

**PERCEIVED EFFECTS OF OCCUPATIONAL STRESS ON
EMPLOYEE JOB PERFORMANCE AMONG NON TEACHING STAFF
AT THE UNIVERSITY OF NAIROBI.**

BY

KAHORA JANE NYAGUTHI

SUPERVISOR:

FLORENCE MUINDI

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE AWARD OF DEGREE OF
MASTER OF BUSINESS ADMINISTRATION, SCHOOL OF BUSINESS,
UNIVERSITY OF NAIROBI.**

OCTOBER 2012

DECLARATION

I declare that this research project is my original work and to the best of my knowledge it has not been submitted for the award of a degree in any other university.

Signature.....*Jane*.....Date.....14/11/2012.....

Kahora Jane Nyaguthi

REG. NO.: D61/60100/2010

This research project has been submitted for examination with my approval as the University Supervisor.

Signature.....*Florence*.....Date.....14/11/2012.....

Florence Muindi

Department of Business Administration

University of Nairobi.

ACKNOWLEDGEMENT

My sincere gratitude is to the almighty God for his provision throughout the study, to Him be the glory and honour.

I am greatly indebted to my supervisor, Florence Muindi for her unrivalled professional guidance and unlimited patience and also to my moderator Prof. K'bonyo and to all the course instructors for their immense contribution to the knowledge I gained in the programme.

To my colleagues at work who despite their busy schedule, willingly filled the questionnaires and for their moral support. My class mates in the MBA programme whose remarkable devotion and dedication throughout the programme was immense.

DEDICATION

I dedicate this work to my late father Zephaniah Kahora for the dream and the seed for education that he planted in me and to my dear mother Hannah Kabuiya who single handed ensured the dream was realised.

Sincere dedication to my husband Job Nyaga for his moral support without which I would have lost balance and to my sons Munene and Kahora for their understanding for many hours I spent away from them, not forgetting my niece Wambui for standing in for me while I was busy with my studies.

ABSTRACT

Stress in organizations is a wide-spread phenomenon with far-reaching practical and economic consequences. High levels of stress come at a high cost to organizations as growing stress levels greatly affect employee productivity as well as the bottom line. There is considerable evidence that the incidence of stress at work place is sizeable and on the increase. Job performance can be viewed as an activity in which an individual is able to accomplish the task assigned to him/her successfully, subject to the normal constraints of reasonable utilization of the available resources. The purpose of this study was to establish the perceived relationship between occupational stress and employee job performance among the non teaching staff at the University of Nairobi. The study adopted descriptive research design in which 351 respondents were sampled using stratified random according to their job cadre. The data was collected using questionnaires which were self administered. The data was analysed using descriptive statistics such as frequencies, percentages, mean score and standard deviation.

The study established that a good percentage of the respondents were affected by the stress as majority suffer from illness, they feel angry or frustrated because of things related to work, felt stressed due to unrealistic deadlines, received too much pressure from many people and majority felt that they would quit their jobs if given an option among others. This has had some effect of the performance of the respondents for example absenteeism, low self esteem, and thoughts of leaving the organisation if given an opportunity among others. However, the study found that the general performance of the respondents could be described as good. Some respondents indicated that they were able to establish clear objectives and organize duties for self and those supervised to moderate extent. Some respondents are only able to develop workable ideas only to moderate extent.

The effect of occupational stress on employees can therefore not be ignored. The study therefore recommends that the institution should set up Organizational support activities such as counselling and stress reduction workshops to deal with stress before it degenerates into burnout which is caused by chronic work stress. The organization can change or remove the stress by redesigning jobs to reduce feeling of being undervalued at workplace, unclear job roles, work-home interface and job insecurity. They can also change organizational policies to give individuals more control over their work activities, develop support System, shared Goal and direction, encouraging innovation, distribute decision Making ,team Work ,respect and personal needs heard .

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
ABSTRACT	v
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the study.....	1
1.1.1 Concept of perception.....	2
1.1.2 Occupational Stress	4
1.1.3 Employee Job Performance	7
1.1.4 Relationship between Occupational stress and employee job performance	8
1.1.5 The University of Nairobi.....	9
1.2 Research problem.....	11
1.3 Research objectives.....	14
1.4 Value of the study	14
CHAPTER TWO: LITERATURE REVIEW	16
2.1 Introduction.....	16
2.2 Occupational Stress	16
2.3 Causes of occupational stress	19
2.4 Symptoms of Occupational stress.....	22
2.5 Employee Job performance	23
2.6 Effects of Occupational stress on job performance	26
CHAPTER THREE: RESEARCH METHODOLOGY	29
3.1 Introduction.....	29
3.2 Research Design.....	29
3.3 Target population	29
3.4 Sample.....	30

3.5 Data collection	30
3.6 Data analysis	30
CHAPTER FOUR: DATA ANALYSIS RESULTS AND DISCUSSION	32
4.1 Introduction.....	32
4.2 Respondents Demographic Information.....	32
4.2.1 Gender	32
4.2.2 Age	33
4.2.3 Marital status.....	34
4.2.4 Years of Service	34
4.2.5 Job Grade	35
4.2.6 Academic Qualification.....	36
4.2.7 Type of engagement	36
4.2.8 Customers and Clients.....	37
4.3 Occupational Stress Inventory	38
4.4 Employee Job Performance	45
CHAPTER FIVE: SUMMARY, CONCLUSION & RECOMMENDATIONS .	51
5.1 Introduction.....	51
5.2 Summary of Findings	51
5.3 Conclusion.....	52
5.4 Recommendations for policy and practice	53
5.5 Suggestions for Future Research	54
5.6 Limitations.....	54
REFERENCES	55
APPENDICES	66
APPENDIX I: QUESTIONNAIRE	66
APPENDIX II: Table to determine sample size from a given population.....	70

LIST OF TABLES

		Page
1. Symptoms of stress	Table 4.1	39
2. Causes of stress(organisation environment)	table 4.2.1	41
3. Causes of stress (job characteristics)	table 4.2.2	42
4. Causes of stress (work relationships)	table 4.2.3	43
5. Causes of stress (personal factors)	table 4.2.4	44
6. Employee job performance (task performance)	Table 4.3	46
7. Employee job performance (task performance)	Table 4.4	48

LIST OF FIGURES

		Page
1. Distribution by gender	Figure 4.1	33
2. Distribution by age	Figure 4.2	33
3. Marital status	Figure 4.3	34
4. Distribution by year of service	Figure 4.4	35
5. Distribution by year of service	Figure 4.4	35
6. Job grade	Figure 4.5	35
7. Academic qualification	Figure 4.6	36
8. Type of engagement	Figure 4.7	37
9. Major client	Figure 4.8	37

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Stress is a universal element experienced by employees around the globe. Stress has become major problem for employer particularly in developing nations where the employer doesn't realize the impact of stress on employee performance ultimately resulting in critical managerial dilemmas (Subha & shakil, 2010). Stress is universal experience in the life of each and every employee even executives and managers. Moreover, occupational stress may cause a loss of talent and an increase of training cost, due to high turnover (Cartwright and Boyes, 2000). While stress is inevitable, it constitutes a real threat to the quality of life for employees (Dyck, 2001) not to mention its link to an increased risk of morbidity and mortality (Siegrist, 1998). It is estimated that about 100 million workdays are being lost due to stress and nearly 50% to 75 % disease are related to stress (Bashir, 2007). Stress results in high portion of absence and loss of employment, the ratio of stress affectees in organization are increasing on alarming rate which affects both the employee performance and goal achievement (Treven, 2002).

High levels of stress come at a high cost to organizations as growing stress levels greatly affect employee productivity as well as the bottom line. There is considerable evidence that the incidence of stress at work place is sizeable and on the increase. Studies have shown that a good percentage of American employees had experienced some type of stress at the work place and the annual cost related to absenteeism, lower productivity, rising health insurance costs and other medical expenses is close to 300 billion US dollars and rising (Leaks, 1992).

It's against this background that management of stress is a requirement and must be embraced by the management. Stress can have various effects on the individual as well as on the organization. Clearly not only the individual suffers but the organization may also be affected by absenteeism, work related accidents, turnover and impaired decision making.

Stress is a major cause of employee absenteeism and turnover. Certainly, such factors severely limit the potential success of an organization (Steers, 1981). A stressed employee can affect the safety of other workers or public (Paul, 2002). Stress has damaging psychological and physiological effects on employees' and on their contribution to organisation effectiveness. It can also cause heart diseases and it can prevent employees from concentrating on making decisions (Bodzinski & Scherer, 1989). Stress represents a very significant cost to organizations. Many modern organizations spend a great deal of money treating stress related employees problems through medical programs

1.1.1 Concept of Perception

Perception is the process by which organisms' interpret and organise sensation to produce meaningful experience of the world (Lindsay & Norman 1977). Perception is the process by which we create a meaningful picture of the world (Kotler, 2004). Perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about properties and elements of the environment that are critical to our survival. Perception not only creates our experience of the world around us; it allows us to act within our environment. Perception has a strong impact on an individual descriptions, analysis of events and subsequent behaviour (Gordon, Mondy, Sharplin & Premeaus, 1990). The extent to

which an individual perception of the event matches what is truly therefore depends on; one, factors at work in the perceiver such as individual physical health, intelligence, degree of open minded and general level of emotional well being. Two, is factors in the external situation such as whether this is a new experience or a repeat of past, extent of involvement of others especially those who bring strong or positive messages i.e. encouragement and support, criticism and stress (Cole, 2005)

Perceptual process takes place in two stages; the first is selection and second is organisation. In selection, individual tends to select and attend to only some features present in any situation. After a stimulus has been selected, individuals categorise and organise them so that the new material makes sense. If possible the stimuli might be made to fit in with how people already understand and know the world. Perception is psychological and can be measured by qualitative factors such as people's attitudes, emotions, previous experience and their needs. People attitudes have powerful influence upon what they pay attention to, what they remember and how they interpret information (Arnold & Feldman, 1986). Perception leads to decision making and action taking. At the most basic level, the decision is to act or not to act and this depends on how you develop motivation. With every action there is always a set of alternatives from which to choose, even though oftentimes it might seem as if there are no alternatives. The meaning you give to a stimulus you perceive will fundamentally shape the choices and actions you take in response to it (Lindsay & Norman, 1977).

Rhodes and Eisenberger, (2002) note that staff perception in any organisation is important as they influence organisation performance and output. Employee perception of fairness and unfairness is determined by how well particular event (s) or incidents (s) reflect on widely held believes expectations and norms. Perceptions vary from person to person, Different

people perceive different things about the same situation but more than that, we assign different meanings to what we perceive and the meanings might change for a certain person. One might change one's perspective or simply make things mean something else. Nzuve, (2007) articulated importance of perception by stating that people behaviour is based on their perception of the reality. Perception adds meaning to information gathered via the five senses of touch, smell, hearing, vision and taste, it's the primary vehicle through which we come to understand ourselves and the surrounding (Nelson & Quick, 2008). Perception is influenced by factors such as physical senses, health differences, general intelligence, nature and effects of past experience, innate abilities and learned skills, individual values and attitudes, personality differences, individual aspirations and goals, status, situation or context Cole (2005). The primary purpose of perception is to guide action (Gaulin et al, 2003).

1.1.2 Occupational Stress

Selye, (1956) first introduced the term 'stress' to describe physical and psychological responses to severe conditions or influences. He used the word 'stress' which is an engineering term, to describe the responses to a force that when is implemented in bodies, causes deformation. Stress has been defined in many different ways by the researchers. Usman & Ismail, (2010) elaborated that stress is that state of mind of an individual in which he faces confusion and conflict between demands, responsibilities or opportunities and desired work outcomes of these and feels that these important and necessary outcomes are not clear and productive. Ricardo et al (2007) found stress as a condition in which an individual is not able to meet the conflicting demands of the job due to inability of using the provided capabilities and resources for the particular task/job and these inability comes from the forces which pressurize the individual to complete the job. National Institute for

Occupational Safety and Health refers job stress as that detrimental physical, mental, or emotional conditions which occurs due to the total mismatch between the employees' abilities to perform, inefficient resources and high work demands which are not within the reach of an employee.

Cole, (1996) defines stress as the adverse psychological and physical reactions that occur in individuals as a result of their being unable to cope with the demands being made on them.

Barron, (1997) considers three kinds of stress definition; stress as a stimulus (any situation that provokes alteration in the homeostatic process); stress as a response (reaction provoked in the organism); and stress as interaction (relationship between individual and their environment) thus environment is perceived as threatening by individual who experience that environmental demands exceeding their personal resources. Rubina, (2008) defines stress as a condition which occurs due to inability of workers to meet and cope with uncertain and pressurised work demands which results in unwanted and adverse physical and emotional reactions. Stephen et al, (2004) says that job stress is the unfavourable responses which occurs due to the increased job demands and forces exerted on people. Umer Azeem et al, (2010) provided the fact of stress as the feelings when employees are uncomfortable and irritated in their work environment which reduces their interest in the job.

Similarly stress occurs when people have to do their tasks for which they require higher level of control and authorities to perform the job in an effective manner and according to standards but they lack those authorities Umer Azeem et al, (2010). International Stress Management Association, UK states that stress is a continuous state of feelings of work environment pressures. European Commission (1999) explained that work related stress is a continuous and harmful series of reactions such as cognitive, emotions, physiological and

behaviours which happens due to the pressurized, tensed and irritated work tasks, bad, unfavourable, unstable and insecure working environment. Rubina, (2008) explained that stress is the condition which occurs due to the inability of workers to meet and cope with uncertain and pressurized work demands which results in unwanted and adverse physical and emotional reactions. Barling et al, (2004, as cited in European Foundation for the Improvement of Life and Working Conditions , 2007) stated that unless the worker /employee is not able to make a bridge between the high work demands and his capabilities to meet them, then he feels himself stressed.

European Foundation for the Improvement of Life and Working Conditions, (2007) explained that stress occurs when worker is not sure of the performance outcomes and feel fear of unwanted and unforeseen results. The report also explained that stress may also occur when employee have little control over work demands. Tanya, (1976) defined stress as a process and he reported stress as a dependent and independent variable. Dealing with stress explained that an individual feels the situation of stress when he has to perform according to the standards in the presence of highly pressurized working environment. Rehman et al, (2010) pointed out interpersonal relationships, insufficient resources, lower salaries and heavy work load as the major stressors which cause stress. Occupational Stress Factsheet, (2006) described the insecurity of job, high workload, time pressure, little control over job, insufficient job resources and understaffing as the sources/causes of stress. Stavroula et al, (2011) provided poor work, poor management and unsatisfied working conditions as the root causes of stress. They emphasized that less the mismatch between work demands and pressure and worker capabilities less will be the stress and vice versa. Less support of colleagues is another source of stress as well. Lloyd et al listed the threat of job loss, role

ambiguity, working relationship, conflicting expectations, working conditions, role overload, alienation and job mismatch as the sources of stress.

1.1.3 Employee Job Performance

Employee job performance can be viewed as an activity in which an individual is able to accomplish the task assigned to him/her successfully, subject to the normal constraints of reasonable utilization of the available resources. Byars & Rue, (1991) defined job performance as a reflection of employees working status and it was related to the level of employee achievements. According to Kane (1976), job performance is the accomplishment or a work record of employees during a specific period. It is an action plan related to the level of task finished. It's also the contribution, work quantity and quality, and the productivities French & Seward, (1983). It's an index of employees' productivity. Borman & Motowidlo, (1993) defined job performance as individual's behaviour related to organisation goals and their behaviour can be evaluated by the individual's contribution on organization's achievements. It is the quantity and quality of the achievement that an individual or a group contributes to the organisation (Schermerhorn, Hunt & Osborn, 2000).

Factors that affect employees' performance include job motive, skill and ability and role consciousness, Motivation is essential for performance. Other factors that affect performance are situational; these are factors in the individual's environment which stimulate and support or hinder performance. Hackman and Oldham, (1976) identified job characters i.e. skill variety, task identity, task significance, autonomy, feedback etc as having an effect on critical psychological states, (experienced meaningfulness, experienced responsibility for work outcomes, knowledge of the results of the work activities) which in turn have an effect on personal and work out comes, including job performance. Factors that have detrimental effect on performance are role ambiguity and role conflicts which are conceptualised as stressors

that impede performance. Situational constraints include stressors such as lack of necessary information, lack of supplies as well as stressors within work environment and these are assumed to impair job performance directly.

1.1.4 Relationship between Occupational Stress and Employee Job

Performance

Job stress is considered to be rising and has become challenge for the employer because high level stress results in low productivity, increased absenteeism and collection of other employee problems like alcoholism, drug abuse, hypertension and host of cardiovascular problems (Meneze, 2005). At a conceptual level, four types of relationships were proposed to exist between the measures of job stress and job performance (Jamal, 2007). One is negative linear relationship when productivity decreases with stress (distress). Productivity can also increase as a consequence of stress (dusters), thereby implying a positive linear relationship between the two. Too much pressure however, may have stress related implications such as employee mental alienation and/or impact on individual performance (Sdrolias et al, 2005); also, destruction of team spirit, dissatisfaction with or absence or even resignation from work can be manifestations of work stress (Strahan et al, 2008). Thirdly, there could be a U-shaped or a curvilinear relationship wherein, mild stress could increase the productivity initially up to a peak and then it declines as the person descends into a state of distress.

Occupational stress may cause a loss of talent and an increase of training cost, due to high turnover (Cartwright and Boyes, 2000). While stress is inevitable, it constitutes a real threat to the quality of life for employees (Dyck, 2001) not to mention its link to an increased risk of morbidity and mortality (Siegrist, 1998). The National Institute for Occupational Safety

and Health reports that health care expenditures are nearly fifty percent higher for workers who report high levels of stress. Ongoing medical costs, direct income loss, transport costs and losses related to lifestyle changes can result in counter-productive workplaces and significant financial loss to employees and employers. Overall, stress causes extraordinary tangible and intangible financial costs to a company. These include erosion of goodwill, decreased quality, decreased customer satisfaction, decreased productivity, decreased profitability, and decreased efficiency, inefficient, negligent or criminal employee activities and increased recruitment and training costs (Strahan et al, 2008).

1.1.5 The University of Nairobi

The University of Nairobi is the oldest among the seven public Universities in Kenya. The inception of the University of Nairobi is traced back to 1956, with the establishment of the Royal Technical College which admitted its first lot of A-level graduates for technical courses in April the same year. The Royal Technical College was transformed into the second University College in East Africa on 25th June, 1961 under the name Royal College Nairobi. On 20th May 1964, the Royal College Nairobi was renamed University College Nairobi as a constituent college of inter-territorial, Federal University of East Africa, and henceforth the enrolled students were to study for degrees of the University of East Africa and not London as was the case before. In 1970, the University College Nairobi transformed into the first national university in Kenya and was renamed the (University of Nairobi UoN Website).

The university has six colleges namely; College of Agriculture & Veterinary Sciences situated at Upper Kabete Campus, College of Architecture & Engineering situated at the Main Campus, College of Biological & Physical Sciences situated at Chiromo Campus,

College of Education & External Studies situated at Kikuyu Campus, College of Health Sciences situated at the Kenyatta National Hospital and College of Humanities and Social sciences situated at the Main Campus. Over and above the functions performed by colleges, there are some functions or services that are university-wide, such functions/services fall under the Central Administration. The Central Administration is located in the Main Campus and comprises many departments, key among them: Administration, Academic and Planning Divisions, Library, Finance Department, Audit Department, Estates Department, University Health Services, Students' Welfare Authority, Sports and Games, University Bookshop, Dean of Students office, Security Department, Procurement Division, Transport Section, Board of Postgraduate Studies, International Programmes and Links, Information Communication and Technology Centre and Construction and Maintenance University staff handbook (2006).

The university whose main objective is teaching and research has a student population of over fifty thousand. To meet its core function, University of Nairobi has over five thousand members of staff. These comprise of academic staff and non-teaching staff. The teaching staff category is comprised of lectures whose main role is teaching and research. The second category is the non teaching staff; this group has three cadres of staff mainly the administrative grades (registrars), middle grades (grade A – F) and the lower grades (grade 1-4). The non teaching staff offer support services to the core function of the University which is teaching and research. Information available from the university clinic is that there has been an increase in the number of stress related sicknesses such as hypertension, high blood pressure diabetes. On the other hand, staff seeking counselling services due to personal and job related issues has also been reported. Information also from the university personnel department which deals with staff welfare issues indicate there has been an increase in the indicators of stress related issues such as absenteeism, work conflict and people seeking to

move from their current stations due to what they term as relationship issues with their colleagues or supervisors. Staff turnover has also been on the increase. In 2011 the number that sought counselling services was more than two hundred and by mid this year the number had surpassed the figures for last year. Some of the main reason of seeking the service is job related issues ranging from pressure from work and personal issues (University of Nairobi Health Services).

1.2 Research Problem

Over the years, a lot of research has been carried out in the realm of work place stress and it has been emphatically proven that intense or prolonged stress leads to a negative impact on one's mental and physical well being (Health & Safety Executive, 2001). Stress is a major cause of employee absenteeism and turnover and certainly such factors severely limit the potential success of an organisation (Steers 1981). Stress causes health and physical problems, accounting for fifty percent of all absenteeism and contributing to the phenomenon of "presenteeism". Absenteeism costs the employer in terms of both sick time paid and overtime paid to replace the employee while Presentees (people who are present at work in body but not in mind) are typically those who make mistakes, jeopardize quality and have accidents (Cooper et al, 2001). The result of these effects is decreased productivity and profit margins. Costs relating to stress also include staff leaving the organisation for stress-related reasons. The 2008 CIPD annual Recruitment, Retention and Turnover survey reveals that 19% of respondents cite stress of the job or role as a key reason for employee turnover. In addition to the above costs of stress, it can also lead to higher rates of accident and injury; this may be due to poor concentration, forgetfulness, reduced motivation or other stress related mechanisms. Stress also leads to work conflicts; High stress levels can be associated

with poor interpersonal skills and relationships. This can, in turn, lead to higher levels of conflict in the workplace; in addition, conflict at work generally requires considerable management and HR time for resolution and can require the employer to bring in external mediation or conflict resolution services (Health & Safety Executive, 2001).

To an individual, stress is a contributor of many illness or poor health. If it's not checked early enough, stress can manifest in a number of illnesses, broken interpersonal relationships which in turn affects a person's performance. On a wider scope, the effect of stress in an individual trickle down to the organisation the person is working for. Stress will lead to poor health thus necessitating absenteeism, poor work relationship, poor performance and other effects such as labour turnover. Other research has shown that stress reduces peoples' ability to deal with large amounts of information. Both decision making and creativity are impaired because people cannot take account of all information available (Cooper et al, 2001).

Organizational structure is the formal system of task and job reporting relationships that determines how employees use resources to achieve organizational goals (Jones, 2003). Organization structure can be a source of occupational stress especially where the pattern of jobs, roles, rules and regulations, constrain the individual's range of choices in how to do the job (Cole, 2002). In the US National Occupational Research Agenda (NORA) [NIOSH, 1996], work organization is discussed as comprised of six major components. These components are: scheduling (e.g., work-rest schedules, hours of work, shift work); job design (e.g., task complexity, required skill/ effort, worker control); interpersonal (e.g., relationships with supervisors and co-workers); career concerns (e.g., job security, growth opportunities); management style (e.g., participatory management practices, teamwork); and organizational characteristics (e.g., climate, culture). These categories closely resemble stressors proposed in the early model by Cooper and Marshall [1976] on the dynamics of work stress. In the cooper

and Marshall Model, the sources of stress or exposures are classified as those intrinsic to the job, role in the organisation, relationships at work, career development, organisational structure and climate, and the home-work interface. The University of Nairobi is a large organisation which has a unique organisation structure. It has six Colleges which are geographically spread and the Central Administration. These Colleges are semi autonomous in their operations but they derive their power from the Central Administration. This structure has led to bureaucracy in the operation, workload, unclear job structures, promotion issues, complex network of reporting relationships among other organisational issues that cause occupational stress.

Several studies have been done on the area of stress locally. Gitonga, (2011) conducted a research on the relationship between occupational stress and job satisfaction at Kenya Customs Administration and found out that employees were stressed as a result of working past official hours and having to do many jobs at once. They were also stressed as they have to meet very high work deadlines. She also found out that occupational stress affects job satisfaction. Mugwere, (2002) conducted a study of the determinants of work stress and its management at Colgate Palmolive and found that work stress is prevalent at the company. She found that the age groups of between 25 – 35 years were the most stressed while female workers were more stressed than male while married workers reported higher stress levels than single workers. For managers the most cause of stress was time pressure and deadlines, responsibility without autonomy and thwarted ambition. Other common stressors were poor relationship with the boss, overload, manager's leadership style and promotion. Gichohi, (2009) conducted a study of the relationship between job satisfaction and stress at the Government Press and found out that there was stress among staff due to poor deployment of Human resource, routine work, poor relationship between employees, nepotism, job

ambiguity, poor communication, unfair promotion policies, financial and social problems and thus stress affected job satisfaction. Gachare, (2000) conducted a research on occupational stress in management consulting firms and found out that various factors lead to high levels of stress include work demands, societal demands and relationship factors. The study concluded that occupational stress is one of the numerous factors that can impact negatively on employee performance. The literature available so far indicates that there has been no study aimed at critically analysing the perceived relationship between occupational stress and employee job performance at the University of Nairobi hence the knowledge gap. This study therefore seeks to bridge the gap in knowledge by answering the question; is there a relationship between perceived occupational stress and employee job performance among the non teaching staff at the University of Nairobi?

1.3 Research Objectives

To establish the perceived relationship between occupational stress and employee job performance among the non teaching staff at the University of Nairobi.

1.4 Value of the Study

The University of Nairobi management will benefit from the study as it endeavours to provide quality service to its diverse customers. It will be enlightened on the impact of stress on the performance of the employee. It will also benefit by gaining insight on the measures it can put in place to check on stress before it gets out of hand.

The study and its recommendations will be of importance to individual staff members as they will gain insight on the impact of stress on their performance and also on their health thus avoid situations that can lead to stress.

The study will inform policy in the organisation for example in the formulation of management policies such as induction, staff welfare and wellness programmes among others as organisation will be informed of the effects of stress on performance hence the importance of management and control of stress.

Other organisations and Individuals will also benefit from the study since stress is universal phenomena that does not discriminate the type of organisation be it private or public. The study will benefit practitioners in the area of Human resource management, strategic management and psychology. Scholars of these fields will also benefit.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Job stress is considered rising and has become a challenge for the employer because high level stress results in low productivity, increased absenteeism and collection of other employee problems like alcoholism, drug abuse, hypertension and host of cardiovascular problems (Meneze, 2005). Organization is composed of individuals, each whose physical and emotional can fluctuate from hour to hour. Therefore, organization can be a stressful place and stress management is an important part at work (Cole, 2002). Due to the complex nature of organization, it is not a surprise that the people who work in an organization face a range of conflicting pressures, some of them will lead to individual stress. Hans Selye was one of the founding fathers of stress research. Selye, (1936) first introduced the idea of stress in to the life science. He defined stress as the force, pressure, or tension subjected upon an individual who resists these forces and attempt to uphold its true state. His view in 1956 was that “stress is not necessarily something bad –it all depends on how you take it”.

2.2 Occupational Stress

Stress is a holistic transaction between the individual and a stressor and the environment, resulting in a stress response. Holistic transaction is a stress appraisal process involving the potential stressor, the individual, and the environment. Individual appraisal is influenced by his/her level of wellbeing and ability to cope with potential stressor at the moment under

specific environmental conditions (Richard, 2005). Some jobs produce more stress than others, e.g., those involving rotating shifts work, machine paced tasks, routine and repetitive work, or hazardous environment among others. Stress also differs by organisational level. Executive stress may arise from the pressure for short-term financial results or fear of hostile takeover. Middle level managers may be stressed by news of impending downsizing, supervisory stress include pressures to increase quality and customer service, requirement to attend to numerous meetings and responsibility for the work of others while low level workers may experience stress due to perceived lack of control, resource shortages, demand for a large volume of error free work (Noer, 1995)

Stress is many faceted process that occurs in reaction to events or situations in our environment termed as stressor. Stressors are activators of stress; it's any stimulus which evokes a stress response. Stressors may be real or imagined, internal or external (Bryce, 2001). Organisational change characterised by constant job layoffs or firing is an obvious stressor, but many other factors relate to organisation policy, structure, physical conditions and processes can also be stressors (Allen, 1983). Despite wide range of stimuli that can potentially produce stress, it appears that many events we find stressful share several characteristics. These are; they are so intense that they produce a state of overload that one cannot adapt to them; they evoke incompatible tendencies, such as tendencies to approach and to avoid some objects or activity; they are uncontrollable beyond ones limit of control (Bryce, 2001).

Response to chronic work stress is called burnout (Freudenberger, 1974). It is a syndrome or emotional exhaustion and cynicism that occur frequently among individuals (Maslach and Jackson, 1981), (Worley et al, 2008). It is three-dimensional syndrome involving emotional

exhaustion, depersonalization and decreased personal accomplishment (Byrne, 1993). It's a situation in which employees are emotionally exhausted, become detached from their clients and their work and feel unable to accomplish their goals. It refers to one or a combination of factors that psychologists say contributes to a person's inability to cope with the expectancies and demand of everyday life (Lacovides, Fountoulakis & Kaprins, 2003). When workers become burned out, they are more likely to complain, to attribute their errors to others and highly irritable. The alienation they feel drives many of them to them to think about leaving their jobs to seek opportunities, absenteeism and decreased quality and quantity of job performance (Selye, 1976). Burn out also affects organisational commitment (Thomas and Lankau, 2009).

The traits that (Freudenberger, 1974) used to describe burnout included cynicism, negativism, inflexibility, unhappiness and boredom. Traits such as apathy and cynicism as well as feelings of helplessness are seen as hallmarks of emotional exhaustion (Caputo, 1991). Emotional exhaustion refers to feelings of being emotionally overextended and drained by contact with other people (Leiter 1988). Depersonalisation refers to an unfeeling and callous response toward the people who are usually the recipients of one's service or care (Leiter, 1988). It is characterised by a shift in attitude from a positive and caring attitude to a negative and uncaring attitude toward others (Caputo, 1991). Reduced sense of personal accomplishment refers to a decline in one's feeling of competence and successful achievement in one's career (Leiter, 1988).

Workers vulnerability to stress is a function of both internal (organisation) and external (non work) stressors. Two major factors help determine how stress will affect employee performance differently across similar jobs, these factors are; stress threshold and personality

types. Stress threshold is an internal factor, some people have high threshold while others have low threshold. A person with low threshold performance is affected even by a slight change or disruptions in their work routine and vice versa (Lussier, 2009). Another factor that determines stress vulnerability on individual is their personality types. Personality factors have shown inclination towards stress, anxiety, and other occupational health outcomes in different areas of medicine, and these factors may contribute to feelings of job dissatisfaction and stress (Michie and Williams, 2003). There are two types of personality; Type A and Type B. Type 'A' people are aggressive and competitive, set high standards are impatient with themselves and others and thrive under constant time pressures. They make excessive demands on themselves even in recreation and leisure. Because of the constant stress that they feel, they are more prone to physical ailments related to stress such as heart attacks (Lussier, 2009). Types 'B' are more relaxed and easy going. They accept situations and work within them rather than fight them competitively. They are especially relaxed regarding time pressures, so are less prone to have problems associated with stress. Still they can be high productive workers who meet schedules and expectations; they simply obtain results in a different manner (Lussier, 2009).

2.3 Causes of Occupational Stress

The sources of stress are seemingly limitless, they are categorised as on the job and off the job. Employees become angry over issues such as favouritism, unfair appraisals, insufficient resources, lack of training, harassment, insensitivity, poor communication and lack of trust. On the job causes include; role ambiguity and role conflict, role overload, time pressures, coercive supervision, inadequate performance feedback, changes of any type, career goal discrepancy, interpersonal/group difficulties, spatial crowding, job hazards, responsibility for

people or things, too many demands, constant pressure to do more than can be done, too much time consuming yet unrewarding work, constant conflict between competing alternatives, persistent demand for skills or knowledge that appear to be beyond those possessed by the individual, constant interference or interruptions of planned or anticipated activities Lack of positive feedback, recognition, rewards or notice of efforts or accomplishments, lack of clarity or direction regarding work expectation, depressing work environment and poor interpersonal relationships among others. Off the job causes include; unemployment, marital problems, children problems, physical difficulties, financial concerns, change in residence, political uncertainties, economic uncertainties, sickness at home, bereavement etc (Koontz and Weihrich, 2007).

According to Price, (2007), there are six broad sources of stress. He categorised them as; external environment, organisational factors, job characteristics, work relationships, domestic factors and personal factors. Under external environment, he identified economic situations, competitiveness, arrival of new technology and political changes. Organisational factors that cause stress include; organisational structure, organisational culture, management styles and career development. Job characteristics that cause stress as identified by Price, (2007) include the following job characters; physical conditions if adverse, intrinsic job demands i.e. if the nature of the job is repetitive, insufficient challenge or excessive job for one person, degree of autonomy (insufficient to meet either the demands of the job and or expectation of job holder), role conflict i.e. organisation expectations leads to confusion or does not meet job holders expectations and contractual terms (where they provide for rewards or a high performance basis e.g. meeting target, production quotas etc or where rewards are seen as poor in relation to the demands of the job).

Work relationships were also identified as a cause of stress. This includes relationship with the supervisors and colleagues. Leader may find it stressful to deal with demands of their own staff. Others may find it difficult to deal with demands customers, suppliers and other outsider especially those dealing with customer complaints all day long (Price, 2007). He also identified domestic issues such as home life and other outside life as causes of stress. Personal factors such as individual perceptions of job or role, personality type, ability for one to adapt to change, motivation and ones level of tolerance for ambiguity were also identified to cause stress.

Rehman et al, (2010) pointed out interpersonal relationships, insufficient resources, lower salaries and heavy work load as the major stressors which cause stress. Occupational Stress Factsheet, (2006) described the insecurity of job, high workload, time pressure, little control over job, insufficient job resources and understaffing as the sources/causes of stress. Stavroula et al, (2011) provided poor work, poor management and unsatisfied working conditions as the root causes of stress. They emphasized that less the mismatch between work demands and pressure and worker capabilities less will be the stress and vice versa. Little support of colleagues is another source of stress as well. Lloyd et al listed the threat of job loss, role ambiguity, working relationship, conflicting expectations, working conditions, role overload, alienation and job mismatch as the sources of stress.

Organisation culture ,lack of communication and consultation, culture of blame when things go wrong, denial of potential problems, long hours culture, increased work load and work intensification, unreasonable deadlines, excessive rules and regulations and greater bureaucratic burdens were also identified by Armson, (1997) as causes of stress. He also identified development of ICT which has made it easy to contact people and expectations to

deliver everything faster have put greater pressure on individuals. Organisational changes such as redundancy and loss of key members' mean that people have to put extra demands on people. Lack of delegation and autonomy over control of work, interpersonal relationships at work and especially with immediate supervisor were also identified as factors that cause stress (Jamison, 1999).

Kindersley, (1998) identified five likely causes of stress. These causes are; changing organisations', rethinking companies, changing operations, encountering new cultures and reaching the limits. Under the changing societies, he identified the following factors; increased urbanisation, aging population and changing gender roles (women suffer stress than men because of conflict between work outside the home and work within the home where they may shoulder more responsibilities for traditional female role and also challenge from male identity and work patterns where women take jobs traditionally held by men). Under the changing organisations, companies have launched new products or services while also making cut backs which may be vital for survival for the company. New competition and pressure on companies to be more productive push companies to pursue certain strategies that put their workers under pressure. Employees' therefore find themselves working harder than ever and facing uncertain future (Kindersley, 1998).

2.4 Symptoms of Occupational Stress

Signs of stress may manifest in physical, psychological and behavioural symptoms. The physical symptoms can be life threatening stress related illnesses, e.g. blood pressure and heart disorders, insomnia, constant fatigue, headaches, skin rashes, digestive disorders, ulcer, loss of appetite, overeating, marked decline in personal appearance, quick and fiery temper,

changes in eating habits and general withdrawal from social activities (Kindersley, 1998). Psychological include general irritability, acute anxiety attacks, depression, and inability to concentrate on the simplest of routine tasks. Other common symptoms include a person becoming unnecessarily over emotional, aggressive in conflict situations, poor concentration, difficulty in remembering and inability to make decisions. Sadness, guilt, fatigue, apathy and pronounce feeling of hopelessness, Loss of confidence in personal ability often coupled with al lack of self worth, poor morale and job dissatisfaction (Kindersley, 1998).

Behavioural symptoms include sleeplessness, absenteeism, high turnover rate, work related accidents changes in eating habits, many people indulge in excess addictions like smoking, drinking, occasional drinker becomes alcoholic and smokers become chain smokers. Stress may also reveal in reduced performance and job satisfaction (Kindersley, 1998).

2.5 Employee Job Performance

Employee job performance refers to the level of productivity of an individual employee, relative to his or her peers, on several job related behaviours and outcomes (Babin and Boles, 1998). Employee job performance can be viewed as an activity in which an individual is able to accomplish the task assigned to him/her successfully, subject to the normal constraints of reasonable utilization of the available resources. Byars & Rue, (1991) defined job performance as a reflection of employees working status and it was related to the level of employee achievements. According to Kane, (1976), job performance is the accomplishment or a work record of employees during a specific period. It is an action plan related to the level of task finished. It's also the contribution, work quantity and quality, and the productivities (French & Seward, 1983). It's an index of employees' productivity. Borman & Motowidlo, (1993) defined job performance as individual's behaviour related to organisation goals and their behaviour can be evaluated by the individual's contribution on organization's

achievements. It is the quantity and quality of the achievement that an individual or a group contributes to the organisation (Schermerhorn, Hunt & Osborn, 2000).

Job performance is productivity; it's the comparison of the amount of effectiveness that results from a certain level of costs associated with effectiveness (Campbell et al, 1993).

Campbell et al (1993) clarifies that performance does not have to be directly observable actions of an individual, it consists of mental productions such as answers or decisions and argued that performance need to be under the individual control regardless of whether its mental or behavioural. Hogan, (1988) separates job performance in two parts; task performance and contextual performance. Task performance is the traditional notion of the ability how well workers perform and complete specific tasks. Contextual performance measures aspects of performance unrelated to specific tasks such as; volunteering, putting in extra effort, cooperating, following rules and procedures and endorsing the goals of an organisation that are important in the job. Job experiences predicted task performance while employee's personality predicted contextual performance. He further argued that that contextual performance can be further separated into two facets' job dedication, working hard, volunteering and commitment to organisation and interpersonal facilitation, cooperating and helping others.

According to Ilgen and Klein, (1998), the direct impact of motivation on the productivity of a unit suggests the need to understand factors that affect motivation. Such understanding helps managers modify conditions in the work setting to encourage individual behaviour so as to remain consistent with the organisational goals set. Factors that affect employees' performance include job motive, skills, ability and role consciousness. Other factors that affect performance are situational; these are factors in the individual's environment which stimulate and support or hinder performance. Hackman and Oldham, (1976) identified job

characters i.e. skill variety, task identity, task significance, autonomy, feedback etc as having an effect on critical psychological states, (experienced meaningfulness, experienced responsibility for work outcomes, knowledge of the results of the work activities) which in turn have an effect on personal and work out comes, including job performance. Factors that have detrimental effect on performance are role ambiguity and role conflicts which are conceptualised as stressors that impede performance. Situational constraints include stressors such as lack of necessary information, lack of supplies as well as stressors within work environment and these are assumed to impair job performance directly.

Job performance is a human behaviour the result of which is an important factor for individual work effectiveness evaluation. From this view, it could be said that organisation's success or failure depends on job performance of the individuals in that organisation. This is similar to Muchinsky, (2003) who said that job performance is the set of workers behaviours that can be monitored, measured and assessed achievement in individual level. Moreover, these behaviours are also in agreement with the organisational goals. Staff's job performance is important factor to push forward to be excellent organisation.

According to Locke & Latham, (1984), an effective employee is a combination of a good skill set and a productive work environment. The factors that can affect job performance are many and varied. Managers should be aware of their employee's general attitude to work and put in place measures to maintain a consistent level of performance. To get maximum performance from employees, you need to provide them with the tools they need to succeed. One factor that affects job performance is goal setting which is a motivational technique that can be used to motivate staff to accomplish on the job they desire Locke & Latham, (1984) identified five main components that were essential to the success of goal setting, which are

clarity, challenge, commitment, feedback and task complexity. Goal setting level significantly affect different employee's job performance as holding the same goals influenced the staff to move in the same direction leading them to be successful in the long run (Pantang, 2007).

2.6 Effects of Occupational Stress on Job Performance

Stress has a positive effect on employees of any Organization but up to a certain extent up to which an employee can handle it but mostly it exceeds the tolerable Limits and has a pessimistic result on employees (Jamal, 2007). Many people develop emotional and physical problems as a result of stress. The difficulties may be temporary or enduring. No one is immune to stress for it can affect employees at all levels of the organisation. When it's severe or long lasting, it can negatively affect both the individual and the employer (Leaks, 1992). Stress generates anxiety, hostility, and depression which in turn affect components of job performance such as tolerance for frustration, clerical accuracy, interpersonal sensitivity and altruism (Motowidlo & Packard, 1986).

The influence of occupational stress on job satisfaction and commitment is immense. Job satisfaction may be defined as the degree of positive affect towards a job or its components. This is determined by characteristics both of the individual and of the job, and particularly how work is organized within the corporate work environment. Higher turnover rates and propensity to leave have been associated with job dissatisfaction Irvine & Evans (1995). Organizational commitment predicts work variables such as turnover, organizational citizenship behavior and job performance. Role ambiguity and conflict decrease worker's

performance and are positively related to the probability of the workers leaving the organization (Concha, 2009).

Stress causes health and physical problems, accounting for fifty percent of all absenteeism and contributing to the phenomenon of “presenteeism.” Absenteeism costs the employer in terms of both sick time paid and overtime paid to replace the employee. Presentees are people who are present at work in body but not in mind, and are typically those who make mistakes, jeopardize quality and have accidents. The result of these effects is decreased productivity and profit margins Kindersley (1998). *Too much stress can result to diminished productivity, accidents, medical problems, burnout and even death. It’s a cause and effect of workplace violence and harassment. It’s also becoming most prevalent reason for worker disability (Hodgetts & Hegar, 2008).*

The result of unrelieved stress on an individual and on the business is worrying. The result may be higher accident rates, sickness absence, inefficiency, damaged relationship with clients and colleagues, high staff turnover, early retirement on medical grounds and even premature deaths (Armson, 1997). Low quality service- increase in complaints received and customers lost cost time and money. Complaints take time to deal, replacement of products or services and loss of customers. Dissatisfied workers will lead to loss of valuable time in disputes with management over terms and conditions of employment (Kindersley, 1998).

Poor reputation; Company with dissatisfied customers is going to pay for changes to restore confidence in its products and services. An organisation with Poor image may recruit only low quality or inexperienced workforce because it cannot attract high fliers. Increased costs

for organisation due to high labour turnover, time for retraining and money for recruitment (Kindersley, 1998).

Stress can have damaging psychological and physiological effects on employees' health and on their contribution to organisation effectiveness. Stress can have various effects on the individual as well as on the organization. Clearly not only the individual suffers but the organization may also be affected by absenteeism, work related accidents, turnover and impaired decision making (Certo & Certo, 2006).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the various steps that the researcher used to execute the study in a bid to satisfy the study objectives. The methodology used, research design adopted and methods used for data collection and analysis.

3.2 Research Design

The study adopted a descriptive survey research design. By using Descriptive survey, the researcher was able to accommodate a large sample while covering large geographical area given the nature of the organization under study is spread out geographically. Descriptive research was also preferred because it's less expensive and time consuming. It also allowed the researcher to use inferential statistics to analyse data.

3.3 Target Population

The population refers to the entire group of people, events or things of interest that the researcher wishes to investigate (Uma & Roger, 2009). The target population of the study comprised all non teaching staff of the University of Nairobi. The organisation has 3700 non teaching staff distributed in three cadres which are; senior administrative staff, middle grades and lower grades.

<i>Employee category</i>	population
<i>Lecturer grades (12-15)</i>	382

<i>Middle grades (A- F)</i>	1530
<i>Lower grades (1 – 4)</i>	1788
<i>Total:</i>	3700

3.4 Sample

The sample size was adopted based on the method of determining a sample size according to the guide (Appendix II), provided by Krejcie and Morgan (1970). From the guide, the required sample at N = 4000 is equal to 351. This was the number that was adopted to form the sample.

A sample size in each cadre was selected through stratified sampling. Stratified sampling was preferred to obtain a representative sample because the population is not homogeneous due to differences in the grading system where there were three cadres of staff namely; administrative and technical grades, middle grades and lower grades.

3.5 Data Collection

Primary data for the study was collected by way of self administered questionnaires. The questionnaire had two sections: the first section sought demographic data of the respondent while the other section focused on the link between occupational stress and performance. For the lower cadre staff, the researcher administered the questionnaires in person in order to guide the respondents on what was required of them.

3.6 Data Analysis

Data collected was quantitative. Data was keyed into the computer and processed using statistical package for social sciences (SPSS). Descriptive statistics (frequencies, percentages,

mean score and standard deviation) was used to analyse the data. Data was presented by use of tables and graphs.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter present analysis and findings of the study as set out in the research methodology. The results presented were on the perceived relationship between occupational stress and employee job performance among the non teaching staff at the University of Nairobi.

A total of 351 non teaching staff at the University of Nairobi were sampled. Every respondent was given a questionnaire out of which 209 respondents responded by completing and returning the questionnaire. The response rate was 59.5% which is considered representative.

4.2 Respondents Demographic Information

The study sought to determine the gender, marital status, age, years of service, grade, academic qualifications, type of engagement, departments and major clients. The results of the study are presented in the sections below.

4.2.1 Gender of Respondents

Respondents were asked to indicate their genders as ones gender is known to predispose one to stress due to personality traits. Women suffer stress than men because of conflict between work outside the home and work within the home where they may shoulder more responsibilities for traditional female role and also challenge from male identity and work patterns where women take jobs traditionally held by men. According to the findings

presented in Figure 4.1 below, 51% of the respondents were female while 49% were male.

This may mean that there is equity in distribution of jobs in the organisation.

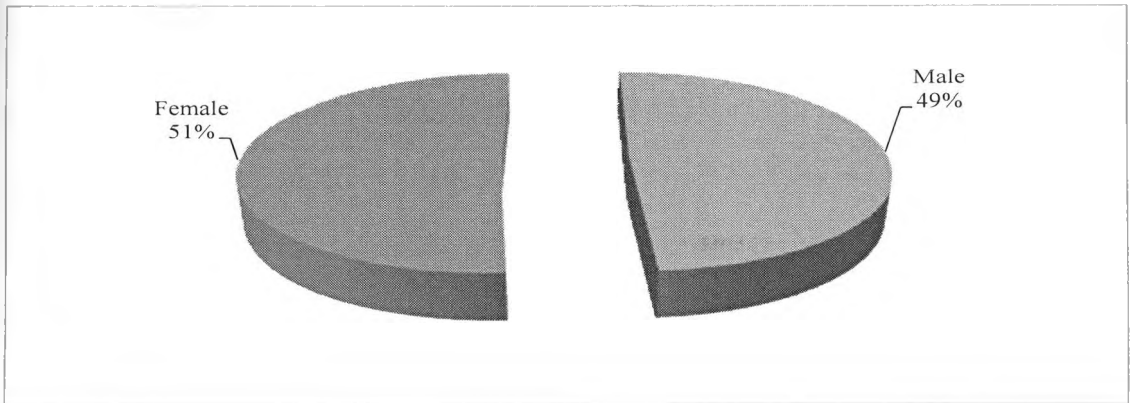


Figure 4.1: Distribution by Gender

4.2.2 Age of Respondents

Due to age changes in cognitive processing, the psychological demands of jobs may interact differently for younger versus older workers. It has been shown that to maintain the same level of task performance, older adults have to use greater effort on these types of tasks than younger adults. In regard to the age bracket of the respondents, 41% of the respondents were below 35 years of age, 36% of the respondents are aged between 35 and 44 years while 20% of the respondents indicated that they were aged between 45 and 54 years. This means that majority of the respondents (59%) are above 35 years of age.

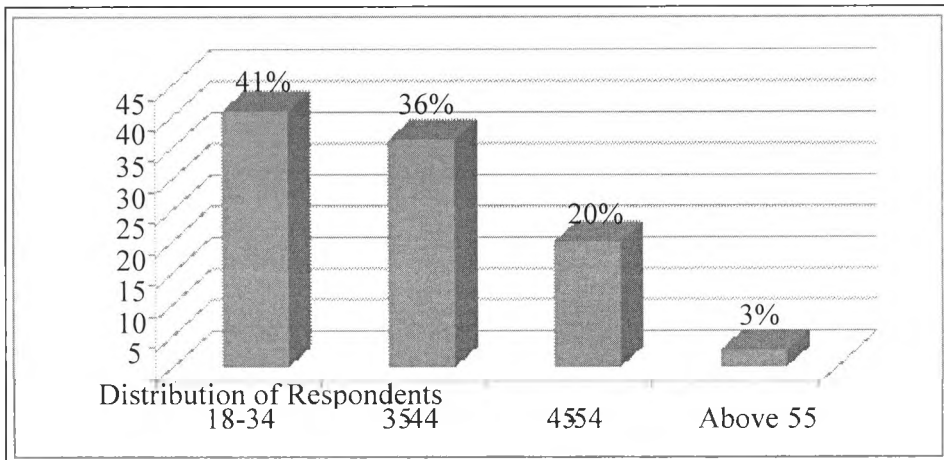


Figure 4.2: Distribution by Age

4.2.3 Marital Status

The study sought to determine the marital status of the respondents. This is because some of the causes of stress are family related and trickle down to the organisation one works for. The results of the study in Figure 4.2 below show that majority of the respondents (65%) were married while 31% are singles. This may be explained by the fact that most of the respondents are above 35 years.

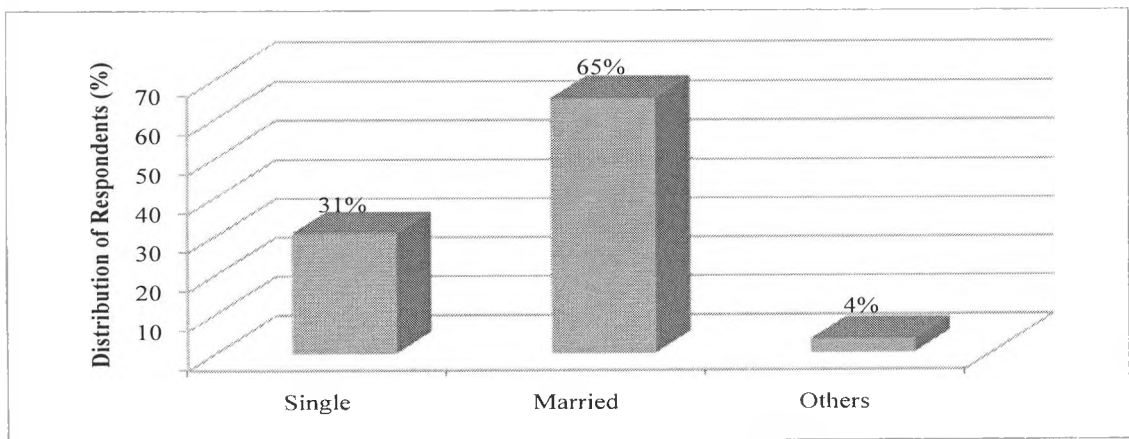


Figure 4.3: Marital Status

4.2.4 Years of Service

Respondents were asked to indicate the number of years they have taken in service in the institutions. Years of service sought to seek whether there is a high staff turnover which is a symptom of stress in organisations that have high stress levels. The results in Figure 4.4 below show that 32% of the respondents have been in the institution for up to 5 years. The results further show that 28% of the respondents indicated that the respondents have been in the institution for between 6 and 10 years while 17% have been there for more than 20 years. These findings may be interpreted to mean that even though 32% of respondents have been in the organization for less than five years, majority of the respondents (68%) have been in the

organization for more than five years. This can be interpreted to mean that the rate of employee retention is high.

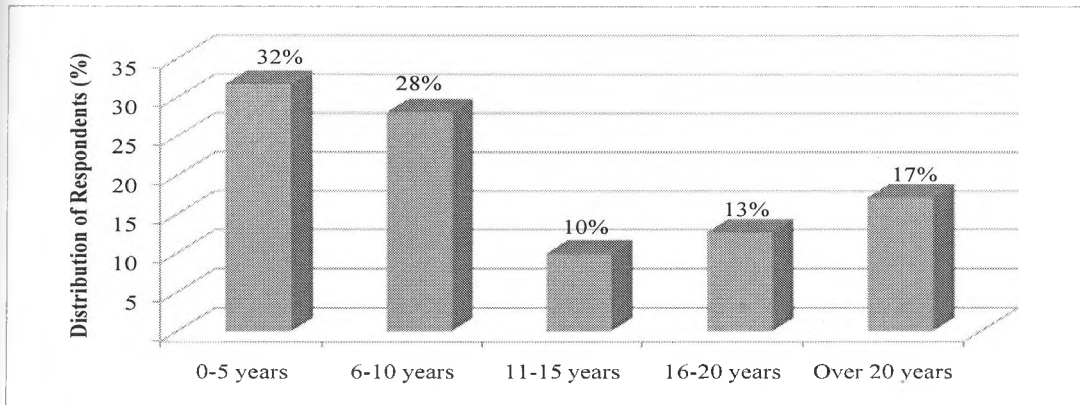


Figure 4.4: Distribution by Years of Service

4.2.5 Job Grade

Stress differs by organisational level. Executive, Middle level managers, supervisory managers and low level workers experience stress due to different experiences in their day to day work. Respondents were asked to indicate their job grades. According to the findings of the study presented in Figure 4.5 most of the respondents (56%) were in grade A-F while 36% and 8% of the respondents were in grade 1-4 and Assistant Registrar and above respectively. This study can therefore be interpreted to have captured all grades.

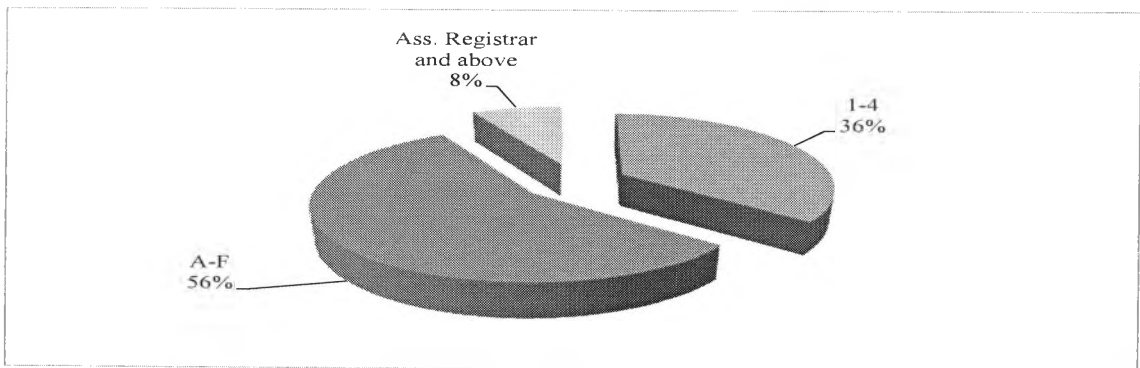


Figure 4.5: Job Grade

4.2.6 Academic Qualification

The study sought to determine the academic qualifications of the respondents because a person's level of academic qualification may influence how they perceive the world around them. The findings of the study presented in Figure 4.6 below show that most of the respondents (40%) have diplomas while 29% have Bachelors Degrees and 14% Master Degrees. The findings can be interpreted to mean that some of the respondents may be performing jobs that do not match their skills as majority have high qualifications.

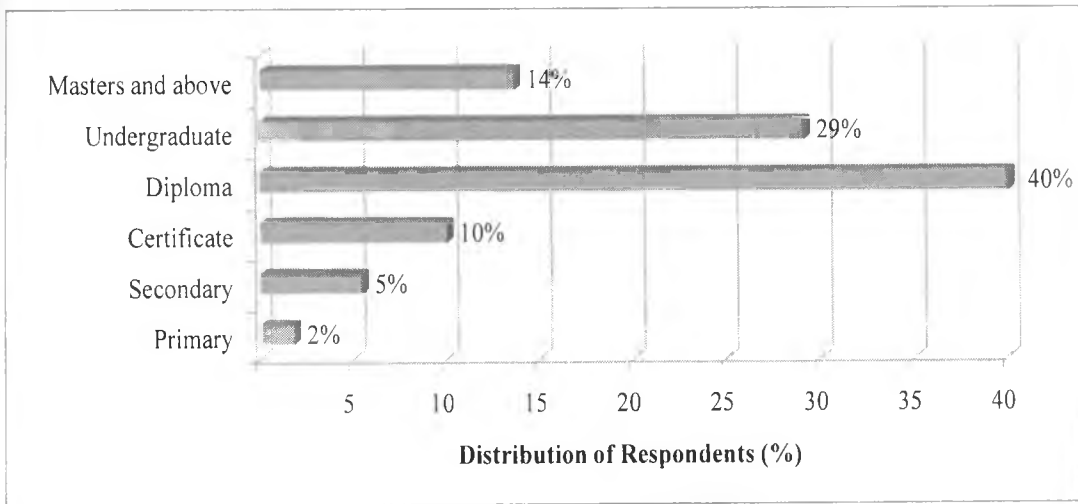


Figure 4.6: Academic Qualification

4.2.7 Type of Engagement

The study sought to determine the type of engagement the respondents had with the institution. This is because lack of job security is known to cause stress. From the table 4.7 below, 56% of the respondents indicated that they were permanently engaged by the organization while 43% of the respondents were on contract. The findings may be interpreted to mean that majority of employee have job security.

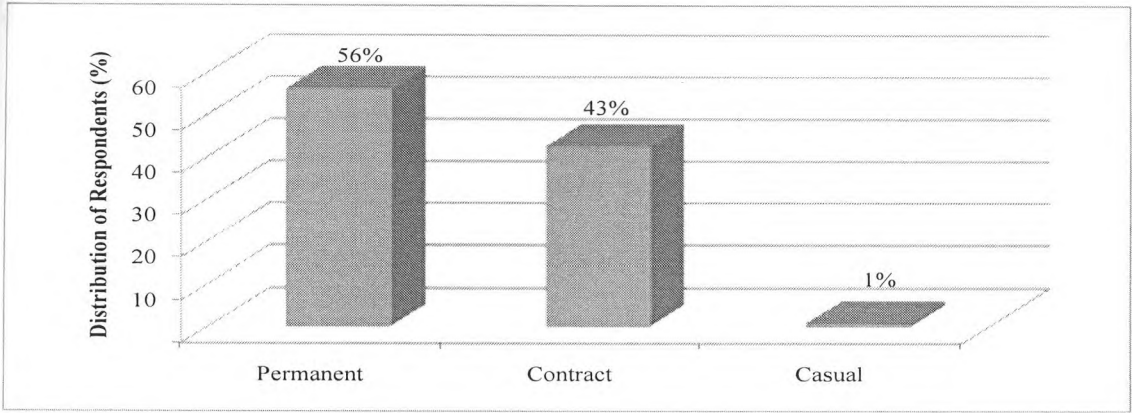


Figure 4.7: Type of Engagement

4.2.8 Customers and Clients

The respondents were asked to indicate the major clients and or customer that they served. This is because demands from clients are known to cause stress and especially those dealing with customers' queries and complaints all day long. The results in Figure 4.8 below show that most of the respondents (56%) indicated that their clients were staff students and members of the public while 24% served the staff and the students.

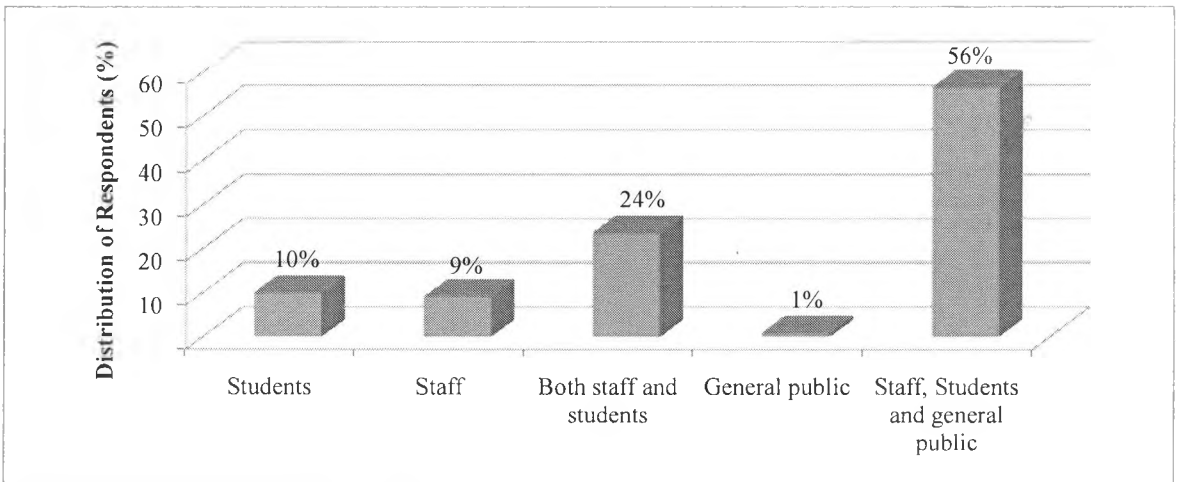


Figure 4.8: Customers and Clients

4.3 Occupational Stress Inventory

To find out whether there exists incidence of Occupational stress among the non teaching staff at the University of Nairobi, the respondents were required to state the extent to which they agreed with the statements on a likert scale of 5= very large extent, 4= large extent, 3= moderate extent, 2= low extent and 1= to no extent. Occupational stress inventory was analysed under symptoms of stress and causes of stress. Under the causes of stress, four areas were identified, these are: Organisational environment, Job characteristics, Work relationships and Personal factors. A mean score was calculated on a scale of; above 3.5 = agree, 2.5 - 3.5 = neutral and below 2.5 = disagree or undecided.

4.3.1 Symptoms of Stress

Signs of stress may manifest in physical, psychological and behavioural symptoms. The physical symptoms can be life threatening stress related illnesses, e.g. blood pressure and heart disorders, insomnia, constant fatigue and headaches, Psychological include general irritability, acute anxiety attacks, depression and inability to concentrate on the simplest of routine tasks. Behavioural symptoms include sleeplessness, absenteeism, high turnover rate, work related accidents and changes in eating habits among others. The respondents were required to indicate the extent to which they experienced symptoms of stress.

Table 4.1 analyses perceived symptoms of stress among the non teaching staff at the University of Nairobi.

Table 4.1: Symptoms of stress

	Mean	Std. deviation
There are times I suffer from illness such as muscle tension, nausea, headaches, increased heart rate etc	3.87	.996
At time I feel angry or frustrated because of things related to work	3.85	1.006
At times am absent from work due to medical problem	3.14	1.045
I sometimes feel like withdrawing from people	3.14	.981
I sometimes loose concentration	3.14	.893
At times I have sleeping problems	3.14	.953
At times I feel like I have a nervous breakdown due to work	3.12	.965
I often feel nervous and anxious	3.11	1.044
Of late I am easily irritated by small issues	3.09	.894
A number of times I feel out of control due to problem in work	3.05	.913
Sometime I feel like I don't want to go to work	2.98	1.109
I find it hard to make decisions	2.72	.825

Majority of the respondents agreed to a great extent that they suffer from illness such as muscle tension, nausea, headaches, increased heart rate etc with a mean of 3.87 while respondents with a mean of 3.85 agreed that that they felt frustrated due issues to related to work.

However, with a mean of 3.14 employees were neutral that they were sometimes absent from work due to illness (mean of 3.14), that they felt like withdrawing from people (mean of 3.14), sometimes lost concentration (mean of 3.14) and that at times they experienced sleeping problems (mean of 3.14). Employees were also neutral that at times they felt like they would have a nervous breakdown due to work (mean of 3.12), that they often felt nervous and anxious (mean of 3.11), are easily irritated by small issues (mean of 3.09) and at times felt out of control due to problem at work (mean of 3.05). Employees were however undecided as to whether

4.3.2.1 Organisation Environment

Organisational environment that cause stress include organisational structure, culture, management style and career development. Table 4.2.1 analyses Organisational environment stressors,

Table 4.2.1: Organisational Environment

	Mean	Std. deviation
There is a problem of understaffing in my department	4.08	1.102
My work environment is safe and comfortable	3.50	.955
I worry a lot about my job security	3.43	1.129
I often receive assignments without the resources to complete them	3.38	.995
I receive too much pressure from too many people	3.38	.948
There is a well-defined performance evaluation procedure and feedback system which is implemented	3.32	1.083
I work with people who make too many demands	3.25	.861
The university offers training and development opportunities	3.21	1.076
I work under inflexible and insensitive working conditions	3.18	1.135
I work under incompatible policies and guidelines	3.09	.963
I am satisfied with the promotion policies	2.51	1.011

The respondents to a great extent agreed that there is a problem of understaffing in their department with a mean of 4.08. They also agree that their work environment is safe and comfortable with a mean of 3.50. However, Employees were neutral on the extent to which they agreed that they worry a lot about their job security (mean of 3.43), that they received assignments without resources to complete them (mean of 3.38), and that they receive too much pressure from too many people (mean of 3.38). They were also neutral that the organisation has a well defined performance evaluation procedure and feedback system (mean 3.32), that they work with people who make so many demands (mean of 3.25), and that University offers training and development opportunities (mean of 3.21). Employees

were also undecided as to whether they worked under inflexible and insensitive working conditions (mean of 3.18), that they work under incompatible policies and guidelines (mean of 3.09) and that they were satisfied with organisations promotion policies (mean of 2.51).

From the analysis, employees agree to a great extent that there is a problem of understaffing in their department and that their work environment is safe and comfortable. However, Employees were neutral on the extent to which they agreed that they worry a lot about their job security. They were also neutral that they received assignments without resources to complete them, that they receive too much pressure from too many people and that there is a well defined performance evaluation procedure and feedback system. They were also neutral that they work with people who make so many demands and that University offers training and development opportunities. Employees were however undecided as to whether they work under inflexible and insensitive working conditions, that they worked under incompatible policies and guidelines and that they were satisfied with organisations promotion policies.

4.3.2.2 Job Characteristics

Job characteristics are those factors that are inherent to the job; they include physical conditions, intrinsic job demands, role conflict among others. Table 4.2.2 analyses job characteristics that cause stress.

Table 4.2.2: Job characteristics

	Mean	Std. deviation
My job matches my skills and interests	3.73	1.108
I feel stressed due to unrealistic deadlines	3.61	1.015
I have to work outside my normal working hour to complete my work	3.54	1.114
I do not have sufficient time to complete my work	3.19	.991
There is no clear job description for my job	3.17	1.195
I have no control of how I perform my job	3.11	.871
I perform tasks that are not challenging	2.97	.933

Respondents agree to a great extent that their jobs match their skills and interests (mean of 3.73). They also agree to a great extent that they feel stressed due to unrealistic deadlines (mean of 3.61) and that they have to work outside normal working hours to complete their work (mean of 3.54). However, respondents were neutral on the extent to which they agreed that they have sufficient time to complete their work (mean of 3.19), that they do not have clear job description for their jobs (mean of 3.17) and that they have no control of how they perform their jobs (mean of 3.11). Employees were also undecided on the extent to which they agreed that they perform jobs that are not challenging (mean of 2.97).

From the analysis, Respondents agree to a great extent that their jobs match their skills and interests. They also agree to a great extent that they feel stressed due to unrealistic deadlines and that they have to work outside normal working hours to complete their work. However, respondents were neutral on the extent to which they agreed that they have sufficient time to complete their work, that they have clear job description for their jobs and that they have control of how they perform their jobs. Employees were also undecided as to whether they perform jobs that are challenging.

4.3.2.3 Work Relationships

Work relationships include relationship with the supervisor and colleagues and also with the customers. Table 4.2.3 analyses work relationships.

Table 4.2.3: Work relationships

	Mean	Std. deviation
I get on well with members of the department	4.18	.940
I get little support from my supervisor	3.19	.914
I sometimes quarrel with my co workers due to work related issues	3.05	1.030
I get little support from my colleagues	2.92	.969

Work relationships known to cause stress include relationship with the supervisors and colleagues. Respondent to a great extent agree that they get on well with their colleagues with a mean of 4.18. However, they are neutral that they get little support from their supervisors (mean of 3.19). Employees were however undecided on the extent to which agreed that they sometimes quarrel with their co workers due to work related issues (mean of 3.05) and that they get support from their colleagues (mean of 2.92).

From the analysis, employees agree to a great extent that they get on well with their colleagues. Employees were neutral that they get little support from their supervisors. Employees were however undecided on the extent to which agreed that they sometimes quarrel with their co workers due to work related issues and that they get support from their colleagues.

4.3.2.4 Personal Factors

Personal factors such as individual perceptions of job or role, personality type, ability for one to adapt to change, motivation and ones level of tolerance for ambiguity predispose individuals to stress. Table 4.2.4 analyses personal factors which are related to individual perceptions.

Table 4.2.4: Personal factors

	Mean	Std. deviation
I am willing to put in a great deal of effort beyond that normally expected in order to help this university attain its goal	4.17	.728
I am able to balance my work demand and family demands	3.61	1.076
I feel guilty as a result of doing things wrong at work	3.22	1.120
I perform tasks that are not challenging	2.97	.933

With a mean of 4.17, respondent agree to a great extent that they are willing to put effort beyond that normally expected in order to help the University attain its goal. Respondents also agree that they are able to balance work demand and family demands (mean of 3.61). However, they are neutral on whether they felt guilt as a result of doing things wrong at work (mean of 3.22), while respondents with a mean of 2.97 were undecided on whether they performed tasks that were not challenging.

From the analysis, respondent agree to a great extent that they are willing to put effort beyond that normally expected in order to help the University attain its goal. Respondents also agree that they are able to balance work demands and family demands. However, employees were neutral on whether they felt guilt as a result of doing things wrong at work while some respondents were undecided on whether they performed tasks that are challenging.

4.4 Employee Job Performance

In this section the study sought to determine the employee job performance of the respondents. The respondents were therefore asked to indicate the extent to which they agreed or disagreed with the listed statements on a likert scale of 5= very large extent, 4= large extent, 3= moderate extent, 2= low extent and 1= to no extent.

Employee job performance is an activity in which an individual is able to accomplish the task assigned to him/her successfully, subject to the normal constraints of reasonable utilization of the available resources. Job performance concerns the knowledge, skills and attitudes that are required to enable an individual to perform the activities listed in the job description.

Employee job performance was analysed using two indicators which are; task performance and contextual performance. Task performance is the traditional notion of the ability how well workers perform and complete specific tasks. Contextual performance measures aspects of performance unrelated to specific tasks such as; volunteering, putting in extra effort, cooperating, following rules and procedures and endorsing the goals of an organisation that are important in the job. Employee job performance was measured so as ascertain whether it's affected by presence of occupational stress in the organisation. A mean score was calculated on a scale of above 3.5 = agree, 2.5- 3.5 = neutral and below 2.5 = disagree.

4.4.1 Employee Job Performance (Task performance)

The results presented in table 4.3 measured employees task performance.

Table 4.3: Employee Job Performance (task performance)

	Mean	Std. Dev
Task performance		
I perform work with little or no supervision	3.84	.418
I have the necessary knowledge and skills to perform my job proficiently	3.74	.482
I have good relationship with other employees	3.69	.520
Helps build reputation for total customer satisfaction	3.67	.509
I comply with job procedures and policies	3.65	.552
I am able to complete quality work on time	3.64	.554
I am able to use modern communication technology	3.61	.622
I use working time optimally	3.58	.565
I am able to handle multiple responsibilities in an effective manner	3.58	.565
I readily support the goals and objective of the department	3.57	.627
Seeks guidance when goals or priorities are unclear	3.56	.643
Sets and meet targets as agreed with the supervisor	3.56	.599
I have a desire to carry out my job	3.55	.698
I willingly accept and performs additional assignments	3.54	.631
Provides feedback on interaction with customers	3.50	.587

Majority of respondents agree to a great extent (mean of 3.84) that they are able to perform work with little or no supervision, have the necessary knowledge and skills to perform their job proficiently (mean of 3.74) and with a mean of 3.69 they also agree to a great extent that they comply with job procedures, help build a reputation for total customer satisfaction (mean of 3.67), complete quality work on time (mean of 3.65), are able to use modern communication technology (mean of 3.64), are able to handle multiple responsibilities effectively (mean of 3.58) as well as use working hours optimally (mean of 3.58).

Employees also agreed that they readily support the goals of the organisation (mean of 3.57), set and meets target as agreed with the supervisor (mean of 3.56), have the desire to carry out their job (mean of 3.55), willingly accept and perform additional assignments (mean of 3.54) and that they provide feed back on interaction with customers (mean of 3.50).

In summary, majority of respondents agree to a great extent that they are able to perform work with little or no supervision, have the necessary knowledge and skills to perform their job proficiently, they agree to a great extent that they comply with job procedures, help build a reputation for total customer satisfaction complete quality work on time, are able to use modern communication technology, are able to handle multiple responsibilities effectively and that they use working hours optimally. Employees also agreed that they readily support the goals of the organisation, set and meets target as agreed with the supervisor, have the desire to carry out their job, willingly accept and perform additional assignments and provides feed back on interaction with customers.

4.4.2 Employee Job Performance (Contextual performance)

Contextual performance concerns aspects of an individual's performance which maintains and enhances an organization's social network and the psychological climate that supports technical tasks.

Table 4.4 below analyses employee contextual performance,

Table 4.4: employee Job Performance (contextual performance)

	Mean	Std. Dev
Contextual performance		
Demonstrates respect for all individuals	3.81	.498
I understand my job responsibilities	3.79	.471
I make good use of information received	3.78	.457
I am able to communicate effectively	3.72	.491
I readily participate in team activities	3.71	.531
Demonstrates tact and diplomacy when dealing with colleagues and customers	3.69	.520
Helps to build reputation for total customer satisfaction	3.67	.509
I take initiative to learn tasks outside my specialisation	3.66	.563
Shares information to facilitate achievement of set goals and objectives	3.65	.584
I am receptive to change and new ideas	3.65	.568
I am receptive to customer feedback	3.55	.672
I am able to establish clear objectives and organise duties for self and those supervised	3.52	.586
I am innovative in identifying resources required to meet goals and objectives	3.48	.631
I am able to develop new workable ideas	3.48	.646
I make decisions that affect my job	3.15	.956
I try to question old ways of doing things	3.13	.889

Respondent to a great extent agree that they are able to demonstrate respect for all individuals (3.81), understand their job responsibilities (mean of 3.79), make good use of information received (mean of 3.78), are able to communicate effectively (mean of 3.72), readily participates in team activities (mean of 3.71), and that they demonstrate tact and diplomacy when dealing with colleagues and customers (mean of 3.69). Employees also agree to a great extent that they help build reputation for total customer satisfaction (mean of 3.67), take initiative to learn tasks outside their specialisation (mean of 3.66), are receptive to change and

new ideas (3.65) and that they share information to facilitate achievement of set goals and objectives (3.65). They also agree that they are receptive to customers' feedback (mean of 3.55) and that they are able to establish clear objectives and organise duties for self and those supervised (mean of 3.52). However, respondents were neutral on being innovative in identifying resources required to meet goals and objectives (mean of 3.48) and on development of new workable ideas (mean of 3.48). They were also neutral on the extent to which they make decisions that affect their jobs (mean of 3.15) and about questioning old ways of doing things (mean of 3.13).

From the analysis Respondent to a great extent agree that they are able to demonstrate respect for all individuals, understand their job responsibilities, make good use of information received, are able to communicate effectively, readily participate in team activities, and that they demonstrate tact and diplomacy when dealing with colleagues and customers. Employees also agree to a great extent that they help build reputation for total customer satisfaction, take initiative to learn tasks outside their specialisation, are receptive to change and new ideas and shares information to facilitate achievement of set goals and objectives.

They also agree that they are receptive to customers' feedback and that they are able to establish clear objectives and organise duties for self and those supervised. However, respondents were neutral on the extent to which they agree to being innovative in identifying resources required to meet goals and objectives and on development of new workable ideas. They were also neutral on the extent to which they make decisions that affect their jobs and about questioning old ways of doing things.

The study reveals that to some extent, employees experienced symptoms related to stress such as illness such as muscle tension, nausea, headaches, increased heart rate etc while some respondents agreed that they felt frustrated due to issues related to work. These findings agree with Lacovides, Fountoulakis & Kaprins (2003) who noted that stress causes employees to be emotionally exhausted, become detached from clients and their work and feel unable to accomplish goals. They noted that stress contributes to a person's inability to cope with the expectancies and demand of everyday life. This study found out that stress made some employees to absent from work and lose concentration. The findings of the study also agree with Byrne (1993) who argued that stress causes emotional exhaustion, depersonalization and decreased personal accomplishment.

The study reveals that there exist some elements of stressors in the organisation and different members of staff react to these stressors differently. This can be explained by Lussier (2009) who stated that workers' vulnerability to stress is a function of both internal (organisation) and external (non work) stressors. She identified major factors that help determine how stress will affect employee performance differently across similar jobs, these factors are; stress threshold and personality types. The study findings on job performance may be interpreted that to a large extent, the employee performance is positive. However, some respondents agreed to a moderate extent on the parameters of job performance measurements i.e. contextual job performance and task performance. The effect of occupational stress on employees' job performance can therefore not be ignored.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

From the primary data collected and analyzed, the following summary of findings, conclusions, recommendations were made based on the objectives of the study which was to establish the perceived relationship between occupational stress and employee job performance among the non teaching staff at the University of Nairobi.

5.2 Summary of Findings

The study established that majority of the respondents have suffered from illness such as muscle tension, nausea, headaches and increased heart rate among others. The study showed that some respondents sometimes absented themselves from work due to medical problems. They also sometimes felt angry or frustrated because of things related to work, while some quarrelled with colleagues due to work related issues, experienced sleeping problems, felt nervous and anxious and at times felt like they would break down due to work related issues which are all symptoms of stress.

The study also reveals that to some extent there exist some elements of stressors in the organisations and different members of staff react to these stressors differently. Stressors identified in the organisation were grouped into four categories which are: organisational environment, job characteristics, work relationships and personal factors which make individuals perceive situations differently. This can be explained by Lussier, (2009) who stated that workers vulnerability to stress is a function of both internal (organisation) and

external (non work) stressors. She identified two major factors that help determine how stress will affect employee performance differently across similar jobs, these factors are; stress threshold and personality types. Stress threshold is an internal factor, some people have high threshold while others have low threshold. A person with low threshold performance is affected even by a slight change or disruptions in their work routine and vice versa (Lussier, 2009). People also react differently to stressors due to their personality types. Type 'A' are more vulnerable to stress while type 'B' are less prone to stress.

While it is true that the study established that stress affected the employees to some extent, most of the respondents were neutral to the extent that they were affected by stress. These findings however agree with Lacovides, Fountoulakis & Kaprins (2003) who noted that stress causes employees to be emotionally exhausted, become detached from their clients and their work and feel unable to accomplish their goals. They noted that stress contributes to a person's inability to cope with the expectancies and demand of everyday life. This study found that stress made the employees to absent from work and lose of concentration. The findings of the study also agree with Byrne (1993) who argued that stress causes emotional exhaustion, depersonalization and decreased personal accomplishment.

5.3 Conclusion

The study established that though most of the respondents did exhibit symptoms of occupational stress to moderate extent, for instance, most respondents lose concentration, feel out of control due to work related issues, are able to balance work and family demands, have control of how they perform their work, are willing to put in extra effort beyond what is expected, are easily irritated by small issues, feel like withdrawing from people, find it hard making decisions among others. A good percentage of the respondents were affected by the

stress as majority suffer from illness, feel angry or frustrated because of things related to work, felt stressed due to unrealistic deadlines and felt like they would have nervous breakdown due to work among others. This has had some effect of the performance of the respondents. The study found that the general performance of the respondents could be described as good. However, some respondents indicated that they were able to establish clear objectives and organize duties for self and those supervised only to moderate extent. Some respondents are only able to develop workable ideas only to moderate extent. The effect of occupational stress on employees' job performance can therefore not be ignored.

5.4 Recommendations for Policy and Practice

The study established that to some extent, the occupational stress had a negative effect on the employees' job performance for example absenteeism, low self esteem, and thoughts of leaving the organisation if given an opportunity among others. The study therefore recommends that the institution should set up mechanisms of dealing with stress before it degenerates into burnout which is a response to chronic work stress (Freudenberger, 1974).

The study established that to some extent occupational stress negatively affected the performance of employees. The organization can change or remove the stress by redesigning jobs to reduce feeling of being undervalued at workplace, unclear job roles, work-home interface and job insecurity. They can also change organizational policies to give individuals more control over their work activities, develop support System, shared goal and direction, encourage innovation, distribute decision Making ,team Work and respect for personal needs.

5.5 Suggestions for Future Research

This study was done of the perceived relationship between occupational stress and employee job performance among the University of Nairobi non teaching staff. The study recommends that the study should be replicated in other institutions of learning in the country and in other public organizations with the aim to determine how occupational stress affect the employee job performance. A study can also be done on the effect of occupational stress among the teaching staff who were not covered by this research.

5.6 Limitations of the Study

The scope and depth of the study was limited by the time factor and the structure of the University especially its geographical setting where campuses are spread in different locations thus the researcher was not able to fully cover all Departments of the Institutions. The researcher self administered the questionnaire to the staff in grades IV and below, this was time consuming while the presence of the researcher may have affected the respondents way of answering some of the questions asked.

REFERENCES

- Allen (1983). *Human stress; its nature and control*. Mineapolis bungess Publishing Company.
- Armson, S. (1997). "Putting Stress on the bottom line" Management today, Sep 1997, pp. 5
- Babin, B. J, & Boles, J.S. (1998), "Employee behaviour in a service environment: a model and test of potential differences between men and women", Journal of Marketing, Vol. 62 No. 2, pp. 77-79.
- Barling, J., Frone, M. R., Kelloway, E. K.(2004). *The Handbook of Work Stress*. Sage, California.
- Baron A. R. (2004). *Stress; its causes, effects and control Psychology*, Prentice Hall, New Delhi
- Bashir, A. (2007). *Employees stress and its impact on their performance*, First proceedings of International Conference on Business and Technology, Iqra University Islamabad.
- Beehr, T. A (1990). Research on Occupational Stress, An unfinished enterprise. *Personnel Psychology*, 835-844.
- Bodzinski, J., scherer, R. & Gover K. A. (1989). *Work stress personnel administration*. vol.. 34, pp. 76-80.
- Borman, W. C., & Motiwidlo, S. J. (1997). Task performance and contextual performance; the meaning for personnel selection research. *Human performance*, 10, 99-109.
- Bryce, C. (2001). *Insight into the concept of stress*, Pan American Health Organisation, USA

- Byrne, B. M. (1993). *The Maslach Burnout inventory: testing for factorial validity and invariance across elementary, intermediate and secondary teachers*", journal of occupational and organisational psychology, vol. 16 sep. pp. 197-212.
- Campbell, J. & Campbell R.S (1988). *Productivity in organisations; New perspectives from industrial and organisations psychology*. Sanfrancisco, Jossey Baa
- Campbell, J. P. & McCoy, R. A. (1993). *A theory of performance; in Schmitt & Borman W.; Personnel Selection in Organisations*. PP 35-70, San Francisco, Jossey Bass.
- Caputo, J. S. (1991). *Stress and Burnout in Library Service*. Phoenix: Oryx Press.
- Cartwright, S. & Boyes, R. F. (2000). *'Taking the pulse of executive health in the UK'*, Academy Of management executive, vol. 14 no. 2, pp. 16-24.
- Certo, S. & Certo, T. (2006). *Modern Management*, 10th ed. Pearson Prentice Hall, New Jersey.
- Certo, S. & Certo, T. (2006). *Causes of stress (change at work place)*. Modern Management, 10th ed. Pearson Prentice Hall, New Jersey.
- Clifford, T. & King A. R. (1986). *Introduction to Psychology*. 7th ed., Tata McGraw-Hill Publishers, New Delhi.
- Cole, G. (2002). *Management; Theory and Practice*, 5th edition, Martins the printers Ltd, Berwic,
- Concha, A. (2009). *"The impact of role stress on workers' behaviour through job satisfaction and organizational commitment"*, International Journal of Psychology, Spain.
- Cooper, Liukkonen, P. & Cartwright, S. (2001/1996). *Stress prevention in the workplace: assising the cost and benefit to organisation*. European foundation for the improvement of living and working conditions.

- Cooper CL, Marshall J. (1976). *Occupational sources of stress: a review of the literature relating to Coronary heart disease and mental ill health*. J Occup Psych 49:11–28.
- Defrank R. & Invancevich J. (1998). *Stress on the job; An executive update*. Academy of Management Executive. pp. 55-66.
- Dyck, D. (2001). “*The toxic workplace*”, Benefits Canada, Vol. 25 No. 3, pp. 52.
- Dreifus, C. (2006). “*why do people live so long*” AARP Bulletin, pp 16, 29.
- Ellis A. (2006). “*System Breakdown; The role of mental models and transactive memory in the relationship between acute stress and team performance*”. Academy of Management Journals, Vol. 3, pp. 576-589.
- European Commission (1999). *Guidance on work related stress*, “species of life-or kiss of death?”
- European foundation for the improvement of life and working conditions (2007). *Work related stress*.
- Freudenberger, H. (1974). “*Staff Burnout*,” Journal of Social Issues, 30 (1), 159–165.
- Gachare (2000). *Occupational stress in management consulting firms*. Unpublished MBA Thesis, University of Nairobi.
- Gaulin, S., Steven J.C, & Donald M. (2003). *Evolutionary Psychology*. Prentice Hall.
- Gichohi, R. W. (2009). *A study of the relationship between job satisfaction and stress at the Government press in Kenya*. Unpublished MBA Thesis, University of Nairobi.

- Gitonga, D. (2011). *Relationship between occupational stress and job satisfaction at Kenya Customs administration*. Unpublished MBA Thesis, University of Nairobi.
- Hackman, J. R & Oldham, G. R. (1976). *Motivation through the design of work: test of a theory organizational behaviour and Human performance*, 16, pp. 250-279.
- Health and Safety. (2001). *Tackling Work-related Stress: A Manager's Guide to improving and maintaining Employee health and wellbeing*. Sudbury: HSE Books.
- Hodgetts R. & Hegar K. W. (2008). *Modern Human Relations at work*. Cengage Learning, USA.
- Hogan, J. (1998). *Personality and job performance; A research paper on Human Performance*. Lawrence Erlbaum Press.
- Ilgen, D. R. & Klein, H. J. (1988). 'Individual motivation and performance: cognitive influences on effort and choice', in Elangovan, A. R., Sie, J.L. (2000), 'Effects of perceived power of supervisor on subordinate work attitudes', *leadership and Organisation Development Journal*, Vol. 21 No. 6, pp. 319-328.
- Ilgen, D. R. & Pulakos, E. D. (EDS) (1998). *The changing nature of performance: implications for staffing, motivation and development*. Sanfrancisco. Jossey-Bass.
- Ira, S.Wolfe (2004). *The truth about employee stress*. The Journal of Business to Business.
- Irvine D.M. & Evans M.G. (1995). *Job-satisfaction and turnover among nurses — integrating research findings across studies*. *Nursing Research* 44, 246 253.
- Jamal, M. (2007). *Job stress and burn out among Canadian Managers and Nurses: an empirical examination*. *Canadian Journal of public Health*, vol.91, no 6 November 2007, pp. 454-458.

- Jamal, M. (2007). *Job stress and job performance controversy revisited: an empirical examination in two countries*. International journal of stress management, vol.14, no 2,175-187.
- Jamison C. (1999). "Top 10 Myths of customer Service". the British Journal of Administrative Management, July/august, pp. 19-21.
- Jones, G. R. (2003). *Organizational Theory, Design and Change: Text and Cases*, Upper Saddle River: Prentice-Hall.
- Kahn, R. L., Wolf, D.M., Quinn, R.P., Snoek, J.D, and Rosenthal, R.A. (1964). *Occupational Stress: Studies in Role Conflict and Ambiguity*, Newyork:
- Kessler R. (1997). *Effects of stressful life events on depression*"; Annual revies of Psychology, pp. 191-214.
- Kindersley D. (1998). *Essential managers Manual*. Penguin Com, London.
- Koontz, H. & Weihrich, H. (2007). *Essentials of Management; An international perspective*. 7th Edition, McGraw Hill, New Delhi.
- Krejcie R. V. & Morgan D. W. (1970). Determining the sample size for research activities. *Educational and Psychological Measurement, Vol. 30, 607-610*.
- Lacovides, A., Fountoulakis, K. & Kaprins (2003). *Relationship between job stress, burnout and clinical depression*. Journal of Affective Disorder; Vol. 75; pp. 209-221.
- Lazarus, R. & Folkman, S. (1984). *Stress, Appraisal and Coping*. New York, Springer.
- Leaks, J. (1992). *Job stress*. Personnel Journal, April, pp. 43.
- Leiter, M.I (1988). "Burnout as a Function of Communication Patterns." Group & Organization Management, 13(1), 111–128.

- Lindsay P. & Norman, D. (1977). *Human information processing: an introduction to Psychology*.
- Locke, E. A., & Latham, G. P. (1984). *A Theory of Goal Setting and Task Performance*. Englewood Cliffs, NJ: Prentice Hall.
- Lussier R. N. (2009). *Management fundamentals; Concepts, Applications, Skills development*. 4th Ed. .Cengage learning,
- Luthans, F. (1985). *Organizational Behaviour*. McGraw-Hill, New York.
- Maslach C. (1988). "The Impact of Interpersonal Environment on Burnout and Organizational Commitment," *Journal of Organizational Behavior*, 9 (4).
- Maslach, C. (1982). *Burnout: The Cost of Caring*. New York: Prentice Hall.
- Michael, A. (1999). *Human resource Management Practice*, 7th edition, The Bath press.
- Michael, A. (2009). *Handbook of Human Resource Management Practice*, 11th ed., Kogan Page.
- Michie, S. & Williams, S. (2003). *Causes and management of stress at work; reducing psychological ill health and associated sickness absence*, A systematic literature review. *Occupational and Environmental Medicine*. Vol. 60, pp. 3-9.
- Mimura, C & Griffiths, (2003). *The effectiveness of current approaches to workplace stress management in the nursing profession: an evidence based literature review*. *Occupational and Environmental Medicine*, Volume 60, pp. 10-15.
- Motowidlo S. J. and Packard S. , and Manning, M. R.(1986). *Occupational stress: its causes and consequences for job performance*. *Journal of Applied Psychology*. Vol.71, No.4, 618-629.
- Muchinsky, P. M. (2003). *Psychology Applied to Work*. 7th ed. Belmont, CA: Wadsworth.

- Mugwere, L. (2002). *A case study of the determinants of work stress and its management*. . Unpublished MBA Thesis, University of Nairobi.
- Mullins, L. (2005). *Management and Organisation Behaviour*, 7th edition, Prentice Hall, England.
- Mullins, L. J. (2010). *Management and organisational behaviour*. 9th Edition. Pearson Educ. Ltd Edinburgh gate.
- National Institute for Occupational Safety and Health (1996). National Occupational Research Agenda (NORA). (NIOSH Publication No. 96-115). Cincinnati, OH: US Department of Health and Human Services.
- Noer, D. (1995). *Leadership in the age of layoffs*. Journal of management Development. Vol. 14 No. 5, pp. 27-38.
- Nzuve, S. (2007). *Elements of Organisational Behaviour*. University of Nairobi Press, Nairobi.
- Occupational stress fact sheet (2006). Public Employee Federation Health and Safety Department.
- Pantang, W. (2007). *Effect of Self-Efficacy and Goal Setting on Performance of Jean Factory's Employee*, Unpublished master's thesis, Thammasart University, Bangkok, Thailand.
- Peters, L., Greer, C. and Youngblood, S. (1995). *The Black Well Encyclopaedia Dictionary of Human Resource Management*.. Stevens and sons Ltd, Fetter lane, London.
- Price, A. (2007). *Human Resource Management in Business context*, 3rd Ed.; Centigage learning, EMEA.

- Quick J.C. (1997). *Preventative stress management in organisation*. American Psychological Association, pp. 3-4.
- Rehman, A. K., Hasan, A. W. and Imran, A. (2010). *Stress in banker's life: demands – control model as predictor of employee's activity participation*, African Journal of Business Management, 4(9), pp. 1679-1690.
- Ricardo B., Army K. and Rohit, L. (2010/2007). *Stress at work*; The Work Foundation.
- Richard, B. (2005). *Coping with stress in a changing world*; 3rd Ed. McGraw Hill, New York.
- Rubina, K., Shehla, A. and Delawar, K. (2008). Occupational stress and its effect on Job performance, A case study of medical house officers of District Abbotabad, Journal of Ayub Medical College, Abbotabad, 20(3), 135-139.
- Schmidt, F. L. & Hunter J. E (1986). *The impact of job experience and ability on job knowledge, work sample performance and supervisory rating of job performance*. Journal of applied psychology, 71: pp. 432-439.
- Sdrolias, L., Terzidis, K. and Vounatsou, M. (2005). *Significance, defining factors and consequences of mental alienation of enterprises' personnel from their work environment*, in *Organisational culture, corporate governance and competitiveness*, selected proceedings of the First International Conference on Business, Management and Economics, 16-19 June, Izmir, Turkey, vol. 2, pp. 27-41.
- Selye, H. (1976). *The stress of life*. Revised ed. McGraw Hill, New York.
- Selye, H. (1956). *The stress of life*. McGraw-Hill, New York.
- Shane Mc. (2009). *Principles of management (African Edition)*. McGraw –Hill.

- Siegrist J. (1998). *Adverse health effects of effort-reward imbalance at work: theory, empirical Support, and implications for prevention*, in Cooper, C.L. (EDS), *Theories of Organisational stress*, Oxford University Press, New York, pp. 190-204.
- Sim S. and Sims, S. (1994). *Changes and challenge for the Human Resource professional*, 3rd Ed., Heinemann Ltd, Oxford, Butterworth.
- Stavroula, L. Griffitus, A. and Cox, T. (2011). *Work organisations and stress; systematic problem approaches for employers, managers and trade union representatives; protecting workers health series. No. 3*, Institute of Work, Health Organisations.
- Steers, R. M. (1981). *Introduction to organisation behaviour*; Glenview, IL Scott Foreman.
- Stephen, P. R.(2004). *Organisation behaviour*. 7th ed. Prentice Hall, India.
- Strahan, C., Watson, B. and Lennonb, A. (2008). ‘*Can organisational safety climate and Occupational stress predict work –related driver fatigue?*’, *Transportation Research, Part F* 11, pp. 418-426.
- Subha, I & Shakil, A (2010). *Impact of stress on employee productivity, performance and turnover; an important managerial issue*.
- Tanya, I. G. (2007). *Job stress in nursing profession*
- Uma, S., & Roger, B. (2009). *Research Methods for Business; A Skill Building Approach*, 5th Ed., John Wiley & Sons.
- Umer, A. B., Inam, M., Imran H., Tariq, S. and Tahir, H. (2010). *Perception of organizational Politics leads to job stress; An evidence of banking sector of Pakistan*; *European Journal of Social Sciences*. 18(2), pp. 196-126.

- Usman, B. & Muhammed, I. R. (2010). *Impact of stress on employee job performance; a case study of Banking sector of Pakistan*. 2(10), pp. 122-126.
- Walker, O. C., Churchill, G. A. and Ford, N. M. (1975). "*Organizational Determinants of the Industrial Salesman's Role Conflict and Ambiguity*," *Journal of marketing*, 39 (1), 32-39.
- Worley, J., Matt V., Wheeler, D. and Barnes L. (2008). "*Factor Structure of Scores from the Maslach Burnout Inventory*," *Educational & Psychological Measurement*. 68 (5), 797 -823.

APPENDICES

APPENDIX I: QUESTIONNAIRE

PART TWO

Occupational stress inventory

To what extent do you agree with the following statements? On a scale of: 5- Very great extent, 4- Large extent, 3 – Moderate extent, 2 – Low extent, 1 – No extent

		Very large extent	Large extent	moderate	Low extent	No extent
1	There are times I suffer from illness such as muscle tension, nausea, headaches, increased heart rate etc.					
2	At times am absent from work due to medical problem					
3	At times I feel angry or frustrated because of things related to work					
4	Of late I am easily irritated by small issues					
5	I sometimes feel like withdrawing from people					
6	I find it hard to make decisions					
7	I sometimes quarrel with my co workers due to work related issues					
8	I sometimes loose concentration					
9	At times I have sleeping problems					
10	at times I feel like I will have a nervous breakdown due to work					
11	I often feel nervous and anxious					
12	A Number of times I feel out of control due to problem in work					
13	I am able to balance my work demands and family demands					
14	sometimes I feel like I don't want to go to work					
15	I feel of guilty as a result of doing things wrong at work					
16	There is a problem of understaffing in my department					

17	I feel stressed due to unrealistic deadlines					
18	I do not have sufficient time to complete my work					
19	I work with people who make too many demands					
20	I have no control of how I perform my job					
21	I feel overloaded due to amount of work that is assigned to me					
22	I perform tasks that are not challenging					
23	I often receive assignments without the resources to complete them					
24	I work under incompatible policies and guidelines					
25	I receive too much pressure from too many people					
26	There is no clear job description for my job					
27	There is a well-defined performance evaluation procedure and feedback system which is implemented					
28	I am willing to put in a great deal of effort beyond that normally expected in order to help this university attain its goal					
29	My job matches my skills and interests					
30	If given a chance I would quit my job for another one					
31	I feel stressed because of the high cost of living which cannot be met by my salary					
32	I get on well with members of the department					
33	The university offers training and development opportunities					
34	I worry a lot about my job security					
35	My work environment is safe and comfortable					
36	I get little support from my colleagues					
37	I get little support from my supervisor					
38	I have to work outside my normal working hours to complete my work					
39	I work under inflexible and insensitive working conditions					
40	I am satisfied with the promotion policies					

Employee job performance questionnaire

Please indicate the extent to which you agree or disagree with the following statements. On a scale of: 5- Very great extent, 4- Large extent, 3 – Moderate extent, 2 – Low extent, 1 – No extent

		Very large extent	Large extent	Moderate extent	Low extent	No extent
1	I have the necessary knowledge and skills to perform my job proficiently					
2	I am able to establish clear objectives and organise duties for self and those supervised					
3	I am Innovative in identifying resources required to meet goals and objectives					
4	I Comply with job procedures and policies					
5	I understand my job responsibilities					
6	I am able to complete quality work on time					
7	Seeks guidance when goals or priorities are unclear					
8	I use working time optimally					
9	I make decisions that affect my job					
10	I have a desire to carry out my job					
11	I willingly accept and performs additional assignments					
12	Sets and meet targets as agreed with the supervisor					
13	I am able to use modern communication technology					
14	I am able to handle multiple responsibilities in an effective manner					
15	I try to question old ways of doing things					
16	I readily support the goals and objectives of the department					
17	Demonstrates tact and diplomacy when dealing with colleagues and customers					
18	Provides feedback on interaction with customers					
19	I am receptive to customer feedback					
20	Helps to build reputation for total customer satisfaction					
21	I am able to develop new workable ideas					
22	I have a good relationship with other employees					
23	I am able to communicate effectively					
24	I perform work with little or no supervision					

25	I make good use of information received					
26	Shares information to facilitate achievement of set goals and objectives					
27	I am receptive to change and new ideas					
28	I take initiative to learn tasks outside my specialisation					
29	I readily participate in team activities					
30	Demonstrates respect for all individuals					

Thank you for your cooperation

APPENDIX II: Table to determine sample size from a given population

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

Adapted from: Krejcie V. R., & Morgan W. D, (1970). Determining Sample Size for Research Activities

Note: N - represent population size
 S - represent sample size