge and interpersonal skills (Domakani, et.al, 2014; Craig, 2009). In Spain, Cabello (2016) found out that female adults generally have higher scores in personal competence compared to males, as shown by high emotional intelligence levels, interpersonal relationships, empathy, as well as emotional awareness.

In some instances however, there are no clear differences in personal competence based on gender (Brackett, 2006; Depape, 2006). A study conducted to assess differences in personal competence among employees in UK, could not disclose any substantial differences (Arteche et.al., 2008). A study by Myint & Aung (2016) also showed no significant alterations in personal competence between female and male staff. Surprisingly, a research study found out that both males and females statistically agree that it is important to learn how to be impolite (that is have low levels of personal competence) in some situations. Both males and females believed that it is necessary to utilize impoliteness at time especially in foreign languages (Ahmadi & Heydari Soureshjani, 2011).

2.2.3 The Relationship between Marital Status and Personal Competence among Kenya Airways Cabin Crew Staff.

Khodarahimi (2015) did a research to evaluate the influence of marital status and other demographic factors on personal competence. Personal competence was measured using emotional intelligence, cheerfulness, positivity and hope. The study used a sample of 500 respondents who were taken through a demographic questionnaire and a self-rating measurement tool. From the results, those who were married had higher emotional intelligence levels, positivity, cheerfulness and hope than divorced, single, remarried and widowed respondents. Further analysis revealed that cheerfulness was negatively related with optimism and positively correlated with hope. However, the influence of age,

occupation, gender, ethnicity and level of education on emotional intelligence, cheerfulness, positivity and hope was not significant (Khodarahimi, 2015).

Additionally, several studies have been done on demographic characteristics impact on interest in organizational behavior research, and on personal competence. The characteristics include age, working experience, marital status, educational level, income and gender. Among these, the effect of marital status on personal competence has been of keen interest in studies. Vadnais (2005) conducted a study which suggested that there is an important relationship between marital status and emotional-related abilities. Other studies have however found different kinds of results on the connection between those aforementioned variables. Study by Rahim & Malik, (2010) revealed a negative correlation between marital status and personal competence in the insurance and banking sectors while a positive correlation was reported in aviation, academics, nursing, hospitality and tourism (Fitness 2001).

Several studies to assess the association between personal competence and several demographics have found both significant and non-significant results (Ahmad, Bangash, & Khan, 2009; Katyal & Awasthi, 2005; Bastian, Burns, & Nettelbeck, 2005; Brink, 2009; Tabassum, Farooq & Gujjar, 2011). A study by Rahim, & Malik (2010) measured the effect of being married on personal competence in a bid to improve organizational performance. Findings showed marital status did not have a noteworthy impact on personal competence. That is, whether employees are married or not, the level of personal competence considering their emotional awareness and intelligence does not have differences. Another researcher studied the association between emotional intellect and nurses' job stress (Landa, Zafra & Martos, 2008). The results revealed no means variances based on gender, marital status and age. Additionally, Adilogullari (2011) assessed the influence of demographic variables on personal competence. Results showed that employee's marital status did not significantly predict personal competence. However, a study by Tasliyan, Hirlak & Ciftci (2014) on the relationship between personal competence and job satisfaction showed that marital status caused differences of the mean. Several other studies are done to examine whether marital status has an impact on personal competence. Personal

competence in this case was measured by emotional awareness, emotional intelligence, emotional control, and empathy. These studies showed that marital status has an impact on personal competence, and that personal competence in married individuals is higher than in unmarried people (Kalyoncu et al., 2012; Vanishree, 2014; Ealias & George, 2014)

2.2.4 The Relationship between Level of Education and Personal Competence Among Kenya Airways Cabin Crew Staff.

Romanowska-Tolloczko (2015) did a study to determine relationship between personal competence levels and education levels amongst workers in the service industry. The study used a sample size of 120 respondents. The analysis results revealed that educational competence was lower than methodical competences among the study participants. Further analysis using emotional awareness, control and intelligence revealed that the employees had varied level of personal competence, where most of them had average competence levels. On the relationship between education levels and competence, it was found a significant relation between level of education and personal competence. The study established that having high education levels enables an employee to have a higher ability of understanding his/her own emotions as well as the emotions of other employees around them.

Rauf (2013) assessed the effect of demographic characteristics on personal competence. Demographic characteristics were grouped into personal attributes of gender, region, location and ethnicity, family attributes were on income of family, general family employment status and education level, and academic attributes (education level, prior academic performance and type of university attended). Data collection involved a self-administered questionnaire. Study's results revealed academic attributes and family income had major influence levels of personal competence among respondents. Further analysis however revealed only education level and family income had an impact on personal competence.

2.2.5 The Relationship between Years of Experience and Personal Competence among Kenya Airways Cabin Crew Staff.

Mayer, et.al. (2009) led a study to assess the association between work experience and personal competence. Personal competence was measured using emotional awareness, emotional control and emotional intelligence. Results from the study showed significant link between years of experience and overall personal competence. It was specified that for personal competence to be deliberated as standard competence, then it should rise with years of experience and age of workers. Further, the researchers compared personal competence levels of adults and adolescent individuals. Results from data analysis revealed that the adults had significantly higher personal competence scores compared to the adolescent respondents. Another study by Day & Carroll (2004) revealed that work experience had a positive relation with personal competence. Results also showed that age had a significant association with personal competence.

Shipley, Jackson & Segrest (2010) stated that personal competence is a common debate in management areas particularly in recent years. Personal competence has been mentioned as a common predictor of leadership abilities and job performance among employees. Nevertheless, miniature experimental research is done to assess this contention. In that regard, Shipley, Jackson & Segrest (2010) had a study to examine relationships between work experience and personal competence, where the later was measured using emotional intelligence, awareness and control. Personal competence was found to be positively related with years of work experience. However, further analysis showed that personal competence is not significantly related with age. Additionally, academic achievement was also not a significant predictor of personal competence according to the study findings.

2.3 The Relationship between Workload Levels and Interpersonal Control among Kenya Airways Cabin Crew Members.

In the service delivery (such as airline service delivery), scholarly work has contended that service is the central products portion, and front-line employees have a tendency of being the utmost visible components to clients, thus considerably influence quality of services (Wirtz, 2008). Researchers assert that as customers frequently comprehend employees who

are on the front-line as the industry itself, at that point, employees must be empowered. Through this, many aspects on improving staffs interpersonal aspects will be enhanced subsequently leading to improved customer service delivery. Related to this, other studies assert as vital for staff to be empowered and have the ability to come up with interpersonal choices individually, as they regularly handle clients at a personal level, as it is not practical for administrators to continuously monitor the actions of employees (Yagil, 2002).

Employees in areas such as the airline industry are wide-open to diversity of job-related stressors originating from structural aspects such as substantial workloads and time stress, social conflicts at the work place (Dåderman & Basinska, 2016), as well as client-linked influences such being subject to verbal aggression from customers (Viotti, 2015; Edward, 2014). Such circumstances brand employees predominantly susceptible to stress and also experiencing negative emotions which can limit their interpersonal control levels (Acquadro, et al., 2018). Notwithstanding the important roles that emotions have in service delivery, astonishingly little consideration has been given to the relationship between burnout and interpersonal control and also to this relationship's moderators (Bulmer et al., 2009). These issues that inspired the current study.

Notion of interpersonal control purposes to grasp specific differences in how people develop emotions particularly how they use, identify, understand, express and regulate emotions so as to communicate with others well. People with high interpersonal control have the ability to recognize their emotions and others emotions, and can express such emotions in socially suitable manners, appreciate emotions reasons and effects, use the emotions to improve thoughts, social relations, actions and regulate them accordingly when inappropriate to mutual goals and situational contexts (Mayer, 2016).

Empirical studies on unusual work behavior concentrate on undesirable deviant actions focusing on organizations and employees concurrently whereas others only focus on deviant actions concentrating on organization and possessions. Nevertheless, scholars have not examined relational nonconformity as a main focus without factoring in structural deviance. Depicting from neutralization theory and the model of job demand control, this

study inspected the intermediating neutralization role on work pressure, workload and interpersonal deviance relationships. Data was acquired from 356 academics in Nigeria's public universities. Partial structural equation modeling on least square was used, and results indicated significant relations between work pressure, workload and interpersonal deviance.

Alternatively, counterbalancing meaningfully arbitrated the positive relations between workload and interpersonal nonconformity. Likewise, counteraction interceded the connection between work related pressure and interactive deviance. Categorically, it is vital to assess the current workloads and working situations focusing on reducing interpersonal eccentricity (Adeoti, Shamsudin & Wan, 2017). Generally, the service industry is stressful due to high workloads, large client magnitudes, insufficient salary at times, and demand to deliver quality service, role conflict and clients' deviant behavior. The amassed effects of job demands which are high on employees' emotions, output and outlooks affects workers relationships with coworkers and clients adversely (Bakker, & Demerouti, 2016; Hakanen, Bakker & Schaufeli, 2006).

Work pressure and overload can end up in unfriendly behavior (Lim, et. al., 2008) every time employees identify high work demands. According to the model of work-stress process, people respond undesirably to imagine stressors at work by being aloof (Johnson & Indvik, 2001). Furthermore, as employees attempt to finish work fast, their capability to intermingle courteously with clients and colleagues is possibly affected negatively. Alternatively, if employees like cabin members desire to put up with decent determination in view of the rising job hassles, it can be hard to relate politely with clients and fellow coworkers. Consequently, this failure to cooperate courteously can affect social affiliations (Hockey, 1997), thus end in interpersonal deviancy due to lack of interpersonal control.

2.3.1 The Relationship between Age and Interpersonal Control among Kenya Airways Cabin Crew Staff.

Birditt, et. al., (2005) had a study to observe age variations in contact and reacting to interactive tensions. Data was from daily experiences' national respondents aged 25 to

74 years who finished phone interviews where they defined relational strains and rated the strains stress levels every evening, for 8 days. Behavioral reactions types were coded, rated and described. Multilevel approaches showed that old adults conveyed interpersonal tensions on fewer scale, had more likelihood of reporting spousal strains, had less likelihood of reporting children related tensions, witnessed less levels of stressors, had less likelihood of arguing, but had high likelihood of doing nothing to respond to pressures as compared to young people. Age differences on behavioral and emotional responses were not as a result of disparities in disclosure to strains. The discussion centered on reasons which would make older people regulate reactions to problems and have better interpersonal control than young people.

Experiencing interpersonal strains can differ from initial maturity to old age. Literature on life span assumes that as we age, we have fewer difficulties in our relationships, have less distress levels, less antagonistic and more appeasing as we are predisposed to diverse social settings and/or well able to regulate our reactions to challenges (Blanchard et.al, 2004). Conversely, most of the conclusions are grounded on noticeable social complications surrounded by certain associations (colleague, spouses, or children). Researchers have experimented that people participate in skirmishes with coworkers at the workplace, partners or children as a result of stressful social happenings (Birditt, Fingerman & Almeida, 2005). It is not clear if identified age changes happen in reaction to less striking relational pressures that happen with diversity of public partners stumbled upon daily. The research study sought to understand whether interpersonal control when faced with interpersonal tensions increases with age.

There are other likely age differences in interactive control, just as there likewise can be age variances in response to these pressures. Certainly, old people can have fewer penetrating emotional responses to social tensions as compared young people. Old people assess everyday events to be less stressful in comparison to young people (Almeida & Horn, 2004). They are also less probably to witness negative feelings overall (Carstensen et al., 2000). A study to examine age differences in reported emotions in reaction to reminiscences of noticeable interpersonal strains found old people with low likelihood of

reporting anger in retroaction to challenges as it would for young people (Birditt, et. al., 2005). The study had conjectured that old people report less levels of stress in regard to interpersonal snags, and have tougher interpersonal tensions control than young people.

2.3.2 The Relationship between Gender and Interpersonal Control among Kenya Airways Cabin Crew Staff.

The theory of complementarity intends particular propositions concerning interpersonal approaches that result in fruitful relationships. Ansell, Kurtz & Markey (2008) conducted a study to lengthen preceding research on gender variances in interpersonal relationships using a sample size of 120 respondents who filled a relationship consistency degree tool. Assessments of interpersonal control and cohesion showed that females had suggestively more interpersonal regulations and complementarity than males. But both genders said that the nearer one was to perfect social control focusing on supremacy, the more consistent the bond was. Outcomes were deliberated in relative to gender variances in social growth.

Chambers, Boulet & Furman (2001) conducted a study to discover likely enactment differences in relational skills scores as a functionality of nominee and consistent patient gender. The tallies and patient physiognomies for 79,999 respondents were done. This comprised 18,325 female respondents to female scores, 26,872 male respondents to the scores of female, 18,281 female candidates to male scores, and 16,521 male respondents to male interactions. There was no substantial candidate gender in comparison to gender interaction effect. Also, no important differences were found in scores as roles of candidate gender. This offers some proof that both female and male can be assessed homogeneously by male and female scores. Combining this with exceedingly weak link between gender and ratings offers further backing for equality and defense of measures.

Studies show that women are subtle to interpersonal connotations in messages that they interchange with fellow mates as compared to men to a larger extent. To be precise, social prospects frequently brand women accountable for amending closeness, and the closeness they are comfortable with. Therefore, it is claimed that females pay more consideration to original denotations regarding control and intimacy implied by messages more than men.

On the other hand, men are more sensitive to messages about their status as compared to women. In men's views, societal expectations must be negotiated through control, hierarchy, leadership and followers (Wood, 2009).

2.3.2 The Relationship between Marital Status and Interpersonal Control among Kenya Airways Cabin Crew Staff.

Loughlin (2014) conducted a research to assess status of relationship and its effects on interpersonal control, relationships, life-satisfaction and self-identity. Cross-sectional approach was utilized. Recruitment of the 208 respondents was done at the workplace and through online surveys. Results showed noteworthy dissimilarities in interpersonal relationships and interpersonal control. Respondents who were single had more interpersonal exchanges fear and had more preoccupation than respondents who were in loving relationships. Significant differences were noted on self-identity whereby those who were single had higher levels of self-identity in comparison to those involved romantically. No significant variance was seen in the life satisfaction tallies based on the respondents' relationship status.

Research done in the past has revealed that for most close connections amongst friends can play crucial roles in attachment tasks (Zeifman & Hazan, 2008). People with friendships which are high quality have more likelihood of being secure in attachment orientations as well as interpersonal control (Bartholomew & Horowitz, 2001). Expressive connections lie in the midst of interpersonal associations with others, and different attachment styles are mainly entrenched in initial attachments from developmental antiquities (Hendrick & Hendrick, 2004).

According to Mikulincer & Shaver (2007), focusing on peoples' necessity for companionships and social connections with reliable connection figures. People possess inborn behavioral system, which is devoted to developing and maintaining these attachment ties. This is molded within central nervous system which developed to help children uphold closeness to caregivers, therefore safeguarding survival and security. The system of attachment is most conspicuous every time a child perceives danger or threat,

activating distress feelings with the hope that caregivers will guarantee comfort and reinstate feelings of safety. Child-parent connection finally spreads to close associations with other people when we presume them to be attachment figures, this is not different between females and also males (Frayley, et. al., 2005). For that reason, it is significant for people irrespective of gender, to have high control levels to enable in the development of such ties with other people whom they can express themselves to freely and securely. These ties function as safe havens in provision of security and comfort during distress (Mikulincer & Shaver, 2007). Therefore, human beings possess inborn intrinsic inspiration to gain as well as maintain close connections socially, notwithstanding gender differences.

Bartholomew & Horowitz (2001) stated four dissimilar styles of interpersonal associations' attachment a specific person may possess. Securely attached people show balance of controls which are of high levels warmth and intimacy. Preoccupied people indicate high disclosure levels, negative self-image and over-relying on attachment figures. Dismissing individuals have self-confidence which is high, and low emotional articulateness as well as low interpersonal control. Finally, individuals who are fearful possess interpersonal control in low balances, self-confidence, and self-image which is assertive, although displaying little reliance and self-disclosure to attachment figures as their secure bases. However, Bartholomew & Horowitz (2001) did not find any significant effects of gender on interpersonal control that would influence interpersonal relationship attachment styles.

2.3.3 The Relationship between Level of Education and Interpersonal Control among Kenya Airways Cabin Crew Staff.

Esteve, et. al. (2012) did a study to analyze effects of education level on interpersonal control among couples. To do this they gathered data from 138 sources. The study established that higher levels of education in women have an effect on connection formation. The effect is adverse such that in cases where women are more educated than men, instances of low interpersonal control leading to conflicts are high.

Musick (2012) did a study assessing how education influences relationship development among men and women. The study relied on national youth survey comprising 3208 respondents. The study used inclination score method in grouping both men and women into different strata, and also multilevel history model for testing variances on education effects across strata. The researchers found statistically significant and positive trends on education effects across the respondents, and there were biggest effects of education on forming first marriages. Additionally, analysis showed that education levels had significant effects on interpersonal bonds across the strata, whereby more educated respondents were likely to witness fewer tensions in their relationships. The findings were consistent with findings from another study focusing on married people to assess the relationships between education levels and social backgrounds.

Increased college admissions, predominantly among women underscore the significance of having better understanding of the variations in college attendance effects, family and relationships' life (Buchmann & DiPrete, 2006). Educational growth has played a role in superior diversity in college students' social backgrounds. Also, there is worry that amplified accessibility weakens couples ability to remain in relationships without marital tension (Steinberg, 2010). Evidence in sociology shows that both men and women at the border of attending college are classically the least advantaged socially; and have witnessed highest interpersonal skills (Card, 2001). The current study expands this inquiry, fixing focus on the ways in which effects of high education differ at the workplace. The study examines differences in interpersonal control effects among men and women who come from diverse social backgrounds working as cabin crew members at Kenya Airways.

2.3.4 The Relationship between Years of Experience and Interpersonal Control among Kenya Airways Cabin Crew Staff.

Pope (2015) states that interpersonal control is vital for success in employment, mainly learnt by students during their college attendance. One university in Ohio recognized the necessity for enhancing students' interpersonal control. Yet, the students' faculty did not have initiatives to teach the students those essential skills. The goal of the qualitative study was to examine key administrative staff and alumni perceptions regarding implementing

interpersonal control instructions to nurture students' work-ready expertise. Goleman's theory of emotional intelligence and other research guided the study to examine main interpersonal control applications on collaboration, communication, cross cultural awareness and conflict management. Three staff with widespread knowledge on university practices were sampled purposefully for focus groups to address the recommended and also current instructional strategies on interpersonal control. Network sampling identified other 23 staff who filled an online questionnaire, and 4 alumni who were interviewed about interpersonal control perceptions. In addition, reflective journal was analyzed to assess perceptions and implementations of current and alternative instructional strategies on interpersonal control. Findings created professional development series for the faculty focusing on effective instructions on interpersonal control for use in promoting positive change socially for the students, university and community by mentoring graduates for achievement at work (Pope, 2015).

According to Vik (2001), students' collective behavior and resistance in working as teams is a huge hurdle to skills in interpersonal control. Assigning and working with teams through troubleshooting to create an effective team is key in enhancing interpersonal control. Students are not usually well versed on working in teams, thus training is frequently needed to work in teams effectively. Hence, entry level staffs possess poor interpersonal control when compared to employees who are more experienced.

2.4 The Relationship between Workload Levels and Self-Esteem among Kenya Airways Cabin Crew Members.

Molero, Pérez Fuentes & Gázquez (2018) found a positive connection between self-efficacy and esteem with positive views regarding one's efficacy increases his/her self-worth as demanding circumstances of high workloads are managed successfully, in turn, this affects employees strategies of working longer. The mediating roles of self-esteem and self-efficacy in workload effects assessed as users numbers assisted during workdays, on exhaustion among nursing specialists was analyzed. 1,307 employees aged 22 to 60 years participated. Results showed that experts with high self-efficacy levels also had higher scores on self-esteem. Burnout had negative correlations with self-efficacy as well as self-

esteem variables. Three groups found self-efficacy, self-esteem, and workload variables with significant variances in burnout scores. Self-esteem and self-efficacy function as barriers of negative workload effects on burnout. Employers ought to design mediations that can promote employees personal resources through trainings and resources such as redesigning positions so as to encourage employee wellbeing and satisfaction and thus making the workplace a conducive place for them (Molero, Pérez Fuentes & Gázquez, 2018).

Greenglass, Burke, & Moore (2003) did a study on the effects of increased workload on employee's professional self-esteem. The findings back the impression that workload causes significant stresses with variation of harmful psychological responses such as burnout. A theoretical approach was put forth in another study where workload was seen as playing crucial roles in depression distress. Gradually, employers are facing changes due to extensive restructuring, downsizing and merging. Because of economic restraints, companies are merging, closing, downsizing, and restructuring. Subsequently, workloads have become more among staffs, particularly employees at operational levels. A theoretical model was done to understand workload impacts on staff employed in organizations which are experiencing downscaling, mainly on the employees' self-esteem, depression, burnout and distress. 488 staffs employed in companies experiencing restructuring where some units had been closed due to restructuring were sampled. Structural equation showed that workload had substantial contributions to depression levels. Additionally, low self-esteem cynicism, emotional exhaustion and anger had significant effects thus leading to operationalized distress responses. The research is exceptional academically in connecting anger, emotional exhaustion and in one single model predicting distress levels due to workload. Findings that anger, cynicism, low self-esteem and emotional exhaustion operationalized anguish specify the need of studying forms of negative responses and depression results (Greenglass, Burke, & Moore, 2003).

Other research propose that work related stressors can also cause employee cynicism that is being suspicious, hostile and have negative self-esteem towards work conditions (Greenglass & Julkunen, 2009). Excess workload is a clear precursor of undesirable

psychological outcomes such as cynicism, burnout and frustration (Walker, 2006). Worker pessimism is harmful to employers, colleagues and the individual. More cynical staffs toward structural changes express low motivation to bring forth change, anticipate low individual accomplishment, and perceive less and fewer extrinsic and intrinsic benefits (Wanous, 2004). Increased workload deprived of sufficient care and means can lead to employees perceptions that psychological bond with the employer is ruined (Schaufeli & Enzmann, 2008), leading to anger. Later, anger intensity may vary as functions of apparent attack, injustice, or being treated unfair by others, whereas frustration and low self-esteem originating from obstacles to goal-driven behavior.

When people encounter increased workloads, they also experience increased emotional exhaustion, anger, and cynicism causing increased distress. Distress can play a positive role in depression. Schaufeli and Enzmann (2008) posits that depression results from burnout. Research on discriminant validities on depression and emotional exhaustion indicate that emotional fatigue burnout component is connected to hopelessness. Also, cynicism is also connected to depression, as it articulates low self-esteem, apathy and self-defeat (Meyerson, 2000). Cynicism decreases energy present for executing work as well as coming up with imaginative resolutions to work difficulties (Schaufeli et al., 2006). Pessimism also reduces one's ability for constructing professional expertise. Anger which is self-directed triggers low self-esteem and subsequently depression. Therefore, emotional exhaustion, anger and cynicism leads to depression. Distress may also cause less self-esteem professionally since employees are not able to complete tasks which are defined as professional roles (Weiner, 2002),

2.4.1 The Relationship between Age and Self-Esteem among Kenya Airways Cabin Crew Staff.

Irrespective of the continuing state-trait debates, current proof proposes that self-esteem varies across old age (Orth & Robins, 2014). Nonetheless, findings about age-related differences in self-esteem are inadequate. Self-esteem indicated more extensive variations during transition to advanced stages of life. Precisely, self-esteem indicated a steady trajectory increasing from young age and attaining the peak in 60 years, and then dropped

afterwards. Also, a study by Wagner (2013) on self-esteem and age showed significant steadiness and slight declines emerging only in advanced ages. Few studies however have assessed implications of age-related deviations on self-esteem as a factor of resilience in facing challenges and risks related to old age. Roles of self-esteem as a factor of resilience as defined as barriers against undesirable events can change across adulthood as a result of age-related changes in resources and challenges (Wagner, et. al, 2014).

Dietz (2006) conducted a research study to examine the association between age and self-esteem dimensions in the US. Direct age effects on self-efficacy and self-worth are compared to indirect age effects on them through accumulation roles. Findings indicated that respondents aged over 65 years encounter heightened self-esteem levels, mainly on self-efficacy in comparison to young respondents. Despite this, through intervening variables of accumulating role, old age is linked to reductions in self-esteem. Implications on the findings are conversed for role perspectives and maturation on aging individuals and more on self-esteem dimensions theory.

Rawal & Shu (2019) state that advanced age entails other several changes that can play a role in declining self-esteem, comprising loss of spouse, reduced social support, declined physical health, impaired cognitions and descending change in socioeconomic conditions. Academic achievement, income, wellbeing and job status showed certain effects on trajectories of self-esteem mostly as people grew older. Precisely, people with higher levels of incomes and improved health in adulthood are likely to uphold self-esteem with progression in age.

2.4.2 The Relationship between Gender and Self-Esteem among Kenya Airways Cabin Crew Staff.

Bhamani, Jamil & Mohsin (2014) conducted a research to assess trends of self-esteem among adults in Pakistan in regard to differences of gender. Insights from former literature assisted in forming hypothesis regarding significant difference on gender on adults' self-esteem. 126 female and 96 male were chosen for the study; multidimensional scale of self-esteem scale was used for the study with author's consent. Data analysis indicated

significant gender differences on self-esteem variables among both female and male respondents.

Agam, Tamir & Golan (2015) conducted a review to explore gender roles effects on body image and self-esteem, as well as prevention programmes effects on the factors in uni-gender and mixed gender groups. Self-esteem forms a big portion of individuals understanding themselves, and revolving and predisposed to external and internal effects in adolescence. Different gender roles affect people's self-esteem although self-confidence is stereotyped to be a male feature; presenting self-confidence in women is deliberated as breaching gender roles set traditionally. So, it is not astonishing to see men reporting high self-esteem as compared to women. Most likely, men are seen in situations inspiring power, competition, conflict, and excitement whereas women are mostly seen in situations revolving around self-disclosure, intimacy, co-rumination and support. Whereas women develop emotions which are related to suppressing problems, men on the other hand develop emotions linked to expressing problems.

Nupur & Mahapatro (2016) conducted a study to cognize associations between self-esteem and gender among young adults. The study also focused on the ways in which demographic and experiential factors affect self-esteem. This was done in young adults aged 20 to 25 years with ongoing education and living in India. 93 female respondents and 110 male respondents were used in this study. Rosenberg self-esteem scale was used as the data collection tool to assess self-esteem. Self-esteem on men was considerably high as compared to the women's self-esteem. Respondents' education, the level of education for the respondents' parents, caste, number of siblings and family income were related to self-esteem. Overarching and broader reasons exist in understanding low self-esteem whose inferences are beyond a person's and psychological conditions additionally delay in outlooks competing with outside world and indicate impact which is great. Family members' attitudes towards girls need to be changed so as to improve atmospheres on gender neutrality in the society and at home. Policy efforts need to address gender precise requirements to elaborate even further on gender inequalities areas.

2.4.3 The Relationship between Marital Status and Self-Esteem among Kenya Airways Cabin Crew Staff.

The satisfaction amounts that one owns in any relationship plays crucial roles in both parties' behaviors and self-esteem. The main reason for robust scientific attention in romantic satisfactions lies on their significance in family well-being and personal attributes (Orth, 2014). To acquire proof for this concept, Erol and Orth (2014) conducted a study analyzing romantic relation satisfaction amongst couples. Data indicated that partners' mutual relationship satisfaction caused higher self-worth levels. This showed accurate significance in having honest, mutual relationships in people's lives and that lacking these bonds possibly cause negative effects on people's low self-confidence. Relationships status within people's settings overlay other characteristics of people's lives also.

Causes of satisfactory relationships are crucial topics to comprehend, but the involvement effects in healthy relationship are imperative. Erol and Orth (2014) deliberated on mutual gains for partners in romantic connections. Healthy ties with a spouse lead to higher self-esteem levels; but, strong links between them can be as a result of self-esteem effects. Relationship strength and self-esteem had positive relations with each other. Other aspects stemming from romantic relationship effects are one's mood when the partner witnesses success in life. According to Ratliff & Oishi (2013) study assessed implicit self-esteem levels of people who are in romantic associations where they experienced adequacy. The experiment results showed that even if couples experienced contentment in their relationships, a partner's success and performance affected self-esteem.

McLaughlin (2015) conducted a research study to find out the self-esteem evidence regarding academic performance and relationship status. Both variables can be related directly to levels of self-esteem levels among students studying at college levels. It was hypothesized that one's relationship status affected one's level self-esteem positively and also total grade point average. Data analysis from 100 respondents showed no significant statistical relationship between respondent's relationship status and their self-esteem.

2.4.4 The Relationship between the levels of education and self-esteem among Kenya Airways Cabin Crew Staff.

Saygili & Ismail (2015) study found out education level effects on self-esteem, using data from students studying in different educational levels (undergraduate, graduate, postgraduate) at Süleyman Demirel University. Of the 285 volunteer students, 33% were undergraduates, 30% were graduates, while 34% were postgraduate students. Data was collected using a 25-items Likert scale questionnaire. Independent anova and t-test were used for statistical analysis. Findings revealed that respondents' marital status, gender, education level and age affects self-esteem. Additionally, female respondents indicated higher self-esteem levels. Also, married respondents had high esteem levels as compared to single participants. Regarding the different age groups, those 18 to 20 had a low self-esteem, while respondents aged 27 years and above had high levels of esteem. In regard to education levels, while undergraduate students had the least self-esteem scores, students pursuing PhD had the most levels of self-esteem. In this situation, levels of esteem were concluded to increase as respondents' education levels increase. Therefore, an increase in levels of education affects self-esteem positively.

2.4.5 The Relationship between Years of Experience and Self-Esteem among Kenya Airways Cabin Crew Staff.

Wilson & Byers (2017) did a research to evaluate the association between esteem variables and work experience. Findings revealed that former students getting into various job fields demonstrated job skills competency during their time in education. Nevertheless, narrow work experience with performance in skills may predispose them to mistakes. High esteem levels enhance competency, as employees come up with advanced objectives and are able to accomplish tasks more easily. Therefore, job experience during years of school can escalate the levels of self-esteem for students' as they get contented accomplishing professional duties. The aim of the study was to test the relationships between formal employment and self-esteem of among employees. Results showed that senior employees reported greater confidence than juniors. Employment increased employees' level of confidence to perform tasks. The extent of time employment and total hours in which respondents worked weekly significantly improved confidence levels among workers.

Cunnie, MartinRogers & Mortimer (2009) led a research to assess the association between experiences at the university work and self-esteem. Regressions were used for data from a youth development research to look at experiences at work and self-esteem. Results indicated that being employed nurtures self-esteem in numerous jurisdictions. Regular and random employees display less self- esteem compared to workers who are steady. Managerial support is important mostly in improving the confidence of young adults' as they look forward to nurturing families in the future, personal health, communal participation and economic attainments. This included small work set proportions that are significant for young adults. In-depth discussions and ethnography are suggested to additional exploration in emotional and subjective scopes on work experience among young people.

2.5 The Relationship between Personal Competence, Interpersonal Control and Self-Esteem among Kenya Airways Cabin Crew Members

Former study taking similar method, exploring the likelihood of conceptual edge between personality measures which have been widely studied (self-efficacy which is generalized, neuroticism, self-esteem and locus of control (Judge et al., 2002). In dispute of theoretical resemblances in ways which such resources operate, an examination on the extent in which more assessments than essential are frequently used in research which accounts for the said psychological concepts. According to Judge, et.al, (1998), empirical work done in the past found high associations between constructs while factor analyses indicated that the four measures of personality are grouped into a single factor. Researchers contends that such conclusions offer certain backing in arguments that other measures being than necessary in explaining common psychological concepts (Judge et al., 1998).

Escalating this reasoning more, a meta-analysis of research was done to examine relationships between any two out of the four grouped constructs. From 258 journal articles which were identified, 75 of them which were incorporated had reported significant correlations among any two constructs. Results specified that these constructs were significantly related and had average correlation of 0.60 (Judge et al., 2002). With exclusion of dimensions which are socio-political where there were low associations,

medium-sized relationships were found to be existing between the methods, thus signifying that they may all be representing one construct as revealed by Judge et al. (2002). In this case, personal competence and self-esteem attributes had $r = 0.45$, $p < 0.001$. On the other hand, interpersonal control in comparison with self-esteem had $r = 0.46$, $p < 0.001$. Finally, personal competence compared to inter-personal control had $r = 0.39$, $p < 0.001$.

According to Windle (2008) on his study examining theoretical models of psychological resilience at older age, findings indicated that when socio-political aspects are exempted in areas with low correlations, slightly significant links existed among the three measures, proposing that these are all related and represent the same thing. The degrees to which self-esteem, personal competence and interpersonal control signify common order construct on the higher side had been hypothesized as resilience. Socio-political regulations also fell from advanced analysis as a result of lacking sufficient convergence. These results thus revealed that three attributes on personal competence, self-esteem and interpersonal control have large and significant correlations. With this, the researcher embarked on assessing whether the three constructs had a relationship. And if a relationship existed, the researcher was keen to assess the direction as well as the strength of the said relationship

2.6 Theoretical Framework

2.6.1 Resilience Theory

Resilience is well-defined to as the capability of bouncing back from frustrations, adversities and misfortunes as needed for effective leaders. Literature establishes a direct connection between jobs related stress and employees' aptitude to uphold pliability when faced with lengthy interactions with hardships (Heifetz, 2004; Patterson, et. al., 2002). Continued existence, regaining strength, and flourishing are notions linked to resilience and define stages at which people can be through and/or after facing danger. Thriving as a concept is an individual's ability to extend over the original functioning levels, function and grow notwithstanding recurrent contact with stressful involvements. Research says that several variables characterizing elasticity and flourishing. These attributes comprise positive self-worth, toughness, strong coping strategies, self-efficacy, coherence,

optimism, adaptability, social resources which are strong, bold, perseverance determination, and tolerating highly to uncertainties (Bonanno, 2004; Ungar, 2004).

The theory of resiliency is researched in many areas. Resiliency as defined psychology is the capability to pick up and to endure any destitution by personal repairs (Wolin, 1993). Resiliency in psychiatry is referred to as the biological as well as psychological strengths used by people to enhance transformation in successful ways (Flach, 1988). Resilience in developmental psychopathology refers to one's ability of coping with trials and pressures while upholding internal and combined self-sense (Garnezy & Masten, 1986). Resilience in human development is the ability to tolerate or efficaciously cope with different hardships (Werner & Smith, 2001). When resilience is viewed in change management, it is seen as the skills to demonstrate flexibility and strengths during change processes, while exhibiting insignificant dysfunctional conduct (Conner, 1993).

In medicine, resilience theory is defined as the ability to identify pain, admit its purpose, and tolerate it for sometimes, up to when things start to normalize (O' Leary & Ickovics, 1995). Epidemiology sees resilience as the ability to endure strain and to grow beyond shortcomings (Rutter, 1979) while, according to (Jones, 1991), nursing views resilience as being able to renew influence to return to external and/or internal settings for growth, survival and development.

Social sciences commonly describe resilience as capability to recuperate from undesirable life incidences and develop tougher incidences while being overpowering to them all (Henderson & Milstein, 1996). Recently, resilience theory has been utilized to conceptualize scholarly work in educational administration. Recently, Geocariss (2004) utilized resilience theory in the studying principals of thriving in tough circumstances. Isaac (2003) used this theory to decide the association among resilience dimensions in school principals in the direction of firming up management capabilities.

2.6.2 The Resilience Doughnut Theory

To assist vulnerable and young people in developing resilience which is appropriate, it is pertinent to assess potential passageways and circumstances which can enable resilience develop well, than evaluating resilience quantities at different times. Resilience doughnut theory explains pathways in regard to coping effectively based on accessible settings and their interactions with people. This approach has the probability of promoting planning for the future, developing policies that effect positive changes and programming among young people as likelihoods of inoculation against different mental health problems (Worsley, 2014).

The model of resilience doughnut explains regarding people's capacities, the resources available and adversity and theories present which influence this model, considering internal potentials and environmental perspectives in which people develop. The model displays numerous pathways of developing resilience processes and when proved to be useable, has great latent of building resilience too, supporting interventions, therapeutic and measuring mediations which can be reinforced through sound research.

According to Rutter (2006) recommendations' regarding this model, forthcoming research on resilience is required to pay attention to processes fundamentally to personal differences in reaction to environmental dangers, instead of focusing on resilience model as an nonconcrete article. Also, safety might originate ways in which people deal with pressure or suffering (Rutter, 2006), for instance through mental sets, coping mechanisms and operating personal agencies. According to Rutter (2006), in-depth research on resilience needs moving from focusing on risks to focusing on the ways in which these risks are addressed by someone. In general, resilience not like protective factors and risk approaches forces responsiveness on changing practices, and not fixed features acting in summative manners. For this reason, reliable and accurate resilience models should show the changing processes between external and internal influences, which also consents to specific differences.

2.7 Conceptual Framework

Workload levels were categorized into low workload levels (lowest working intensity periods), medium workload levels (regular working intensity periods) and high workload levels (heavy / demanding working/ distress periods). Psychological resilience was measured by three psychological attributes which are: personal competence, interpersonal control, and self-esteem as illustrated below.

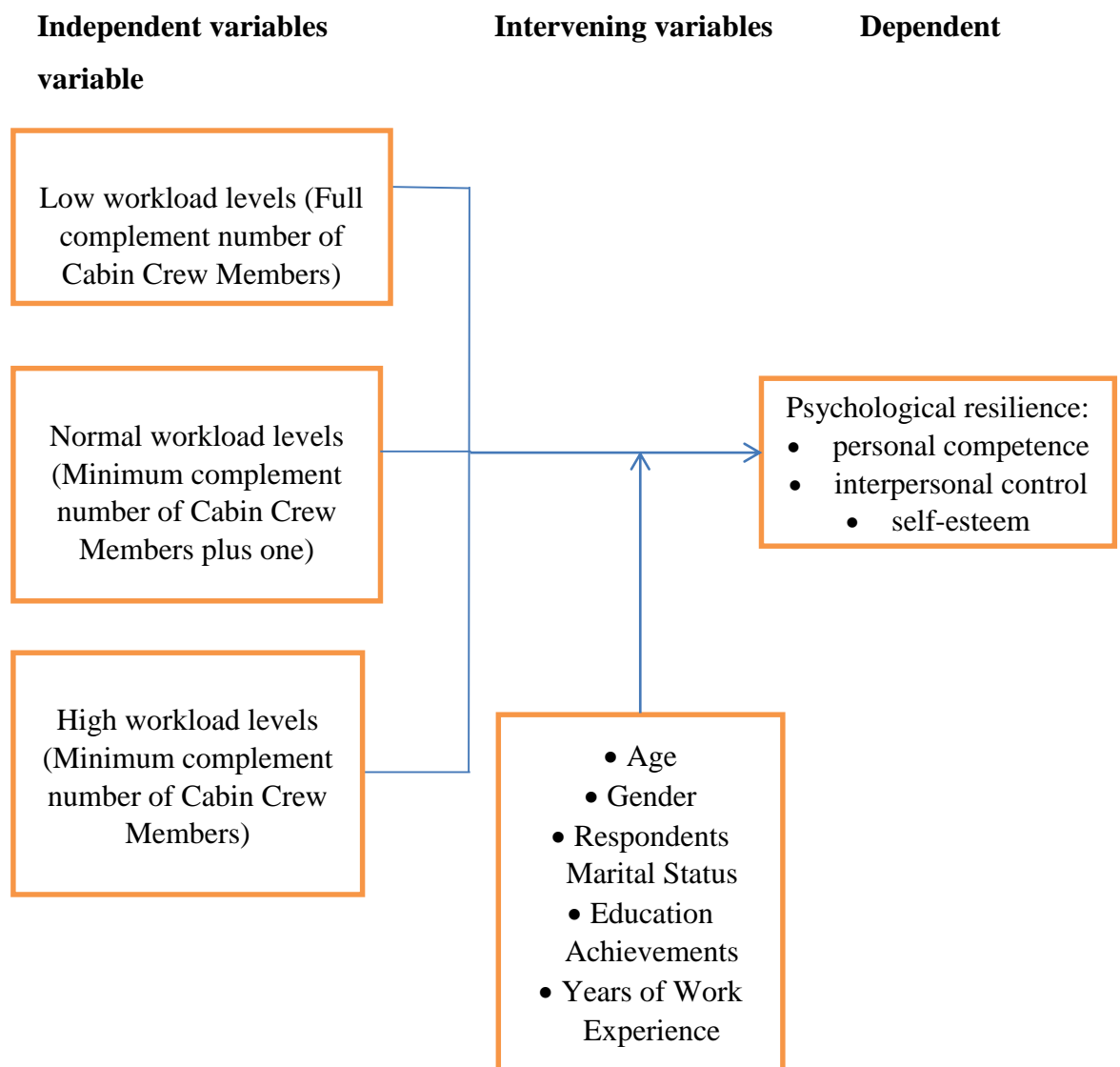


Figure 2: Conceptual framework

Source: The Researcher

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section shall discuss methodology subdivided into research design, site selection and description, the target population, study's sample size, sampling procedure, the research instruments, the instrument validity, instruments reliability, methods of collecting data and analysis of data.

3.1 Research design

So as to realize desired outcomes from the study, the researcher employed a descriptive research design. This design helped to create an overview of the current feelings, thoughts or behavior of an individual. The researcher evaluated the relationships between variables, where the variables were examined in their original state without interference from the researcher (Simon & Goes, 2011). In this case, the relationship between workload levels and psychological resilience among Kenya Airways cabin crew members was examined without imposing any treatments.

3.2 Location of the Study

The study was done at Kenya Airways Headquarters, Nairobi County. Kenya Airways is controlled by the International Civil Aviation Organization (ICAO), together with Kenya Civil Aviation Authority (KCAA). Kenya Airways Limited, normally denoted as Kenya Airways (KQ) is the main transporter airline in the country. Kenya Airways head office is situated in Jomo Kenyatta International Airport (JKIA) at Embakasi-Nairobi approximately 16 Kilometers from the Nairobi CBD. The Kenya Civil Aviation Regulations (KCARS) Operation of Aircrafts regulations act as a guide in the inflight department operations at Kenya Airways. Categories of staff at Kenya Airways include cabin crew, line maintenance engineers, simulator engineers, fleet instructors, customer service representatives, flight attendants and baggage service members. The study shall focus on the cabin crew who normally fall under the flight operations department. The cabin crew include Flight Purser, who are overall in charge of flights, Assistant Flight Purser, who are in charge of economy class and Flight Attendants. This type of study has

not been carried out in any other African Airline, thus prompting the need to carry out the research at KQ. Additionally, JKIA is the hub of Africa and KQ is the national carrier in Kenya, thus bringing in majority of the passengers. In order to maintain a good safety record and ensure profitability and sustainable growth in Africa, competent staff members are required at KQ. Competent staff can comfortably handle changing workload levels with effective resilience measures, thus the need for this study at KQ.

3.3 Target Population

Targeted population for the research study comprised cabin crew members at Kenya Airways. The cabin crew members at KQ consist of 186 Flight Purser, 28 Assistant Flight Purser and 758 Flight Attendants. Kenya Airways Cabin Crew are expected to deliver quality services in a safe and secure cabin environment that guarantees the passenger's comfort and satisfaction while exercising their duties. The Kenya Civil Aviation Regulations, inform the operations of the inflight department at Kenya Airways.

The Civil Aviation (Air Operator Certification and Administration) Regulations, 2018, Part 4-AOC Flight Operations Management (36) - Required cabin crew members, states that:

1. The operator will set in place, to the contentment of Authority, the least cabin crew members essential for each airplane type, centered on the aircraft's capacity of seats or total travelers carried, so as to effect expeditious and safe aircraft evacuation, and the required purposes to be done in emergencies or in situations necessitating emergency evacuations.

2. The operator will allocate these utilities for each aircraft type.

According to the least number of cabin crew essentials of the Kenya Civil Aviation, and the minimum Cabin Crew Members numbers sufficient to ensure harmless and speedy airplane evacuations, Kenya Airways has defined the lowest number of Cabin Crew Members for each airplane type exploited in traveler procedures on the basis of the type of aircraft which then regulates number of passengers and also seating capacity. With the reduction of Cabin Crew Member numbers according to Kenya Civil Aviation Regulations(KCARs minimum), there is a substantial increase in the

workload of cabin crew while performing their safety and security duties, as they take up more responsibilities, hence some high levels of resilience is required.

3.4 Sampling Procedure

This research utilized stratified random sampling procedure to obtain required sample population. The cabin crew members included pursers, assistant flight pursers, and flight attendants. The sampling formula by Kothari (2017) was employed to obtain the respondents' sample size.

3.5 Sample Size

The Kothari (2017) sampling formula is given as follows:

Sample size, $n = N * 10\%$

Where: $n =$ Sample size,

$N =$ Target Population

The sample size will be obtained as given in the table below:

Table 3.1: Distribution of sample respondents

| Crew members | Population | Sample size |
|--------------------------|-------------------|--------------------|
| Pursers | 186 | 19 |
| Assistant flight pursers | 28 | 3 |
| Flight attendants | 758 | 76 |
| Total | 972 | 98 |

The research study therefore targeted 98 cabin crew members working at the Kenya Airways.

3.6 Research instruments

A Likert structured questionnaire with close-ended questions was self-administered by the cabin crew staff. The questionnaire was categorized in three different sections. The first section captured demographic information of age, marital status, gender, level of education and years of experience as a cabin crew. The second section measured psychological resilience, while the third section captured workload levels.

3.7 Data Collection Procedure

This involved a self-administered questionnaire to collect data. Research assistants assisted in this after being sensitized on the research modalities, ethics and approaches. The research team clarified pertinent concerns regarding the research clearly.

3.8 Validity and Reliability

The study's research instruments were piloted before the main study to test the instruments. The pilot study was conducted using 5 cabin crew staff. This assisted in testing reliability and validity of tools used in the research and gave pointers on how to improve their effectiveness. The tools weaknesses and strengths were recognized by analytical assessment of vague or imprecise items and simplifying them to fit the study's scope.

Reliability was checked by use of Cronbach's alpha. According to Brown (2002), greater values indicate that the instrument is more reliable; a value of 0.7 is acceptable reliability. To ensure this, pre-testing was done thus enabling the researcher to verify that the questionnaire captured looked into compared to the study's variables and to determine their accurateness. The researcher also sought regular direction and proficiency from the project's supervisor.

3.9 Data Analysis

Data processing was done for cleaning, organization and coding using statistical standards. Data was then fed to Social Package for Social Science (SPSS) for analysis. Analysis utilized description and inferencing. Data descriptions entailed central tendency measures, dispersion measures, percentages and frequencies. Inferential analysis relied on correlations, chi-square, spearman and anova. Correlation approaches analyzed data on relations between the IV and the DVs, chi-square tests checked for IV significant predictions to DVs, while Anova tests measured variations between groups well-versed by study's intervening variables.

The first three objectives were analyzed using chi square to check significant relationships between this study's IV and the three attributes of the DV which were the bases of the first three objectives which were categorical in nature. Spearman correlation assessed whether presence of significant links and the links directions among the DV's attributes. This was used so as to test both direction and strength of relationships in the three attributes, if any.

3.10 Ethical Obligations

Researcher acquired approvals from various bodies to undertake the work. These were a clearance letter from UoN's psychology department, permit to conduct research from National Council of Science and Technology and Innovation (NACOSTI) valid for 12 months, and formal approval from the management of KQ.

Written consents were pursued from cabin crew members as respondents. They were well informed of the willingness to be part of the study being voluntary, without any benefits attached to that participation, and acquired clarification on the reason of responding to the questionnaires being for academic use and for the current research only. They were also guaranteed of their confidentiality in matters of their identities as well as their feedback to the questionnaires. They were sensitized regarding the study and need to filling in the questionnaires in privacy and objectively.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The section presented various aspects on analysis, appearance and interpretation of data and also discussions of the findings. The study focused on relationship between workload levels and psychological resilience among Kenya Airways cabin crew members. This chapter had multiple sections on the respondents demographic characteristics, workload levels as reported by and objectives which were specifically to: examine relation between workload levels and personal competence among Kenya Airways CCM; to assess association between levels of workload and interpersonal control among cabin crew members at Kenya Airways; to find out relationship workload levels and self-esteem among the CC members; and evaluate relationship between personal competence, interpersonal control and self-esteem among the cabin crew members at Kenya Airways.

4.2 Characteristics on the respondents demographics

The section below presented results on demographic variables, which include sex, age groups, marriage, education level, and participants' years of experience.

4.2.1 Respondents gender

Gender distribution for the study's respondents is as given in table 4.2.1.

Table 4.2.1: Gender of the study's respondents

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 36 | 35.3 |
| Female | 66 | 64.7 |
| Total | 102 | 100.0 |

According to table 4.2.1, 66(64.7%) respondents were females, while 36(35.3%) of them were male. This implies that there are more female cabin crew members than males at the Kenya Airways.

4.2.2 Age of the Respondents

Distribution of respondents' age is as given in table 4.2.2.

Table 4.2.2: Age of respondents

| Age (in years) | Frequency | Percentage |
|-----------------------|------------------|-------------------|
| 21-30 | 39 | 38.2 |
| 31-40 | 51 | 50.0 |
| 41-50 | 8 | 7.8 |
| 51-60 | 4 | 3.9 |
| Total | 102 | 100.0 |

As shown in table 4.2.2, 51(50%) respondents were aged between 31-40 years, 39(38.2%) were aged between 21-30 years, 8(7.8%) of them were aged between 41-50 years, while 4(3.9%) of them were aged between 51-60 years. Therefore, majority of the cabin crew at Kenya Airways are aged between 31 and 40 years.

4.2.3 Marital Status of the Respondents'

The respondents' marital status distribution is as given in the table below

Table 4.2.3: Respondents' marital status

| Marital status | Frequency | Percentage |
|-----------------------|------------------|-------------------|
| Single | 51 | 50.0 |
| Married | 51 | 50.0 |
| Total | 102 | 100.0 |

As indicated in table 4.2.3, 51(50%) of the respondents are single, while another 51(50%) of them are married. This shows that half of the cabin crew at Kenya Airways are married, while the other half are single.

4.2.4 Respondents' Education Level

Distribution on academic level of respondents' is as given in table 4.2.4.

Table 4.2.4: Level of education for respondents

| Education level | Frequency | Percent |
|-------------------------------|------------------|----------------|
| High school education diploma | 32 | 31.4 |
| Bachelor's Degree | 55 | 53.9 |
| Postgraduates' Degree | 15 | 14.7 |
| Total | 102 | 100.0 |

From the results above, 55(53.9%) of the respondents had a Bachelor's degree, 32(31.4%) had a High school diploma, while 15(14.7%) of them had a Master's degree. Therefore, majority of the Kenya Airways cabin crew members hold a Bachelor's degree.

4.2.5 Respondents' Years of work Experience

A distribution of years of experience at work is as given below:

Table 4.2.5: Years of experience

| Experience (In years) | Frequency | Percentage |
|------------------------------|------------------|-------------------|
| 0-5 | 25 | 24.5 |
| 6-10 | 37 | 36.3 |
| 11-15 | 31 | 30.4 |
| over 15 | 9 | 8.8 |
| Total | 102 | 100.0 |

Results in table above show that 37(36.3%) of the respondents' work experience was 6-10 years, 31(30.4%) had experience of 11-15 years, 25(24.5%) had 0-5 years of experience, while 9(8.8%) of them had more than 15 years of work experience. This shows that majority of Kenya Airways' cabin crew members have 6 to 10 years of experience.

4.3 Workload Levels

This section presents descriptive statistics on the assessment of workload levels among Kenya Airways' cabin crew members. Results are as given in table 4.2.6. The respondents were asked to respond to questions measuring workload levels. Responses were recorded in a Likert scale

Table 4.3.6: Workload levels

| Workload Levels | F | S-D | D | A | S-A | MEAN | SD |
|------------------------|----------|------------|-------------|-------------|-------------|-------------|--------------|
| High workload | F | 2 | 4 | 42 | 34 | 2.91 | 0.588 |
| | % | 2 | 13.7 | 41.2 | 33.3 | | |
| Normal workload | F | 3 | 13 | 74 | 10 | 2.51 | 0.687 |
| | % | 3.0 | 13 | 74 | 10 | | |
| Low workload | F | 7 | 39 | 51 | 4 | 2.35 | 0.908 |
| | % | 6.9 | 38.6 | 50.5 | 3.9 | | |

From the results in table 4.3.6, 42(41.2%) of the respondents agreed that there are high workload levels at Kenya Airways, 34(33.3%) of them strongly agreed, 4(13.7) said they disagreed, and 2(2%) strongly disagreed. Generally, the cabin crew members agreed that there are high workload levels at Kenya Airways (Mean = 2.91, SD = 0.588). Further, 74(74%) of the respondents agreed that there are normal workload levels, 13(13%) of them disagreed, 10(10%) strongly agreed, while 3(3%) of them strongly disagreed. Generally, the cabin crew strongly agreed that there are normal workload levels at Kenya Airways (Mean = 2.51, SD = 0.687). Additionally, 51(50.5%) of the respondents agreed that there are low workload levels at Kenya Airways, 39(38.6%) of them disagreed, 7(6.9%) strongly disagreed, while 4(3.9%) of them were in strong agreement. Generally, the members disagreed that there are low workload levels at Kenya Airways (Mean = 2.35, SD = 0.908). From these results, the overall respondents feel is that there are normal to high workload levels at the Kenya Airways.

4.4 Objective One: To Examine the Relationship between Workload Levels and Personal Competence among Kenya Airways Cabin Crew Members

This section presents findings on the first objective that examined relationship between workload levels and personal competence among Kenya Airways' cabin crew members. The respondents filled questions measuring personal competence, for comparison with workload levels. Responses were recorded in a Likert scale where S-D was strongly disagree, D was Disagree, A was Agree and S-A was strongly agree. Table 4.4.7 shows the results.

Table 4.4.7: Descriptive Data on Personal competence

| Personal Competence | | S-D | D | A | S-A | MEAN | SD |
|---|---|------------|-------------|-------------|-------------|-------------|-------------|
| I have faith in my individual abilities | F | 0 | 0 | 22 | 79 | 3.78 | .415 |
| | % | 0 | 0 | 21.8 | 78.2 | | |
| Trusting myself aids me to subdue tough times | F | 0 | 1 | 26 | 75 | 3.73 | .470 |
| | % | 0 | 1 | 25.5 | 73.5 | | |
| Am sure that I can prosper when I push on | F | 0 | 1 | 30 | 71 | 3.69 | .487 |
| | % | 0 | 1 | 29.4 | 69.6 | | |
| I know the exact ways of attaining my objectives | F | 2 | 8 | 45 | 47 | 3.34 | .711 |
| | % | 2.0 | 7.8 | 44.1 | 46.1 | | |
| Regardless of what transpires I find ways of getting out always | F | 0 | 16 | 44 | 42 | 3.25 | .713 |
| | % | 0 | 8.2 | 22.6 | 21.5 | | |
| I have genuine strategies for my future | F | 2 | 12 | 47 | 41 | 3.25 | .737 |
| | % | 2.0 | 11.8 | 46.1 | 40.2 | | |
| I am certain of unraveling my problems | F | 0 | 8 | 36 | 58 | 3.49 | .641 |
| | % | 0 | 7.8 | 35.3 | 56.9 | | |
| I am delighted in whom I am | F | 0 | 8 | 39 | 55 | 3.46 | .640 |
| | % | 0 | 7.8 | 38.2 | 53.9 | | |
| I fully believe my rulings and resolutions | F | 0 | 7 | 47 | 48 | 3.40 | .618 |
| | % | 0 | 6.9 | 46.1 | 47.1 | | |
| During challenging periods, I am certain of having better times ahead | F | 2 | 12 | 31 | 57 | 3.40 | .774 |
| | % | 2 | 11.8 | 30.4 | 55.9 | | |

Outcomes in table 4.4.7 show that 79(78.2%) respondents strongly agree that “I have total confidence in personal abilities”, while 22(21.8%) agreed with the same statement. Results indicated that cabin crew members strongly believed in their own abilities (mean = 3.78). Secondly, 75(73.5%) strongly agreed saying that “having confidence in myself assists me to handle trying times”, 26(25.5%) agreed but 1(1%) disagreed with that statement.

Generally, cabin crew members strongly agreed that believing in themselves help to overcome difficult times (mean = 3.73). Thirdly, 71(69.6%) were in agreement with the statement “Am sure of being successful so long as I continue”, while 30(29.4%) agreed with the statement. The members therefore strongly agreed they will succeed if they carry on (mean = 3.69). Further, 47(46.1%) respondents strongly agreed that “I know how to reach my goals”, 45(44.1%) agreed with the statement, 8(7.8%) disagreed, while 2 (2%) strongly disagreed with that. From these results, cabin crew members generally agreed that they know how to reach their goals (mean = 3.34). 44(22.6%) agreed “Despite the happenings, I find a clarification every time”, 42(21.5%) strongly agreed with that statement, and 16(8.2%) disagreed with it. Results showed that cabin crew members agreed that regardless of what ensues, they always get an answer all the time (mean = 3.25). 47(46.1%) agreed with the statement that “I own realistic tactics for the days to come”, 41(40.2%) strongly agreed, 12(11.8%) disagreed, while 2(2%) strongly disagreed. The cabin crew members generally agreed that they have accurate future plans (mean = 3.25). 58(56.9%) respondents strongly agreed “I can tell that I can address my subjective difficulties”, 36(35.3%) agreed with the statement, while 8(7.8%) disagreed. Generally, the cabin crew members agreed that they can solve their personal problems (mean = 3.49). 55(53.9%) respondents strongly agreed “I am pleased with myself”, 39(38.2%) agreed with the statement, while 8(7.8%) disagreed. Generally, they agreed that they are pleased with themselves. 48(47.1%) agreed that “I completely trust my judgments and decisions”, 47(46.1%) agreed while 7(6.9%) disagreed. Lastly, 57(55.9%) strongly agreed with “Sometimes, I am sure that improved days are ahead”, 31(30.4%) agreed, 12(11.8%) disagreed, while 2(2%) strongly disagreed. The results showed that cabin crew members generally believed that during hard times they believe better times will come.

4.4.1 Difference in Personal Competence between Workload Levels

One-way ANOVA test to check for differences in personal competence between the three workload levels (high, normal and low) showed the following results as presented in table 4.4.8.

Table 4.4.8: ANOVA of Personal competence between workload levels

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | .716 | 3 | .239 | .890 | .449 |
| Within Groups | 26.274 | 98 | .268 | | |
| Total | 26.990 | 101 | | | |

The results above show no statistically significant variations in personal competence among the three groups of workload levels ($F = 0.890, p = 0.449 > 0.05$). This confirms the earlier results that found no significant relationship between workload levels and personal competence.

Further, multinomial regression test was conducted to check if any of the three workload levels significantly influences personal competence. Results are shown in table 4.4.9.

Table 4.4.9: Multinomial regression for workload levels and personal competence

| Effect | Model Fitting Criteria Likelihood Ratio Tests | | | |
|-----------------|---|--------------------|----|------|
| | Model | Reduced Chi-Square | Df | Sig. |
| Intercept | 46.112 ^a | .000 | 0 | . |
| High workload | 53.344 | 7.232 | 8 | .512 |
| Normal workload | 53.895 | 7.782 | 8 | .455 |
| Low workload | 51.482 | 5.370 | 8 | .717 |

From the results in table 4.4.9, high workload levels ($p = 0.512$), normal workload ($p = 0.455$) and low levels workload ($p = 0.717$) did not have significant effects on personal competence among the cabin crew members.

4.4.2 Interactions between Confounding Variables, Workload Levels and Personal Competence

Three way cross-tabulations were conducted to check the interactions between gender, respondents' age groups, years of experience, education level, marital status and workload levels and personal competence among cabin crew members. Results are as shown below.

4.4.2.1 Gender

Figure 4.4.1 shows interactions between gender, workload levels and personal competence.

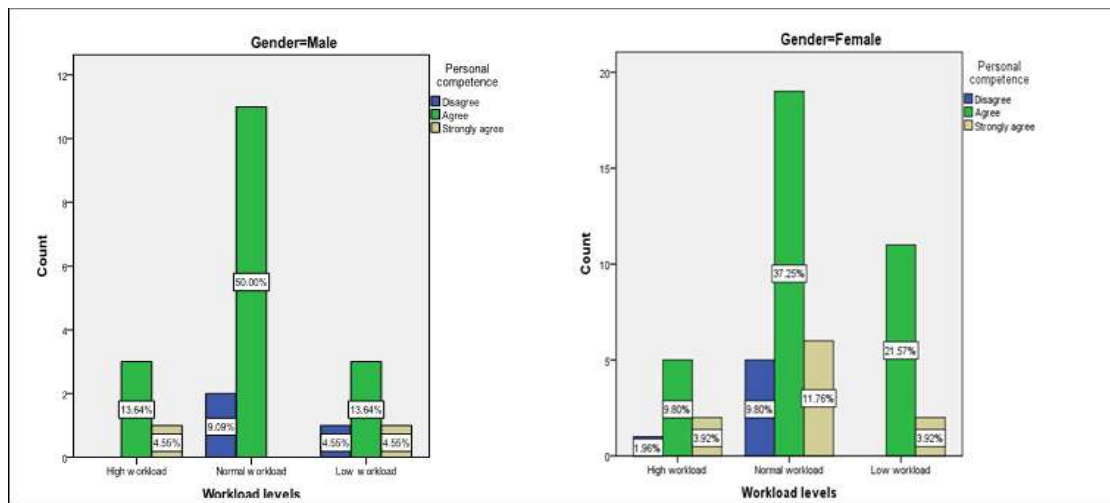


Figure 4.4.3: Gender on workload levels and personal competence

From the results in figure 4.4.1, 18.19% of the male respondents believed that they is high workload levels. Among them, 13.64% agreed that they have high personal competence, while 4.55% strongly agreed. 59.09% of the respondents believed that there is normal workload, where 50% agreed that they have high personal competence, while 9.09% disagreed. Further, 22.69% of the male respondents believed there is low workload. Among them, 13.64% agreed that they have high personal competence, 4.55% strongly agreed, while another 4.55% of them disagreed.

Further, 15.68% of the female respondents believed that they is high workload levels. Among them, 9.8%% agreed that they have high personal competence, while 3.92% strongly agreed. 58.8% of the respondents believed that there is normal workload, where 37.3% agreed that they have high personal competence, 11.8% strongly agreed, while 9.8% disagreed. Further, 25.4% of the female respondents believed there is low workload. Among them, 21.5% agreed that they have high personal competence, while 3.92% strongly agreed.

4.4.2.2 Age

Figure 4.4.2 shows interactions between age, workload levels and personal competence.

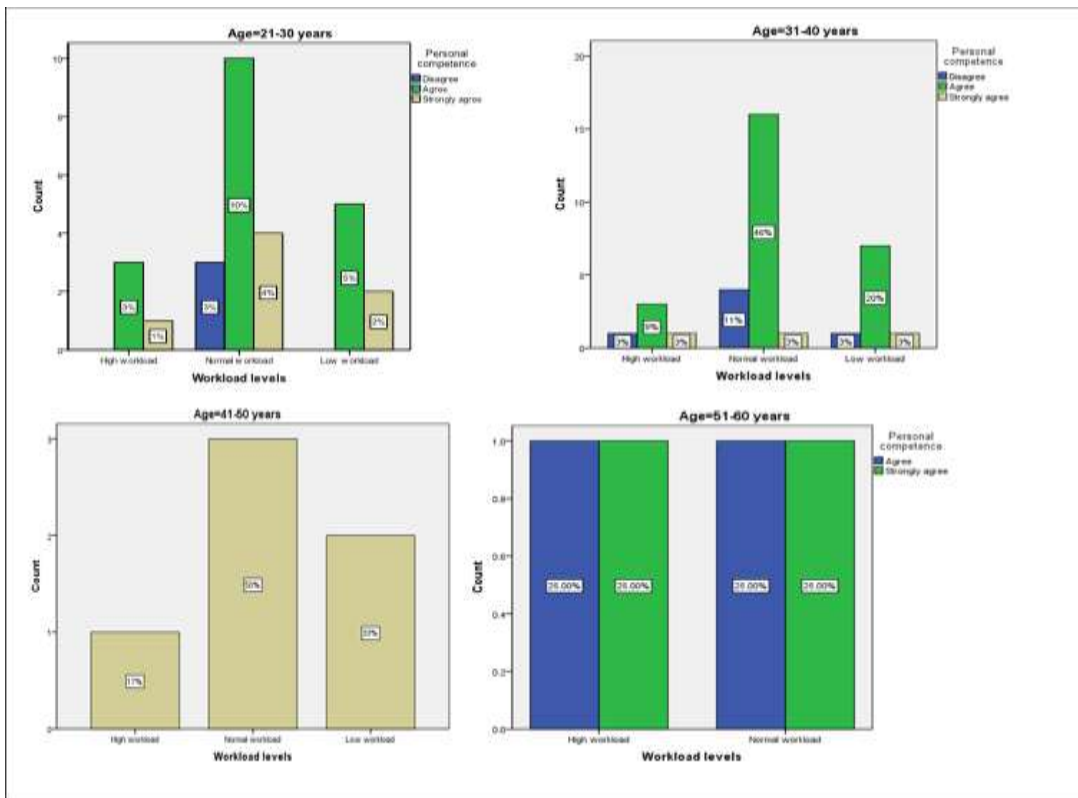


Figure 4.4.4: Age on workload levels and personal competence

From the results in figure 4.4.2, among cabin crew members aged 21-30 years, 4% felt that there is high workload. Among them, 3% agreed that to having high personal competence, while 1% strongly agreed. 17% reported normal workload, where 10% agreed that they have high personal competence, 4% strongly agreed, while 3% among them disagreed. 7%

of the respondents reported low workload levels, where 5% agreed to high personal competence levels, and 2% strongly agreed.

For the respondents aged between 31-40 years, 15% reported high workload levels, where 9% agreed to high personal competence, 3% strongly agreed, while another 3% disagreed. 60% of them reported normal workload levels, where 46% agreed to having high personal competence, 11% disagreed, while 3% strongly agreed. 26% reported low workload levels, where 20% agreed they had high personal competence, 3% strongly agreed, and 3% disagreed. Among the respondents aged between 41-50 years, 50% reported normal workload levels, 33% reported low workload levels, while 17% reported high workload levels. The respondents in this age group strongly agreed that they possess high personal competence at work.

Lastly, among those aged between 51-60 years, 50% reported high workload. Among them, 25% agreed to have high personal competence, while another 25% strongly agreed. 50% reported normal workload levels, where 25% strongly agreed to have high personal competence and another 25% agreed.

4.4.2.3 Marital Status

Figure 4.4.3 presents interactions between marriage status, workload levels and personal competence.

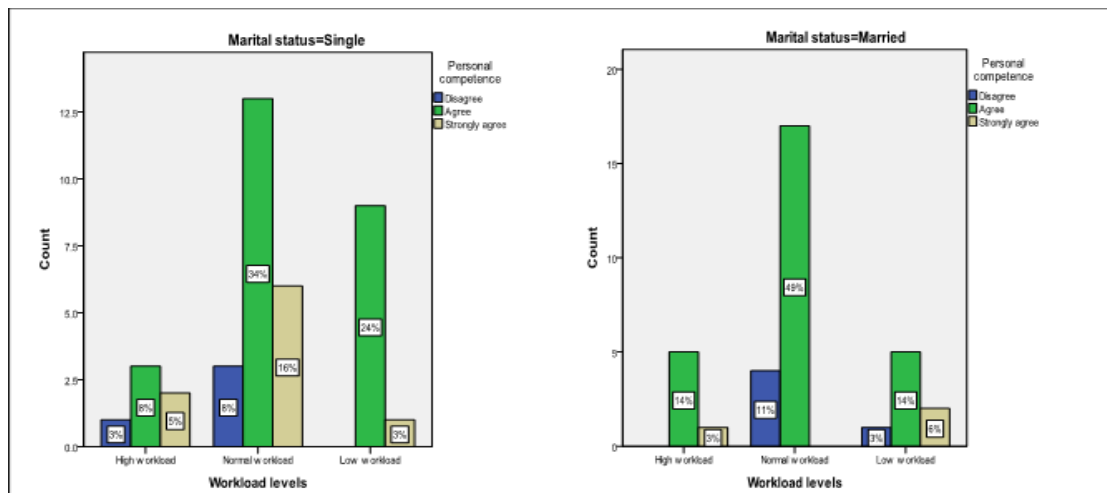


Figure 4.4.5: Marital status on workload levels and personal competence

As shown in figure 4.4.3, among the single respondents, 16% reported high workload. Among them, 8% agreed that they had high competence levels, 5% strongly agreed, while 3% disagreed. 56% of the single respondents reported normal workload levels, where 34% of them agreed to have high personal competence, 16% strongly agreed, while 6% disagreed. 27% of the single respondents reported low workload levels, where 24% agreed to have high personal competence and 3% strongly agreed.

Among the married respondents, 17% reported high workload levels. Among them, 14% agreed to have high personal competence, while 3% strongly agreed. 60% of the married respondents reported normal workload levels, where 49% agreed to have high personal competence while 11% disagreed. 23% of the married respondents reported low workload levels, where 14% agreed to have high personal competence, 6% strongly agreed, while 3% disagreed.

4.4.2.4 Level of Respondents Education

Figure 4.4 shows interactions between education level, workload levels and personal competence.

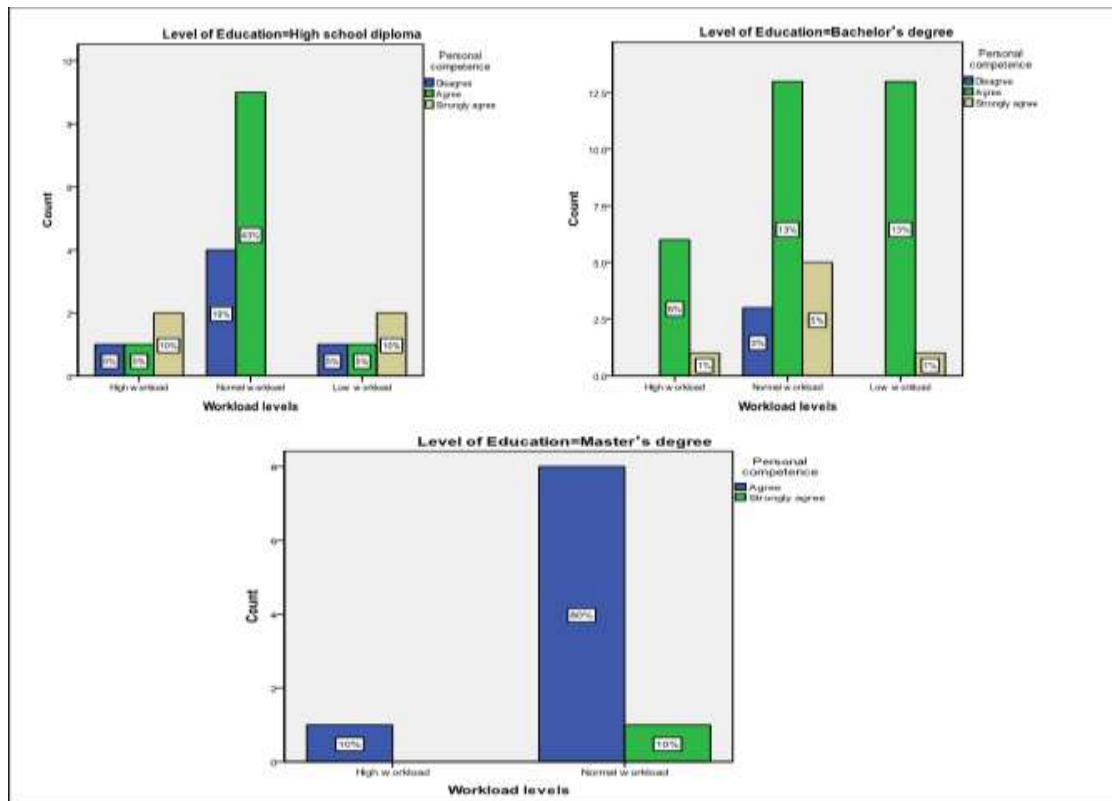


Figure 4.4.6: Level of education on workload levels and personal competence

From figure 4.4.4, among respondents with high school diplomas, 20% reported high workload levels, where 10% strongly agreed to having high personal competence, 5% agreed, while another 5% disagreed. 62% of respondents with high school diploma reported normal workload. Among them, 43% agreed to having high personal competence, while 19% disagreed. 20% of the respondents with high school diplomas reported low workload. 10% of them strongly agreed to possessing high personal competence at work, 5% agreed, and another 5% disagreed. 7% of the respondents with Bachelor's degrees reported high workload, where 6% agreed to possessing high personal competence and 1% strongly agreed. 21% of the Bachelor's degree holders reported normal workload, where 13% agreed to having high personal competence, 5% strongly agreed, and 3% disagreed. 14% of the respondents with Bachelor's degree reported low workload levels, where 13% agreed to possessing high personal competence and 1% strongly agreed.

Lastly from the results, 10% of the cabin crew members with Master's degrees reported high workload and agreed that they possessed high personal competence. 90% of them reported normal workload, where 80% agreed they possess high personal competence at work, while 10% of them strongly agreed.

4.4.2.5 Years of Experience

Figure 4.4.5 shows interactions between years of work experience, workload levels and personal competence.

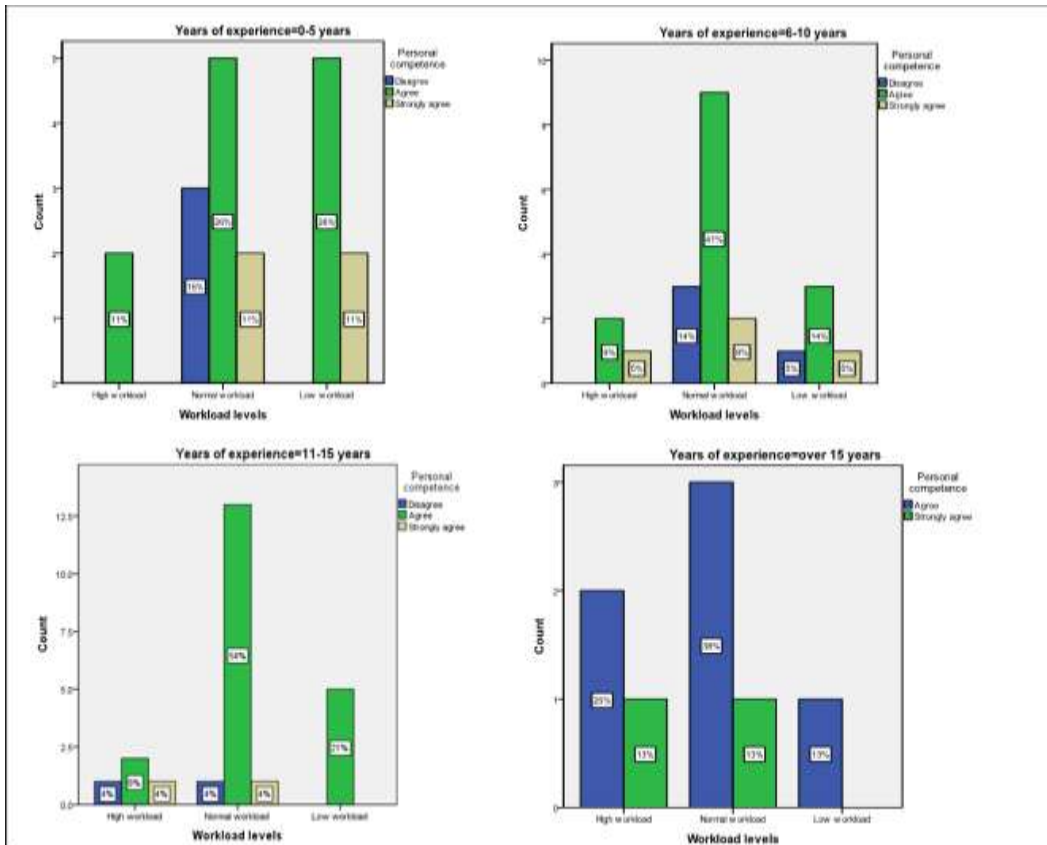


Figure 4.4.7: Years of experience on workload levels and personal competence

From the results in figure 4.4.5, 11% of cabin crew members with 0-5 years of experience reported high workload. 55% reported normal workload, where 26% agreed to having high personal competence, 16% disagreed, while 11% strongly agreed. 37% of the cabin crew members aged between 0-5 years reported low workload, where 26% agreed to possessing high personal competence, while 11% of them strongly agreed.

14% respondents with 6-10 years of experience reported high workload levels, where 9% agreed to possess high competence, while 5% strongly agreed. 64% of the cabin crew members with 6-10 years of experience noted normal workload levels, where 41% agreed to possessing high competence, 14% disagreed, while 9% of them strongly agreed. 24% of the respondents reported low workload levels, where 14% agreed to possess high competence, 5% strongly agreed, while another 5% disagreed.

16% of the cabin crew members with 11-15 years of experience reported high workload, where 8% of them agreed to possess high personal competence, 4% strongly agreed, while another 4% disagreed. 62% of the respondents stated normal workload, where 54% among them agreed to possess high personal competence, 4% strongly agreed, while another 4% disagreed. 21% of the respondents with 11-15 years of experience reported low workload levels, and agreed that they have high personal competence at work.

38% of the respondents with over 15 years of experience reported high workload, where 25% agreed to possess high personal competence, while 13% strongly agreed. 51% of the respondents reported normal workload, where 38% of them agreed to possess high personal competence and 13% strongly agreed. Further, 13% of the respondents with over 15 years of experience reported low workload levels, and agreed that they possess high personal competence.

Chi-square comparison conducted to conclude on the connection between workload levels and personal competence among Kenya Airways cabin crew members revealed results as shown below:

Table 4.4.10: Chi-square test for workload levels and personal competence

| | Value | df | Asymptotic Significance (2-sided) |
|------------------------------|--------------------|----|-----------------------------------|
| Pearson Chi-Square | 4.309 ^a | 6 | .635 |
| Likelihood Ratio | 5.037 | 6 | .539 |
| Linear-by-Linear Association | .033 | 1 | .855 |
| N of Valid Cases | 102 | | |

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .13.

From the results in table 4.4.10, workload levels do not have a significant relationship with personal competence ($\chi = 4.309, p = 0.635 > 0.05$). The obtained p-value is bigger than $p = 0.05$. From these results, there was no adequate proof to reject null hypothesis regarding no statistically significant relationship between workload levels and personal competence

among Kenya Airways cabin crew members. Therefore, workload levels do not influence the personal competence of cabin crew members.

4.5 Objective Two: To Assess the Relationship between Workload Levels and Interpersonal Control among Kenya Airways Cabin Crew Members

This section presents findings on the second objective that examined relationship between workload levels and interpersonal control among Kenya Airways' cabin crew members. The respondents filled questions measuring personal competence, for comparison with workload levels. Responses were recorded in a Likert scale as given in the results below.

Table 4.5.11: Descriptive Statistics on Interpersonal Control

| Interpersonal Control | | S-D | D | A | S-A | MEAN | SD |
|--|---|------------|-------------|-------------|-------------|-------------|-------------|
| I am great at being in close ties with strangers | F | 1 | 11 | 49 | 41 | 3.27 | .692 |
| | % | 1 | 10.8 | 48 | 40.2 | | |
| I create new alliances easily | F | 1 | 17 | 46 | 38 | 3.19 | .741 |
| | % | 1 | 16.7 | 45.1 | 37.3 | | |
| It is stress-free for me to brainstorm on good conversations | F | 3 | 15 | 48 | 34 | 3.13 | .774 |
| | % | 3 | 15 | 48 | 34 | | |
| I adapt to strange social settings easily | F | 2 | 16 | 46 | 38 | 3.18 | .763 |
| | % | 2.0 | 15.7 | 45.1 | 37.3 | | |
| I make others laugh easily | F | 2 | 23 | 42 | 35 | 3.08 | .805 |
| | % | 2 | 22.5 | 41.2 | 34.3 | | |
| I like being in the company of others | F | 4 | 15 | 46 | 36 | 3.13 | .808 |
| | % | 4 | 14.9 | 45.5 | 35.6 | | |
| I am aware on ways of starting a chat | F | 1 | 14 | 41 | 46 | 3.29 | .739 |
| | % | 1 | 13.7 | 40.2 | 45.1 | | |
| I laugh very easily | F | 4 | 3 | 36 | 59 | 3.47 | .741 |
| | % | 3.9 | 2.9 | 35.3 | 57.8 | | |
| Being supple in social surroundings is crucial for me | F | 3 | 11 | 50 | 37 | 3.20 | .749 |
| | % | 3.0 | 10.9 | 49.5 | 36.6 | | |
| I experience good associations with any gender | F | 2 | 12 | 45 | 46 | 3.29 | .743 |
| | % | 1.9 | 11.4 | 42.9 | 43.8 | | |

From the results in table 4.5.11, 49(48%) respondents agreed that: I get in touch with new allies well, 41(40.2%) strongly agreed with the same, 11(10.8%) disagreed, 1(1%) of them strongly disagreed". Generally, they agreed that they are good in getting in touch with

people (mean = 3.27)". 46(45.1%) respondents agreed on "I easily establish new friendships", 38(37.3%) of them strongly agreed, 17(16.7%) disagreed, although 1(1%) strongly disagreed. "From the results, cabin crew members generally agree that they easily establish new friendships. 48(48%) respondents agreed that "It is not hard for me to come up with enjoyable topics of discussion", 34(34%) strongly agreed, 15(15%) disagreed, whereas 3(3%) strongly disagreed. "Generally, cabin crew members agreed that it is tranquil for them to come up with interesting topics for conversations (mean = 3.13). 46(45.1%) respondents agreed "I adjust to new settings easily", 38(37.3%) strongly agreed, 16(15.7%) disagreed, while 2(2%) strongly disagreed. The cabin crew members generally agreed that they easily adjust to new social settings (mean = 3.18). 42(41.2%) respondents agreed in "Making others laugh is not hard for me", 35(34.3%) strongly agreed, 23(22.5%) disagreed, while 2(2%) strongly disagreed. 46(45.5%) agreed on "I delight in being around others", 36(35.6%) strongly agreed, 15(14.9%) of them disagreed, but 4(4%) of them strongly disagreed. From a general view, the members agreed that they enjoy being with other people (mean = 3.13). 46(45.1%) respondents strongly agreed with "I know how to start a conversation", 41(40.2%) agreed with the statement, 14(13.7%) disagreed, while 1(1%) of them strongly disagreed. Generally, the cabin crew members agreed that they know how to start a conversation (mean = 3.29). 59(57.8%) strongly that "I easily laugh", 36(35.3%) agreed, 4(3.9%) strongly disagreed, although 3(2.9%) agreed. Generally, the cabin crew members agreed that they easily laugh (mean = 3.47). 50(49.5%) agreed with the statement: "It is imperative for me to be relaxed in public events", 37(36.6%) strongly agreed with the statement, 11(10.9%) disagreed, while 3(3%) strongly disagreed. Generally, cabin crew members generally agreed that it is essential for them to be stretchy in public settings (mean = 3.20). 46(43.8%) strongly agreed on "I witness great ties with women and men", 45(42.9%) agreed with that, 12(11.4%) agreed with it and 2(1.9%) strongly disagreed. Generally, the cabin crew members agreed that they experience good relationships with both women and men (mean = 3.29).

4.5.1 Difference in Interpersonal Control between Workload Levels

A test on one-way ANOVA was run to check for differences in interpersonal control between the three workload levels (high, normal and low). Results were as given in table 4.13.

Table 4.5.12: One-way ANOVA for Interpersonal control among workload levels

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 6.015 | 3 | 2.005 | 4.185 | .031 |
| Within Groups | 46.972 | 98 | .479 | | |
| Total | 48.676 | 101 | | | |

The results in figure 4.5.12 showed statistically significant variance in interpersonal control among the three groups of workload levels ($F = 4.185, p = 0.031 < 0.05$). This confirms the previous results that found a relationship between workload levels and interpersonal control.

Further, a Tukey HSD post-hoc analysis was conducted to check whether difference existed among the three workload levels in relation to interpersonal control. Results were given in table 4.15.

Table 4.5.13: Tukey HSD Post-hoc Test

| (I) Workload levels | (J) Workload levels | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Bound | |
|---------------------|---------------------|-----------------------|------------|------|-------------------------------|-------|
| | | | | | Lower | Upper |
| High workload | Normal workload | -.208 | .225 | .041 | -.03 | .06 |
| | Low workload | -.306 | .258 | .032 | -.08 | .05 |
| Normal workload | High workload | .208 | .225 | .041 | -.02 | .05 |
| | Low workload | -.018 | .193 | .479 | -.78 | .23 |
| Low workload | High workload | .306 | .258 | .032 | -.07 | .04 |
| | Normal workload | .018 | .193 | .479 | -.23 | .78 |

From the results in figure 4.5.13, significant differences in interpersonal control between high workload and normal workload levels were found ($p = 0.041 < 0.05$), as well as between high workload and low workload levels ($p = 0.032 < 0.05$). However, no significant changes between normal and low workload levels were seen ($p = 0.479 > 0.05$). This therefore implies that when workload changes from normal to high or from low to high, interpersonal control among the cabin crew members significantly changes.

4.5.2 Interactions between Confounding Variables, Workload Levels and Interpersonal Control

Three way cross-tabulations were conducted to check the interactions between the gender, crew members age, respondents' their marital status, their level of education, number of in work experience, workload levels and interpersonal control among cabin crew members. Results are as shown below.

4.5.2.1 Gender

Figure 4.5.6 shows interactions between gender, workload levels and interpersonal control.

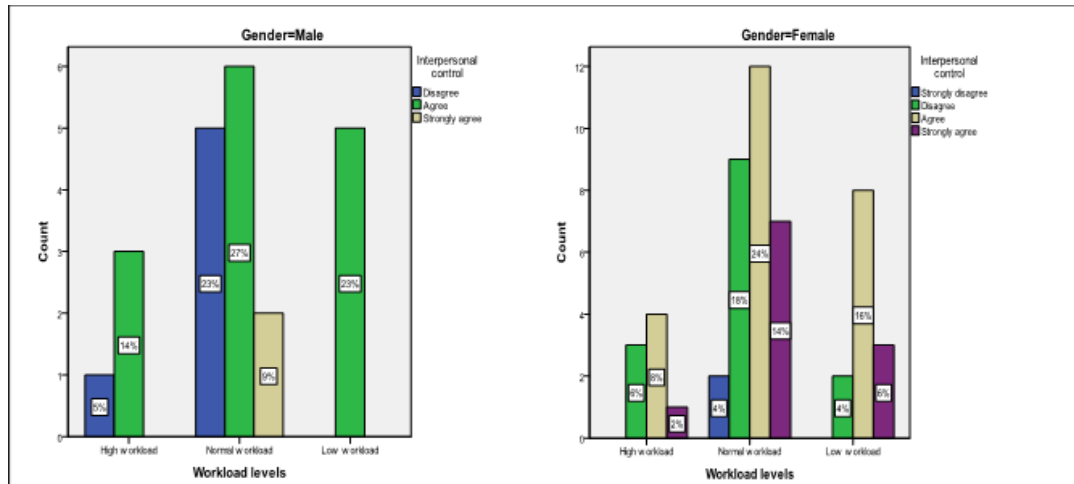


Figure 4.5.8: Gender on workload levels and interpersonal control

From the results in figure 4.5.6, 19% of the male respondents stated that there were low workload levels, where 14% agreed that they possessed good interpersonal skills, while 5% of them disagreed. 59% of the cabin crew members noted that there were low workload levels, where 27% of them agreed to possess good interpersonal skills, 23% disagreed,

while 9% strongly agreed. 23% of the respondents reported low workload levels, and agreed to possess good interpersonal skills.

16% of the female respondents noted that there are high workload levels, where 8% agreed to have good interpersonal skills, 6% disagreed, and 2% strongly agreed. 60% of the female respondents reported normal workload levels, where 24% agreed to possess good interpersonal relationships, 18% disagreed; 14% strongly agreed; and 4% strongly disagreed; 26% female cabin crew members reported normal workloads, where 16% of them agreed to possess good interpersonal relationships, 6% strongly agreed, while 4% disagreed.

4.5.2.2 Age

Figure 4.5.7 shows interactions between age, workload levels and interpersonal control.

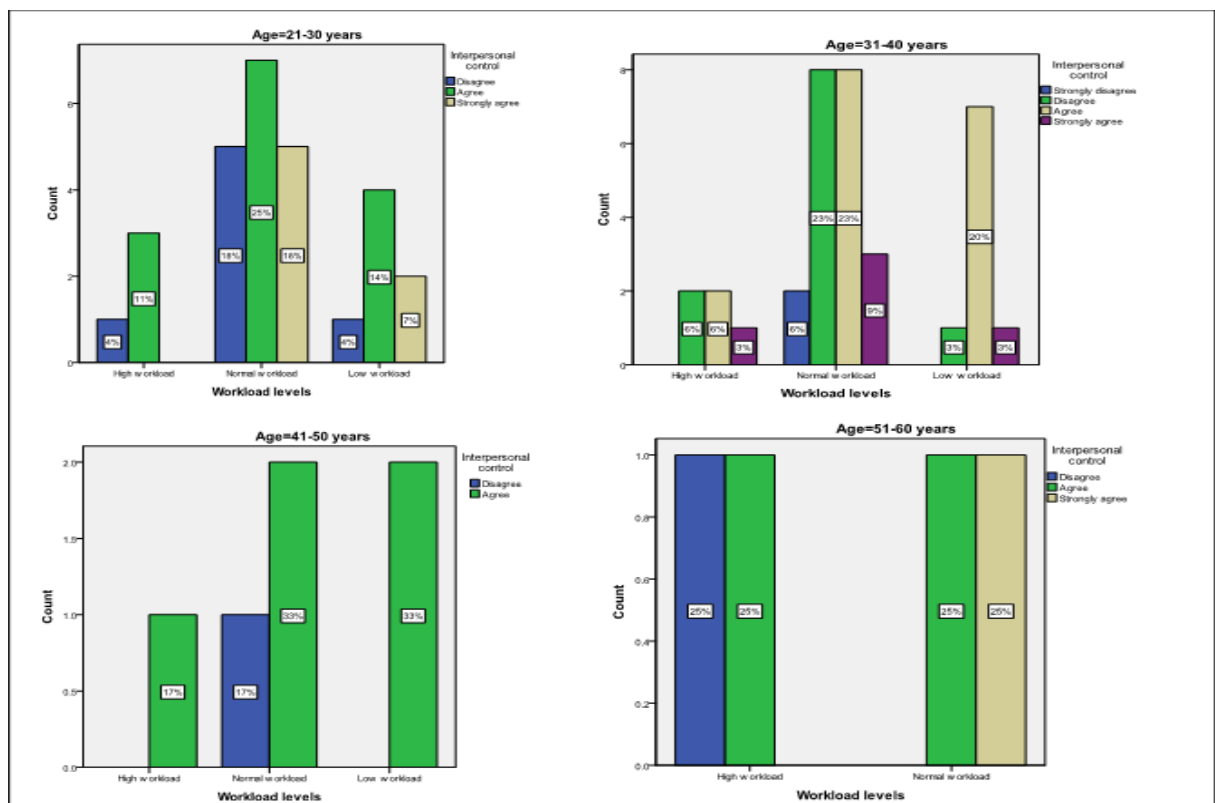


Figure 4.5.9: Age on workload levels and interpersonal control

From the results in table 4.5.7, 15% of the respondents aged between 21-30 years stated that there were high workload levels, 11% of them agreed to that they possess high interpersonal control, while 4% of them disagreed. 61% of the respondents aged between 21-30 years noted that there was normal workload, where 25% agreed to have high interpersonal control, 18% strongly agreed, while another 18% disagreed. 15% of the 21-30 years olds noted that there were low workloads, with 14% of them agreeing to possess high interpersonal control, 7% strongly agreed, while 4% disagreed.

For the respondents aged between 31-40 years old, 15% of them reported high workload, where 6% of them agreed to possess high interpersonal control, 6% disagreed, and 3% strongly agreed. 61% of those aged 31-40 years reported normal workload levels, with 23% agreeing to possessing high interpersonal control, 23% disagreed, 9% strongly agreed, and 6% strongly disagreed. Further, 26% of the 31-40 year olds reported low workload levels, where 20% of them agreed to possessing high interpersonal control, 3% strongly agreed, and another 3% disagreed.

Among the cabin crew members aged between 41-50 years, 17% of them reported high workload and agreed to possess high interpersonal relationships. 50% reported normal workload, where 33% agreed to possess high interpersonal control, while 17% disagreed. Further, 33% of the 41-50 year olds reported low workload and agreed that they possess high interpersonal control.

50% respondents aged between 51-60 years reported high workload, with 25% agreeing to possess high interpersonal control, while 25% disagreed. Further, 50% of the respondents reported low workload, among whom 25% agreed to possess high interpersonal competence while 25% of them strongly agreed.

4.5.2.3 Marital Status

Figure 4.5.8 shows interactions between marital status, workload levels and interpersonal control.

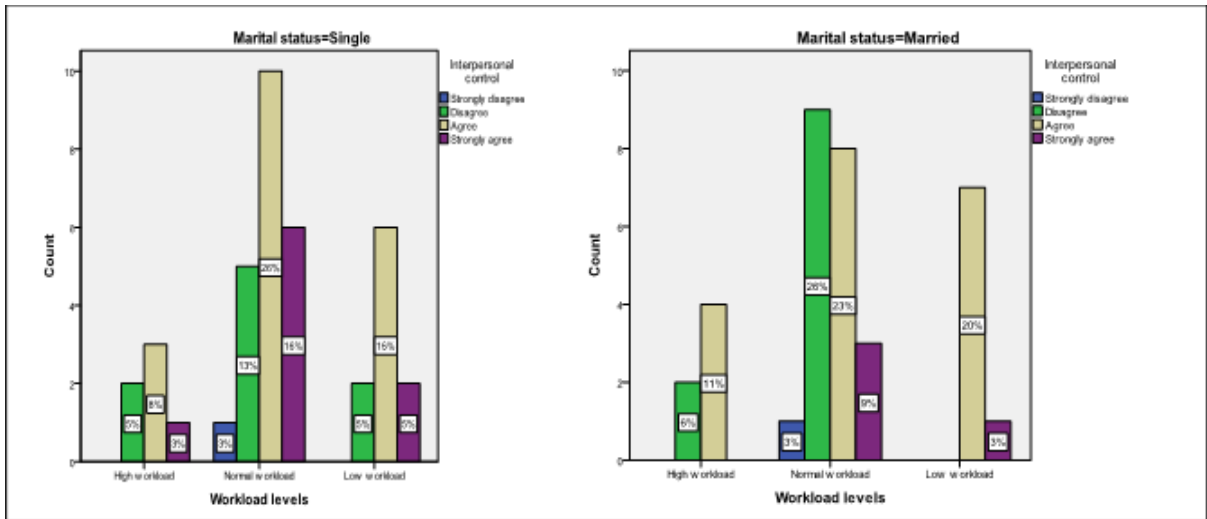


Figure 4.5.10: Marital status on workload levels and interpersonal control

From the results in figure 4.5.8, 16% of the single cabin crew members reported high workload levels, where 8% agreed to possess high interpersonal control, 5% disagreed and 3% strongly agreed. 58% of the single cabin crew members reported normal workload levels, where 26% agreed that they possess high interpersonal control, 16% strongly agreed; 13% disagreed; and 3% strongly disagreed. 26% of the respondents reported low workload levels, where 16% agreed to possess high interpersonal control, 5% disagreed and 5% strongly agreed. 17% of the married cabin crew members reported high workload, where 11% of them agreed to possess high interpersonal control, while 6% of them disagreed. 61% of the respondents reported normal workload levels, where 26% disagreed that they possess high interpersonal control, 23% agreed, 9% strongly agreed, while 3% strongly disagreed. Further, 23% of the married respondents reported low workload levels, where 20% agreed that they possessed high interpersonal control and 3% strongly agreed.

4.5.2.4 Level of Education

Figure 4.5.9 shows interactions between level of education, workload levels and interpersonal control.

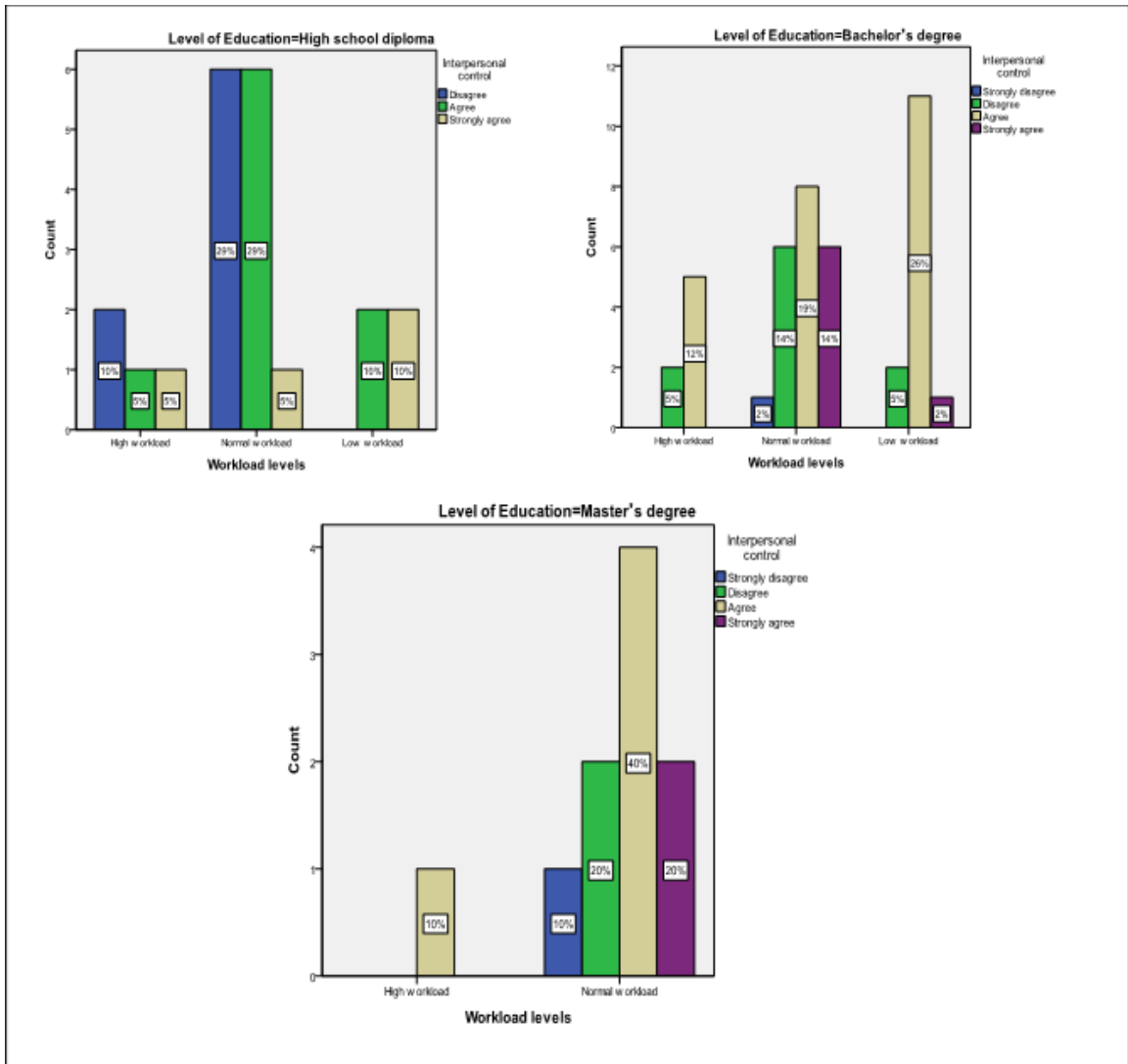


Figure 4.5.11: Level of education on workload levels and interpersonal control

From the results in table 4.5.9, 20% of the respondents with high school diplomas reported high workload, where 10% disagreed to having high interpersonal control, 5% agreed, and 5% strongly agreed. 63% respondents with high school diplomas reported normal workload, where 29% agreed that they possess high interpersonal control, 29% disagreed, and 5% strongly agreed. 20% of those with high school diplomas reported low workload, where 10% agreed that they possess high interpersonal control, while 10% strongly agreed.

Among the respondents with a Bachelor's degree, 17% reported high workload, where 12% agreed to have high interpersonal control, while 5% disagreed. 49% of those respondents reported normal workload, where 19% agreed that they have high interpersonal control,

14% strongly agreed, another 14% agreed and 2% strongly disagreed. 33% with a Bachelor's degree reported low workload, where 26% strongly agreed to possessing high interpersonal control, 5% disagreed, and 2% strongly agreed.

For respondents with postgraduates, 10% reported high workload levels and agreed that they possessed high interpersonal control. 90% of the respondents with a master's degree reported normal workload levels, where 40% agreed that they possess high interpersonal control, 20% strongly agreed, 20% disagreed and 10% strongly disagreed.

4.5.2.5 Years of Experience

Figure 4.5.10 shows interactions between years of experience, workload levels and interpersonal control.

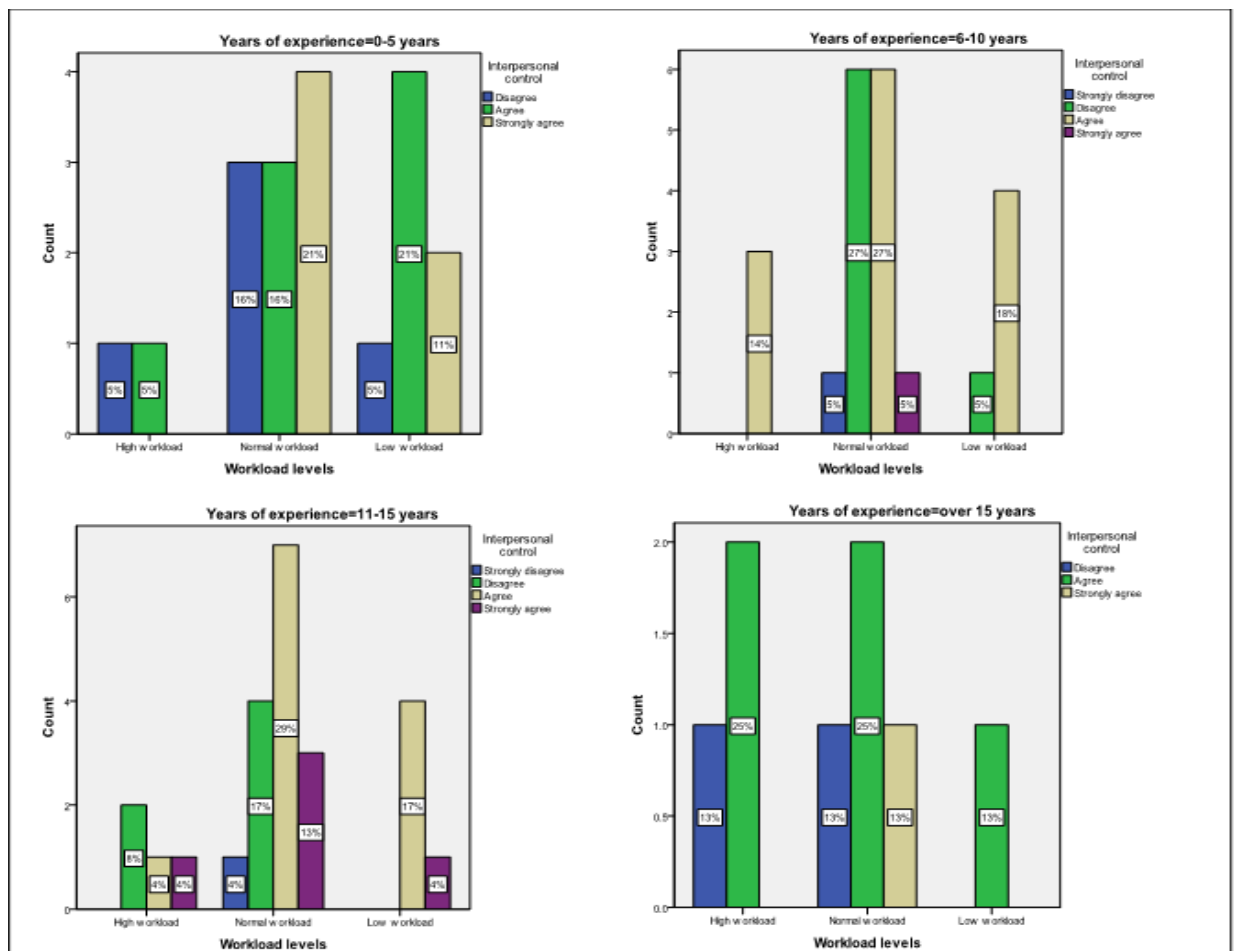


Figure 4.5.12: Years of experience on workload levels and interpersonal control

Among the cabin crew members with 0-5 years of experience, 10% reported high workload, with 5% agreeing to have high interpersonal control and 5% of them disagreeing. 53% of them reported normal workload levels, where 21% strongly agreed that they have high interpersonal control, 16% agreed and other 16% disagreed. 37% of the respondents reported low workload levels, where 21% agreed that they had high interpersonal control, 11% strongly disagreed and 5% disagreed.

For the cabin crew members with 6-10 years of experience, 14% reported high workload levels and agreed that they have high interpersonal control. Further, 64% of them reported normal workload levels, where 27% agreed that they had high interpersonal control, another 27% disagreed, 5% strongly agreed, while another 5% strongly disagreed.

For those with 11-15 years of experience, 16% of them reported high workload, where 8% disagreed that they had high interpersonal control, 4% agreed and another 4% strongly agreed. 63% of the respondents reported normal workload, where 29% agreed that they have high interpersonal control, 17% disagreed, 13% strongly agreed, while 4% strongly disagreed.

Among the respondents with over 15 years of experience, 38% reported high workload levels, with 25% agreeing that they had high interpersonal control and 13% of them disagreed. 51% of the respondents reported normal workloads, where 25% agreed to having high interpersonal control, 13% strongly agreed while 13% of them disagreed. Lastly, 13% of the respondents with over 15 years of experience reported low workload levels and agreed that they have high interpersonal control.

Analysis on chi-square was conducted to assess the relation between workload levels and interpersonal control as shown in table 4.5.14.

Table 4.5.14: Chi-square test for workload level and interpersonal control

| | Value | Df | Asymptotic Significance (2-sided) |
|---------------------------------|---------------------|----|---|
| Pearson Chi-Square | 59.077 ^a | 9 | .000 |
| Likelihood Ratio | 18.825 | 9 | .027 |
| Linear-by-Linear Association | .234 | 1 | .629 |
| N of Valid Cases | 102 | | |

a. 10 cells (62.5%) have expected count less than 5. The minimum expected count is .02.

From the results in table 4.5.14, there was a substantial relationship amongst workload levels and interpersonal control ($\chi = 59.077, p < 0.000$). The obtained p-value is less than $p = 0.05$. Therefore, lack of sufficient evidence to reject null hypothesis stating there is no statistically significant relationship between levels of workload and interpersonal control among Kenya Airways cabin crew members and conclude that workload levels influence interpersonal control.

4.6 Objective Three: To Find Out the Relationship Workload Levels and Self-Esteem among Kenya Airways Cabin Crew Members

This section presents findings on the third objective that wanted to look at the relationship between workload levels and self-esteem in Kenya Airways' cabin crew members. Respondents answered questions measuring self-esteem, for comparison with workload levels. Responses were recorded in a Likert scale where S-D stood for disagree strongly; D for Disagree; A for Agree; S-A for agree strongly. Results are as given in the section below.

Table 4.6.15: Descriptive Statistics on Self-esteem

| Self-esteem | | S-D | D | A | S-A | MEAN | SD |
|--|---|-------------|-------------|-------------|-------------|-------------|-------------|
| As a person, I am contented with myself | F | 3 | 5 | 41 | 51 | 3.40 | .725 |
| | % | 3 | 5 | 41 | 51 | | |
| Sometimes, I think that I am not valuable | F | 51 | 25 | 19 | 5 | 1.78 | .927 |
| | % | 51 | 25 | 19 | 5 | | |
| I sense that I have several good qualities | F | 0 | 4 | 36 | 59 | 3.56 | .575 |
| | % | 0 | 4 | 36.4 | 59.6 | | |
| I feel that I have very little to be pleased with | F | 50 | 25 | 13 | 11 | 1.85 | .834 |
| | % | 50.5 | 25.3 | 13.1 | 11.1 | | |
| I have the ability for different things and other people | F | 2 | 5 | 49 | 44 | 3.35 | .672 |
| | % | 2 | 5 | 49 | 44 | | |
| I enjoy being with other people | F | 54 | 25 | 17 | 4 | 1.71 | .891 |
| | % | 54 | 25 | 17 | 4 | | |
| I see myself as worthy when I compare myself with other people | F | 1 | 5 | 40 | 53 | 3.46 | .644 |
| | % | 1 | 5.1 | 40.4 | 53.5 | | |
| I hope I can respect myself more | F | 38 | 19 | 28 | 12 | 2.14 | .801 |
| | % | 39.2 | 19.6 | 28.9 | 12.4 | | |
| I take a personal optimistic attitude | F | 2 | 4 | 34 | 59 | 3.52 | .676 |
| | % | 2 | 4 | 34.3 | 59.6 | | |
| I am persuaded to feel like a failure | F | 75 | 13 | 5 | 5 | 1.39 | .808 |
| | % | 76.5 | 13.3 | 5.1 | 5.1 | | |

Results in table 4.6.15 shows 51(51%) of the respondents strongly agreed that ‘Wholly, I am contented with myself’, 41(41%) agree with the statement, 5(5%) disagree, while 3(%) strongly disagree. The results showed that respondents generally agree of being pleased with themselves (mean = 3.40). 51(51%) of the respondents strongly disagreed that ‘Sometime, I think that I am of no value’, 25(25%) disagreed, 19(19%) agreed and 5(5%) strongly agreed. From the results, cabin crew members did not generally feel that they are of no good (mean = 1.78). 59(59.6%) respondents strongly agreed on ‘I do feel that I own some good qualities’, 36(36.4%) agreed, while 4(4%) disagreed. Generally, the cabin crew

members strongly agreed on having several qualities which are good. 50(50.5%) respondents strongly disagreed with ‘I do feel that I have nothing much to make me proud’, 25(25.3%) disagreed, 13(13.1%) agreed, while 11(11.1%) strongly agreed. Generally, the cabin crew disagreed with the statement that they do not have much to be proud of. 49(49%) agreed that ‘I can do things just like the other people’, 44(44%) agreed strongly; 5(5%) disagreed with this, although 2(2%) strongly disagreed. The cabin crew members generally agreed that they can do things just like other people. 54(54%) strongly disagreed on ‘I undoubtedly feel that am not useful at times’, 25(25%) disagreed, 17(17%) agreed, while 4(4%) strongly agreed”. Generally, cabin crew members disagreed with the statement that they sense of being useless sometimes (mean = 1.71). 53(53.5%) respondents strongly disagreed on “I do feel that I am worthy, when put into comparison with others”, 40(40.4%) were in agreement; 5(5.1%) disagreed, and 1(1%) disagreed strongly. The members generally had feelings of being worthy, in equal contrast with others (mean = 3.46). 38(39.2%) of them strongly disagreed on “I always desire to respect myself more”, 28(28.9%) of them agreed, 19(19.6%) agreed, while 12(12.4%) of them strongly agreed. 59(59.6%) strongly agreed with “I regard myself positively”, 34(34.3%) agreed with the statement, 4(4%) disagreed, while 2(2%) strongly disagreed. Generally, respondents strongly agreed that they take positive attitudes towards themselves (mean = 3.52). 75(76.5%) of the respondents strongly disagreed on “In all ways, I am of the thoughts that I am a letdown”. 13(13.3%) disagreed, 5(5.1%) agreed, and 5(5.1%) strongly agreed. Generally, they strongly disagreed with the notion that they get inclined to feel that they are failures.

4.6.1 Difference in Self-esteem between Workload Levels

One-way Anova done to check for alterations in interpersonal control between the three workload levels (high, normal and low). Results were as given in table 4.5.16.

Table 4.6.16: One-way ANOVA for self-esteem among workload levels

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | .329 | 3 | .110 | .435 | .728 |
| Within Groups | 24.691 | 98 | .252 | | |
| Total | 25.020 | 101 | | | |

The results in the table above show no statistically substantial differences in self-esteem among the three groups of workload levels ($F = 0.435$, $p = 0.728 > 0.05$). This confirms the earlier results indicating no significant relationship between workload levels and self-esteem.

Further, multinomial regression analyses conducted to check the attributes of workload levels that significantly influenced self-esteem as detailed in table 4.6.16.

Table 4.6.17: Multinomial regression for workload levels and self-esteem

| Effect | Model | Reduced Chi-Square | df | Sig. |
|-----------------|---------------------|--------------------|----|-------|
| Intercept | 50.869 ^a | .000 | 0 | . |
| High workload | 64.324 | 13.454 | 12 | .337 |
| Normal workload | 51.996 ^b | 1.127 | 12 | 1.000 |
| Low workload | 50.328 ^b | .972 | 12 | 1.279 |

From the results in table 4.6.17, high workload ($p = 0.337 > 0.05$), normal workload ($p = 1.000 > 0.05$) and low workload ($p = 1.279 > 0.05$) did not have significant effects on the self-esteem of cabin crew members.

4.6.2 Interactions between Confounding Variables, Workload Levels and Self-esteem

Three way cross-tabulations were conducted to check the interactions between gender, level of education age, years of experience marital status, workload levels and self-esteem among cabin crew members. Results are as shown below.

4.6.2.1 Gender

Figure 4.6.11 shows interactions between gender, workload levels and self-esteem.

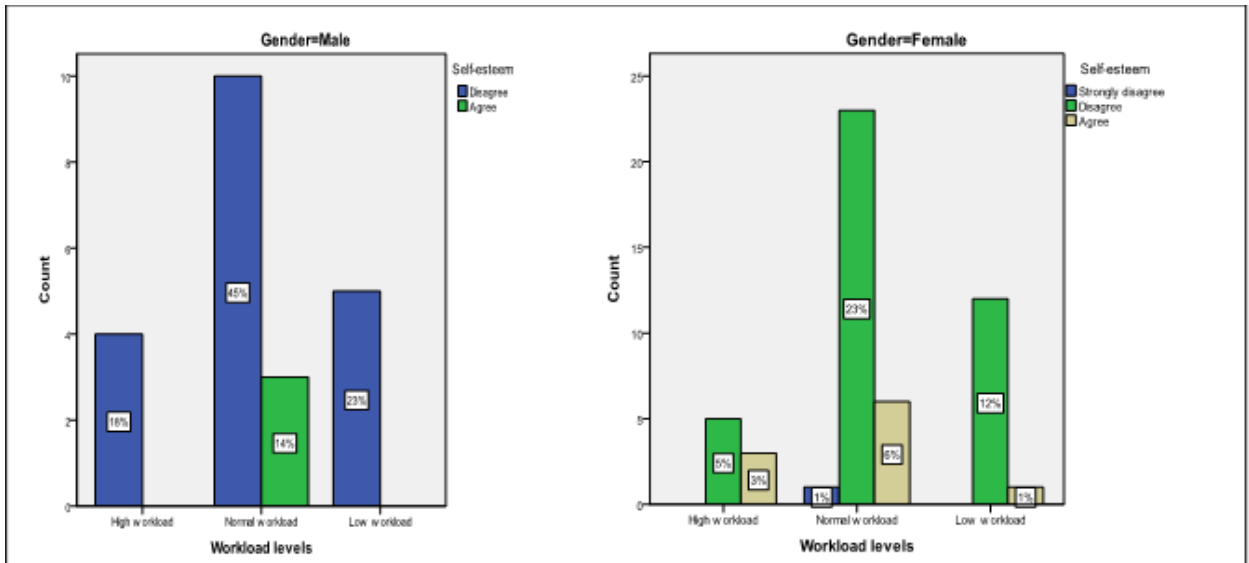


Figure 4.6.13: Gender on workload levels and self-esteem

From the results in figure 4.6.11, 18% of the male respondents reported high workload and disagreed that they had low self-esteem. 59% of the male respondents reported normal workload levels, where 45% disagreed to having low self-esteem and 14% of them agreed. Further, 23% of the male respondents reported low workload levels and disagreed with having low self-esteem.

8% of the female respondents reported high workload levels, where 5% disagreed they had a low self-esteem, while 3% agreed. 30% of the respondents reported normal workload levels, where 23% disagreed to having a low self-esteem, 6% agreed, while 1% strongly

disagreed. 13% of the female respondents reported low workload levels, where 12% disagreed that they had low self-esteem while 1% agreed.

4.6.2.2 Age

Figure 4.6.12 shows interactions between age, workload levels and self-esteem.

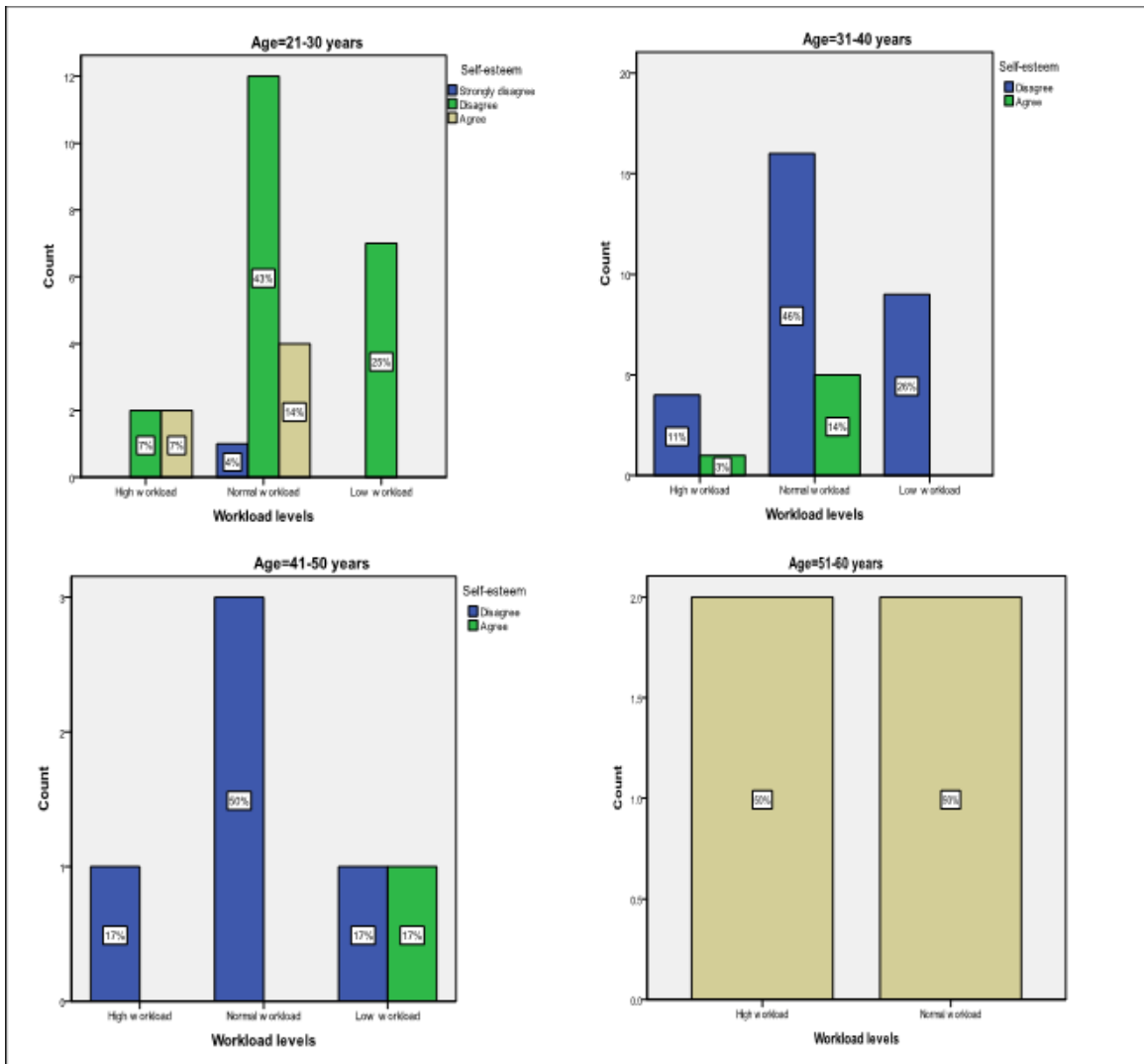


Figure 4.6.14: Age on workload levels and self-esteem

From results in figure 4.6.12, 14% of those aged between 21-30 years reported high workload, where 7% disagreed to having low self-esteem and another 7% agreed. 61% of the respondents reported normal workload levels, where 43% disagreed to having low self-esteem, 14% agreed and 4% strongly disagreed. Further, 25% of respondents aged 21-30 years old reported low workload levels and disagreed to having low self-esteem.

Among the respondents aged between 31-40 years, 14% reported high workload levels, where 11% disagreed to having low self-esteem, while 3% agreed. 60% of the respondents reported normal workload levels, where 46% disagreed with the fact that they had low self-esteem while 14% agreed. 26% of the respondents reported low workload levels and disagreed of having low self-esteem.

For respondents who were 41-50 years old, 17% reported high workload and disagreed with showing low self-esteem. 50% reported normal workload and disagreed to having low self-esteem. Further, 34% of the respondents reported low workload levels, 17% of them disagreed of having low self-esteem, while another 17% of them agreed.

Among the respondents aged over 50 years old, 50% reported high workload and disagreed on low self-esteem, while another 50% reported normal workload levels and also disagreed on this attribute.

4.6.2.3 Marital Status

Figure 4.6.13 shows interactions between marital status, workload levels and self-esteem.

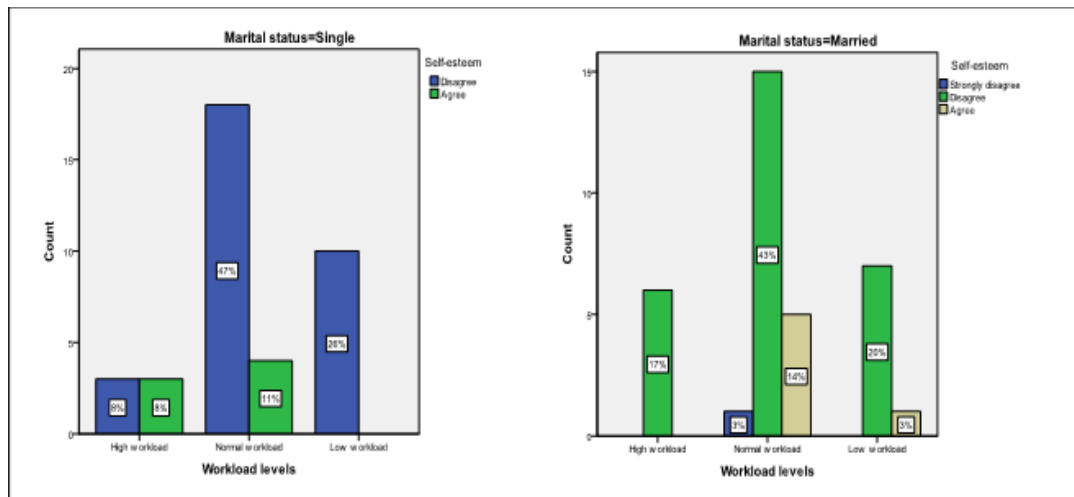


Figure 4.6.15: Marital status on workload levels and self-esteem

From the results in figure 4.6.13, 16% of the single respondents reported high workload, where 8% disagreed to having low self-esteem and another 8% agreed. 58% of the respondents reported normal workload levels, where 47% of them disagreed to having low

self-esteem, while 11% of them agreed. Further, 26% of the respondents reported low workload levels and disagreed of having low self-esteem.

For married respondents, 17% of them reported high workload levels, and disagreed on low self-esteem, 60% of them reported normal workload levels, where 43% disagreed that they were having low self-esteem, 14% agreed and 3% strongly disagreed. 23% of the married respondents reported low workload levels, where 20% disagreed that on that, while 3% agreed”.

4.6.2.4 Level of Education

Figure 4.6.14 shows interactions between level of education, workload levels and self-esteem.

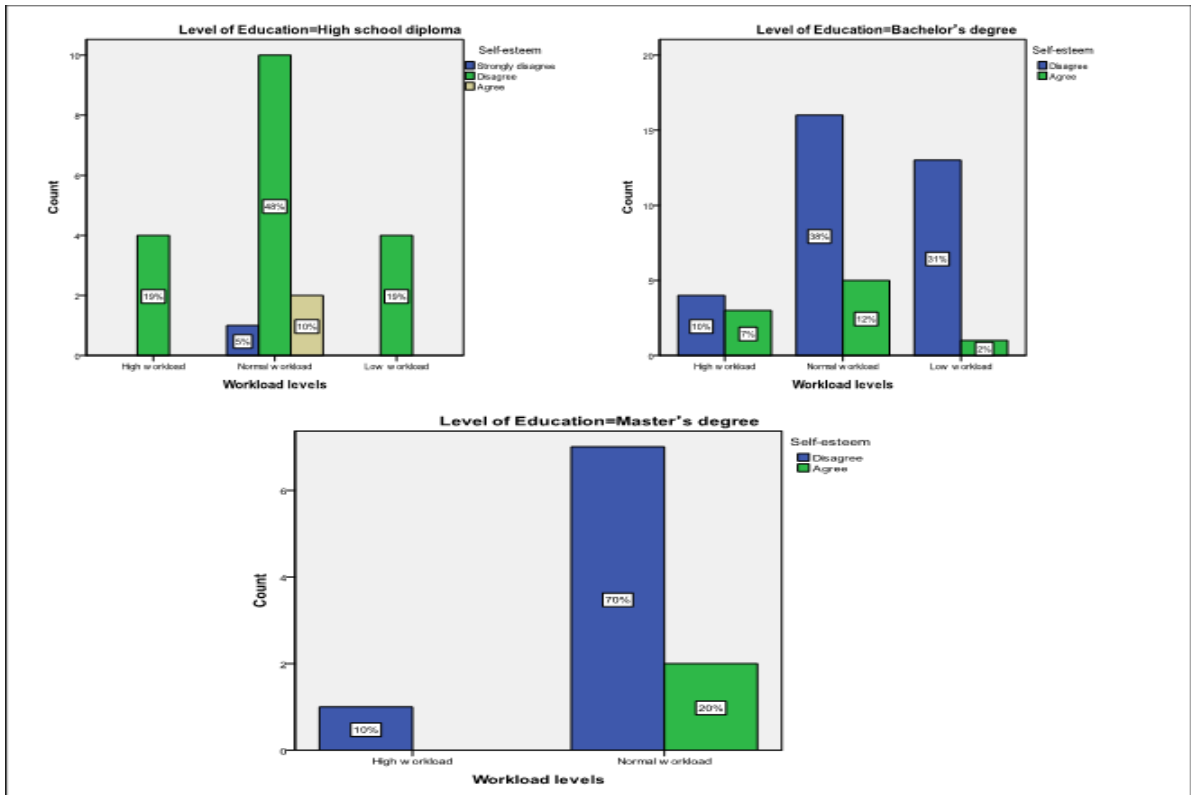


Figure 4.6.16: Level of education on workload levels and self-esteem

Among the respondents with a high school diploma, 19% reported high workload and disagreed on low self-esteem. 63% reported normal workload levels, where 48% of them also disagreed, 10% agreed, while 5% strongly disagreed. Further, 19% reported low workload and disagreed that they had low self-esteem.

For respondents with Bachelor’s degrees, 17% reported high workload where 10% disagreed about low self-esteem while 7% of them agreed. 50% of the respondents reported normal workload levels, 38% of them disagreed on this while 12% of them agreed. 33% of the respondents with Bachelor’s degrees reported low workload, where 31% disagreed and 2% agreed.

Among the Master’s degree holders, 10% of them reported high workload and disagreed of having had low self-esteem. 90% of the respondents with master’s degrees reported normal workload, where 70% disagreed on this and 20% of them agreed”.

4.6.2.5 Years of Experience

Figure 4.6.15 shows interactions between years of experience, workload levels and self-esteem.

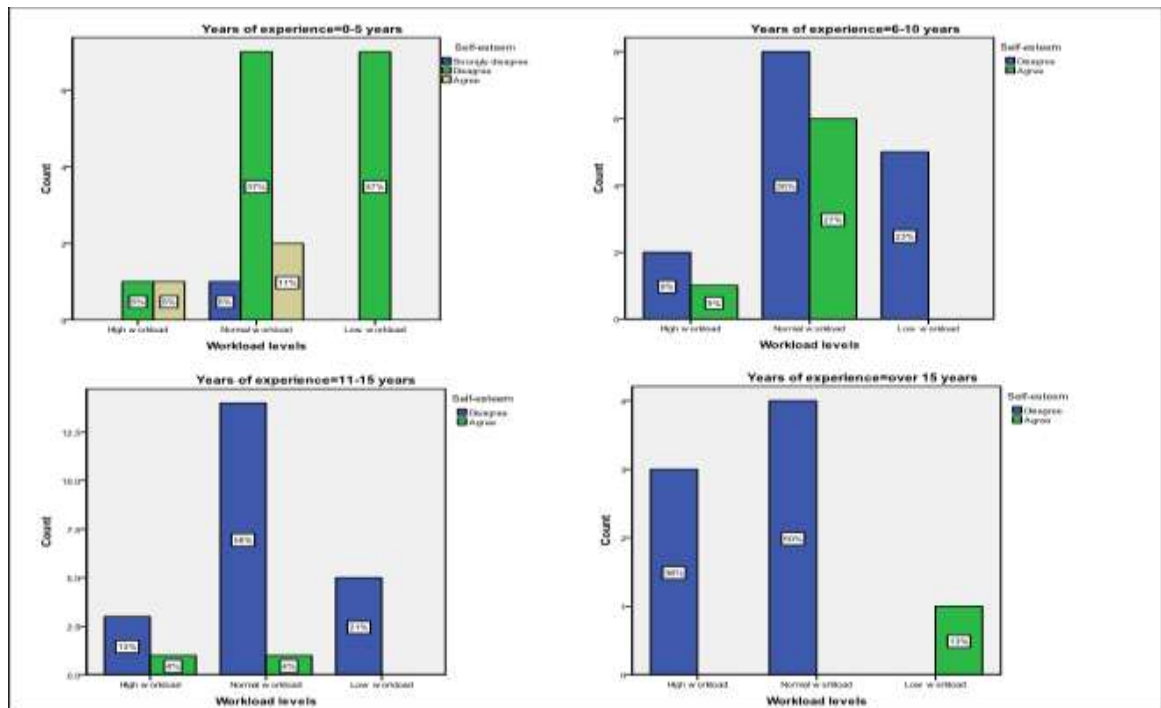


Figure 4.6.17: Years of experience on workload levels and self-esteem

From the results in figure 4.6.15, 10% of the respondents with 0-5 years of experience reported high workload levels, where 5% disagreed to having low self-esteem and another 5% agreed. 53% of the respondents reported normal workload levels, where 37% of them disagreed on indicating low -esteem, 11% agreed, and 5% strongly disagreed. 37% of the respondents with 0-5 years of experience reported low workload levels and disagreed on the variable.

Among those with 6-10 years of experience, 14% reported high workload levels, where 9% disagreed they had low esteem levels and 5% agreed. 63% of the respondents reported normal workload levels, with 36% disagreeing they had low esteem while 27% agreed. 23% of those with 6-10 years of experience reported low workload levels and disagreed they had low esteem levels”.

For the respondents with 11-15 years of experience, 17% reported high workload levels with 13% of them disagreeing that they had low self-esteem, while 4% of them agreed. 62% of the respondents reported normal workload levels, where 58% disagreed that they had low self-esteem, while 4% of them agreed. Further 21% of the respondents with 11-15 years of experience reported low workload levels and disagreed that they had self-esteem which was low.

Among respondents with over 15 years of experience, 38% of them reported high workload levels and disagreed with having low-esteem. 50% of them reported normal workload levels and disagreed on the esteem variable. 13% of the respondents with over 5 years of experience reported low workload levels and agreed on this.

Chi-square was conducted to assess relation between workload levels and self-esteem. Results were shown in the table below.

Table 18: Chi-square tests for workload levels and self-esteem

| | Value | df | Asymptotic Significance (2-sided) |
|---------------------------------|--------------------|----|---|
| Pearson Chi-Square | 5.672 ^a | 9 | .772 |
| Likelihood Ratio | 6.940 | 9 | .643 |
| Linear-by-Linear Association | 3.602 | 1 | .058 |
| N of Valid Cases | 102 | | |

a. 12 cells (75.0%) have expected count less than 5. The minimum expected count is .02.

From results above, no significant relationship existed when comparing workload levels and self-esteem ($\chi = 5.672, p = 0.772 > 0.05$). The obtained p-value is greater than $p = 0.05$. Therefore no sufficient evidence was found to castoff the null hypothesis on there is no statistically relationship between workload levels and self-esteem among Kenya Airways cabin crew members.

4.7 Objective Four: To Assess the Relationship Between Personal Competence, Interpersonal Control and Self-Esteem among Kenya Airways Cabin Crew Members.

This section presents findings on the third objective that sought to examine the relationship between personal competence, interpersonal control and self-esteem among Kenya Airways' cabin crew members. This was achieved using Pearson correlation tests as given by results in table 4.7.19 below.

Table 4.7.19: Pearson correlation between personal competence, interpersonal control and self-esteem

| | | Personal competence | Interpersonal control | Self-esteem |
|-----------------------|-----------------|------------------------|--------------------------|-------------|
| Personal competence | Pearson | 1 | .447** | .150 |
| | Correlation | | | |
| | Sig. (2-tailed) | | .000 | .132 |
| | N | 102 | 102 | 102 |
| Interpersonal control | Pearson | .447** | 1 | .088 |
| | Correlation | | | |
| | Sig. (2-tailed) | .000 | | .381 |
| | N | 102 | 102 | 102 |
| Self-esteem | Pearson | .150 | .088 | 1 |
| | Correlation | | | |
| | Sig. (2-tailed) | .132 | .381 | |
| | N | 102 | 102 | 102 |

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

Pearson correlation test outcomes in figure 4.7.19 showed a significant relationship between personal competence and interpersonal control ($r = 0.447$, $p = 0.000 < 0.05$). However, no significant relationship was seen between personal competence and self-esteem ($r = 0.150$, $p = 0.132 > 0.05$), nor was there a significant relationship between interpersonal control and self-esteem ($r = 0.88$, $p = 0.381$). From these results, sufficient evidence to reject the hypothesis on ‘there is no relationship between personal competences, interpersonal control and self-esteem among Kenya Airways cabin crew members’ was found, and the researcher concluded that there is a significant relationship between personal competence and interpersonal control.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study sought to find out if there is a relationship between workload levels and psychological resilience among Kenya airways cabin crew members. This chapter discusses the internal and external validity, the demographic factors and major findings according to the 4 objectives with regard to the relationship between workload levels and the three components with psychological resilience; 1. Personal competence among Kenya Airways cabin crew members, 2. Interpersonal control among Kenya Airways cabin crew members, 3. Self-esteem among Kenya Airways cabin crew members, and 4. The relationship between personal competence, interpersonal control, and self-esteem among Kenya Airways cabin crew members. Results on the confounding variables measured, conclusions arrived at from the study as well as recommendations also form part of this discussion.

5.1 Internal and External Validity

The study aimed at measuring psychological resilience from the structural approach where each of the three components, personal competence, interpersonal control and self-esteem were measured individually. The independent variable which was workload was categorized into three levels of low workload, normal workload, and high workload. The cabin crew members were apprehensive about giving details about their psychological resilience with some respondents in the study walking away because as they said they could not understand why information about their psychological wellbeing was being collected. The researcher took time to explain and reassure the participants the purpose of the study. The respondents also had comprehension difficulties for the questionnaire. This was captured at the piloting stage and necessary amendments made. The researcher together with the trained assistants also took time to explain the questionnaires for individuals who needed further clarifications. The homogeneity of the sample in terms of ethnicity and religion would render the findings non generalizable to other ethnic groups and religions. The questionnaire was tested for reliability where the Cronbach alpha test returned a value

of 0.802, indicating a high level of internal consistency of the data variables and therefore revealing the data is reliable.

5.2 Summary of major findings

Below is a summary of the major findings obtained in the study to establish the relationship between workload and psychological resilience (personal competence, interpersonal control, and self-esteem).

- i. Results showed that cabin crew members agreed that regardless of what ensues, they always get an answer all the time (mean = 3.25). 47(46.1%) agreed with the statement that “I own realistic tactics for the days to come”, 41(40.2%) strongly agreed, 12(11.8%) disagreed, while 2(2%) strongly disagreed. The cabin crew members generally agreed that they have accurate future plans (mean = 3.25). 58(56.9%) respondents strongly agreed “I can tell that I can address my subjective difficulties”, 36(35.3%) agreed with the statement, while 8(7.8%) disagreed. Generally, the cabin crew members agreed that they can solve their personal problems (mean = 3.49). High workload levels ($p = 0.512$), normal workload ($p = 0.455$) and low levels workload ($p = 0.717$) did not have significant effects on personal competence among the cabin crew members.
- ii. The cabin crew members generally agreed that they easily adjust to new social settings (mean = 3.18). 42(41.2%) respondents agreed in “Making others laugh is not hard for me”, 35(34.3%) strongly agreed, 23(22.5%) disagreed, while 2(2%) strongly disagreed. 46(45.5%) agreed on “I delight in being around others”, 36(35.6%) strongly agreed, 15(14.9%) of them disagreed, but 4(4%) of them strongly disagreed. From a general view, the members agreed that they enjoy being with other people (mean = 3.13). 46(45.1%) respondents strongly agreed with “I know how to start a conversation”, 41(40.2%) agreed with the statement, 14(13.7%) disagreed, while 1(1%) of them strongly disagreed. Significant differences in interpersonal control between high workload and normal workload levels were found ($p = 0.041 < 0.05$), as well as between high workload and low workload levels ($p = 0.032 < 0.05$). However, no significant changes between normal and low workload levels were seen ($p = 0.479 > 0.05$). This therefore implies that when

workload changes from normal to high or from low to high, interpersonal control among the cabin crew members significantly changes.

- iii. Results show that 51(51%) of the respondents strongly agreed that ‘Wholly, I am contented with myself’, 41(41%) agree with the statement, 5(5%) disagree, while 3(%) strongly disagree. The results showed that respondents generally agree of being pleased with themselves (mean = 3.40). 51(51%) of the respondents strongly disagreed that ‘Sometime, I think that I am of no value’, 25(25%) disagreed, 19(19%) agreed and 5(5%) strongly agreed. From the results, cabin crew members did not generally feel that they are of no good (mean = 1.78). 59(59.6%) respondents strongly agreed on ‘I do feel that I own some good qualities’, 36(36.4%) agreed, while 4(4%) disagreed. Indeed, high workload ($p = 0.337 > 0.05$), normal workload ($p = 1.000 > 0.05$) and low workload ($p = 1.279 > 0.05$) did not have significant effects on the self-esteem of cabin crew members.
- iv. The Pearson correlation test indicated a significant relationship between personal competence and interpersonal control ($r = 0.447$, $p < 0.000$). However, no significant relationship was seen between personal competence and self-esteem ($r = 0.150$, $p = 0.132 > 0.05$), nor was there a significant relationship between interpersonal control and self-esteem ($r = 0.88$, $p = 0.381$). There is sufficient evidence to reject the hypothesis on ‘there is no relationship between personal competences, interpersonal control and self-esteem among Kenya Airways cabin crew members’ was found, and the researcher concluded that there is a significant relationship between personal competence and interpersonal control.
- v. Results indicated that there was a statistically significant relationship between workload levels and interpersonal control among the Kenya Airways cabin crew members. However, no statistically significant relationship was identified between workload levels and personal competence; no relationship was found between workload levels and esteem level; and no significant relationship was found between personal competence and esteem, nor between interpersonal control and self-esteem.

5.2 Discussion of Findings

The discussion below is on the result of this study with regard to whether a relationship was found to exist between workload and psychological resilience among cabin crew members of Kenya Airways. Studies like that by Adeoti et al. (2017) demonstrated that differences in psychological resilience among cabin crew were accounted for by different levels of workload (low level workload, normal workload, and high workload).

5.2.1 Relationship between Workload Levels and Personal Competence among Kenya Airways Cabin Crew Members

Study's findings showed that cabin crew members strongly believed in their own abilities, they felt that believing in themselves helps to overcome difficult times and strongly believed that they will succeed if they carry on. Further, cabin crew members generally felt that they know how to reach their goals; they always find a solution no matter what happens, they have achievable future plans, they can address their personal problems, they are glad with themselves, and they believed that during hard times they believe better times will come.

Results from chi-square analyses showed no statistically significant relations between workload levels and personal competence among Kenya Airways cabin crew members. Further analysis using ANOVA showed that there existed no statistically significant difference in personal competence in the different workload levels categories. Additionally, multinomial regression analysis revealed that age and years of experience had statistically significant effect on personal competence”.

A research done by Baron (2004) indicated that younger people had levels of personal competence which were lower compared to older individuals. This was also confirmed in a study by Sharma (2017) to examine personal competence levels in diverse age-groups. Data analysis results revealed significant links between age and personal competence elements, where personal competence generally had an increase with age. Personal competence diminished from young adult to mid age, then improved for the mature age.

Additionally, Atkins & Stough (2005) found out that the elderly are highly adjusted to changing and controlling emotions compared to young adults.

Shiple, Jackson & Segrest (2010) carried out a study to examine relationships between work experience and personal competence. Personal competence was found to be positively related with years of work experience. Further, a study by Mayer, et.al, (2009) revealed significant link between years of experience and overall personal competence. It was specified that for personal competence to be deliberated as standard competence, then it should rise with years of experience and age of workers.

5.2.2 Relationship between Workload Levels and Interpersonal Control among Kenya Airways Cabin Crew Members

Secondly, findings from the study showed that cabin crew members believed they are good in being in connections with others, they effortlessly form new associations, it is not hard for them to come up with nice topics for discussions and they modify themselves to new settings effortlessly. Further, findings showed respondents feel good when with others, able to commence conversations, they joke easily, being flexible in social surroundings is vital for them and that they have good relationships with men and women as well. However, chi-square indicated statistically important relationships between workload levels and interpersonal control among Kenya Airways cabin crew members.

ANOVA findings showed statistically noteworthy differences in interpersonal control among the groups of workload levels. Tukey HSD Post-hoc test also revealed significant differences in interpersonal control between high workload and normal workload levels; as well as between high and low workload levels among the cabin crew members. Using multinomial regression, it was found out that age, level of education and years of experience significantly affect cabin crew members' interpersonal control.

According to Mayer (2016), people with high interpersonal control have the ability to recognize their emotions and others emotions, and can express such emotions in socially suitable manners, appreciate emotions reasons and effects, use the emotions to improve thoughts, social relations, actions and regulate them accordingly when inappropriate to

mutual goals and situational contexts. A study to examine age differences in reported emotions in reaction to occurrences of noticeable interpersonal strains found old people with low likelihood of reporting anger in retroaction to challenges as it would for young people (Birditt, et. al., 2005). Vik (2001) found out that assigning and working with teams through troubleshooting to create an effective team is key in enhancing interpersonal control among young professionals. Students are not usually well versed on working in teams, thus training is frequently needed to work in teams effectively. Hence, entry level staffs possess poor interpersonal control when compared to employees who are more experienced.

5.2.3 Relationship Workload Levels and Self-Esteem among Kenya Airways Cabin Crew Members

The research findings showed that crew members generally are okay with themselves, they have several nice qualities, can do what others do, they feel valuable like others and they take positive attitudes towards themselves. The cabin crew members also disagreed with the statements that they are of no good, they do not have much to be proud of and that they are inclined to feel that they are failures. Chi-square assessment revealed no statistically relationship between workload levels and self-esteem among Kenya Airways cabin crew members. Findings from Anova tests indicated no statistically significant variations in self-esteem among the three groups of workload levels. Further analysis using a multinomial regression showed years of work experience had statistically significant effects on crew members' self-esteem.

A study revealed that senior employees reported greater confidence than juniors (Wilson & Byers, 2017). Employment increased employees' level of confidence to perform tasks. The extent of time employment and total hours in which respondents worked weekly significantly improved confidence levels among workers. Being employed nurtures self-esteem in numerous jurisdictions. Regular and random employees display less self-esteem compared to workers who are steady.

5.2.4 Relationship between Personal Competence, Interpersonal Control and Self Esteem among Kenya Airways Cabin Crew Members

Findings also portrayed that a significant relationship was found between the crews' personal competence and their interpersonal control. However, there was no significant relationship between the members' personal competence and their self-esteem, nor was there significant relationship between the cabin crew members' interpersonal control and the crew's self-esteem. Judge et al., (2002) found significant relationship between levels of personal competence and interpersonal control. This was confirmed through a study by Windle (2008) on a study examining theoretical models of psychological resilience. Results revealed significant correlations between interpersonal control and personal competence.

5.3 Conclusions

Several conclusions are made. First, no statistically significant relationship was found between workload levels and personal competence among cabin crew members. However, age and years of experience significantly influence personal competence. Also, that there is a statistically significant relationship between workload levels and interpersonal control in Kenya Airways cabin crew members. Interpersonal control varies between workload levels, specifically between high and normal, as well as between high and low workload levels. Further, age, one's level of education as well as years of experience significantly influence interpersonal control among cabin crew members. Also, there is no relationship between workload levels and self-esteem. However, years of experience has significant effect on self-esteem of cabin crew members. Additionally, there is a significant relationship between personal competence and interpersonal control. Lastly, there is no significant relationship between personal competence and self-esteem, nor between interpersonal control and self-esteem.

5.4 Recommendations

From these conclusions, this study recommends:

- i. Management of the Kenya Airways should work towards maintaining favorable working conditions, so as to boost the cabin crew members' interpersonal control.

- ii. The cabin crew members should work on maintaining great personal competence levels in order to boost their interpersonal control.

5.5 Areas for Further Research

- i. For extensive research, similar scholarly work should be conducted in a small scale airline company in order to check whether there's a difference in findings as a result of the size of an airline company.
- ii. A study can be done including all the staff of the airline in addition to cabin crew, to assess the relationship between workload levels and psychological resilience.
- iii. A study on determining causes of different perceptions on workload levels among cabin crew members ought to be done. That is, the study should determine which psychological, social or behavioral factors influence perceptions of workload levels among cabin crew members.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

THE RELATIONSHIP BETWEEN WORKLOAD LEVELS AND PSYCHOLOGICAL RESILIENCE AMONG KENYA AIRWAYS CABIN CREW MEMBERS.

I am a student at University of Nairobi, pursuing a Master of Psychology (Community Psychology) degree. As a partial fulfillment for award of the degree, I am required to carry out a research on *the relationship between workload levels and psychological resilience among Kenya Airways cabin crew members*.

You are kindly requested to fill the following questionnaire to the best of your knowledge. All the information provided will be treated with utmost confidentiality and will be strictly used for the purpose of this research.

Instructions: Please tick [] where appropriate.

SECTION 1: RESPONDENTS' DETAILS

1. Gender of respondent

Male [] Female []

2. Age of respondent

21-30 years [] 31-40 years [] 41-50 years [] 51-60 years []

3. Marital status

Single [] Married []

4. Level of Education

High school diploma [] Bachelor's degree [] Master's degree []

5. Years of experience

0-5 years [] 6-10 years [] 11-15 years [] over 15 years []

SECTION 2: PSYCHOLOGICAL RESILIENCE

2a. The following are statements on **personal competence**. Please read each statement carefully and tick **4, 3, 2 or 1**. Where: **4 = 'Strongly agree', 3 = 'agree', 2 = 'Disagree', 1 = 'Strongly disagree'**.

| STATEMENTS | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
| i) I believe in my own abilities | | | | |
| ii) Believing in myself helps me to overcome difficult times | | | | |
| iii) I know that I succeed if I carry on | | | | |
| iv) I know how to reach my goals | | | | |
| v) No matter what happens I always find a solution | | | | |
| vi) I have realistic plans for the future | | | | |
| vii) I know that I can solve my personal problems | | | | |
| viii) I am pleased with myself | | | | |
| ix) I completely trust my judgments and decisions | | | | |
| x) At hard times I know that better times will come | | | | |

2b. The following are statements on **interpersonal control**. Please read each statement carefully and tick either **4, 3, 2 or 1**. Where: **4 = 'Strongly agree', 3 = 'agree', 2 = 'Disagree', 1 = 'Strongly disagree'**.

| STATEMENTS | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| i) I am good at getting in touch with new people | | | | |
| ii) I easily establish new friendships | | | | |
| iii) It is easy for me to think of good conversational topics | | | | |
| iv) I easily adjust to new social settings | | | | |
| v) It is easy for me to make other people laugh | | | | |
| vi) I enjoy being with other people | | | | |
| vii) I know how to start a conversation | | | | |
| viii) I easily laugh | | | | |
| ix) It is important for me to be flexible in social circumstances | | | | |
| x) I experience good relations with both women and men | | | | |

2c. The following are statements on **self-esteem**. Please read each statement carefully and **tick** either **4, 3, 2 or 1**. Where: **4 = ‘Strongly agree’, 3 = ‘agree’, 2 = ‘Disagree’, 1 = ‘Strongly disagree’**.

| STATEMENTS | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|
| i) On the whole, I am satisfied with myself | | | | |
| ii) At times I think I am no good at all | | | | |
| iii) I feel that I have a number of good qualities | | | | |
| iv) I feel I do not have much to be proud of | | | | |
| v) I am able to do things as well as most other people | | | | |
| vi) I certainly feel useless at times | | | | |
| vii) I feel that I'm a person of worth, at least on an equal plane with others | | | | |
| viii) I wish I could have more respect for myself | | | | |
| ix) I take a positive attitude toward myself | | | | |
| x) All in all, I am inclined to feel that I am a failure | | | | |

SECTION 3: WORKLOAD LEVELS

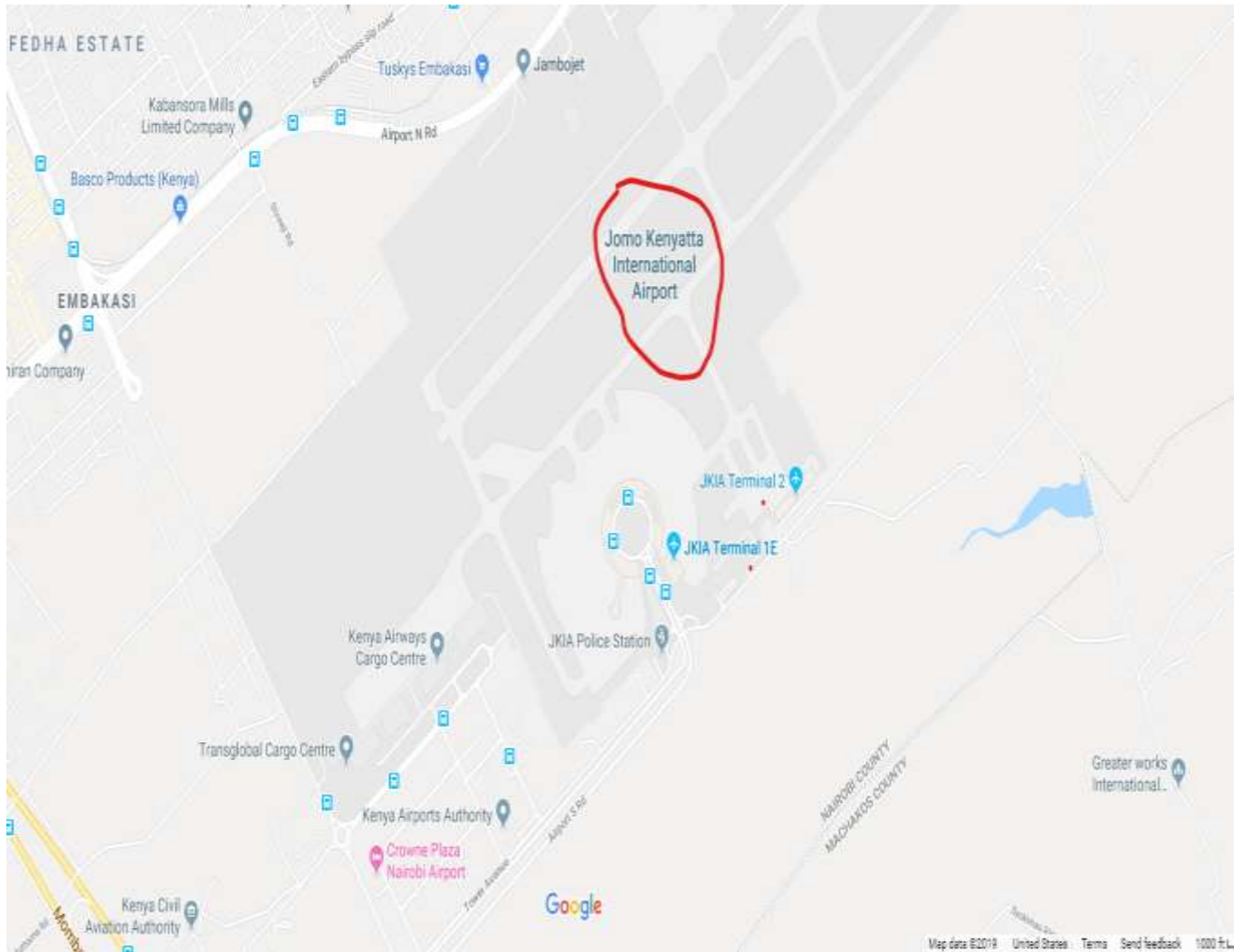
3. The following are statements on **workload levels**. Please read each statement carefully and **tick** how much you agree by either ticking **4,3,2 or 1**.
Where: **4 = ‘Strongly agree’, 3 = ‘agree’, 2 = ‘Disagree’, 1 = ‘Strongly disagree’**.

| STATEMENTS | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|
| i) I am too busy due to KCARs minimum, I am under a great deal of pressure and a very high level of effort and demand is necessary, so I am struggling to keep up with everything onboard. | | | | |
| ii) I am extremely busy with a high level of pressure while performing duties on high workload flights, I am struggling to keep on top of everything and I am required to put extreme effort and concentration so as to ensure that everything gets done during the flight. | | | | |
| iii) I am extremely busy, struggling to keep on top of everything during flight, as less critical/ non safety related preflight duties are postponed due | | | | |






| | | | | |
|--|--|--|--|--|
| to low number of cabin crew members, to be performed during the flight. | | | | |
| iv) I am under some pressure but work is easily achievable during the flight as safety related/ ground preparations has been performed. | | | | |
| v) There's a reasonable number of cabin crew members at the aircraft. The work during flights is demanding but manageable with moderate effort needed. | | | | |
| vi) There is moderate pressure and the flight is demanding but manageable with moderate effort required, with reasonable number of crew. | | | | |
| vii) There are minimal demands from work with some effort and minimal activity necessary with a full crew complement and everything running as expected. | | | | |
| viii) I am active with some spare time, and minimal effort is required to meet flight demands with a full crew complement. | | | | |
| ix) There is enough number of cabin crew members. Work is not demanding at all since tasks are shared well. | | | | |

Thank you for your time.

APPENDIX 1I: MAP OF EMBAKASI



APPENDIX III: RESEARCH PERMIT

| | |
|--|--|
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