WORK STRESS AND STAFF PERFORMANCE IN KAMPALA INTERNATIONAL UNIVERSITYMAIN CAMPUS, KAMPALA – UGANDA

BY

KHADAR AHMED YUSUF
BHR/38894/132/DF

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A DISSERTATION PRESENTED TO THE COLLEGE OF ECONONICS AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR OF HUMAN RESOURCE MANAGEMENT OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I declare that this dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning.

_____

KHADAR AHMED YUSUF

Date: _09/03/2016_

APPROVAL

I confirm that the work reported in this dissertation was conducted by the candidate under my supervision.

_____

Name and Signature of Supervisor

Date: _____ 09/08/16

DEDICATION

This dissertation is dedicated with joy and love to my mother for encouragement, vision and advice to take up this course and laying this foundation for my career.

ACKNOWLEDGEMENT

LIST OF ACRONYMS

ACTH	Adrenocorticotrophic hormone
DVC	Deputy Vice Chancellor
GAS	General Adaptation Syndrome
KIU	KampalaInternationalUniversity
KPI	Key Performance Indicators
KSI	Key Success Indicators
SAQ	Self-Administered Questionnaires
PLCC	Pearson'sLinear Correlation Coefficient
SPSS	Statistical Packages for social scientist
UN	United Nations

ABSTRACT

This study set out to determine the degree of effectiveness of work stress on staff performance of in KampalaInternational University, main Campus, Kampala – Uganda. It was based on both cross sectional and descriptive correlation survey designs. The researcher used a self-administered questionnaire to collect primary data from 172 employees, using simple random sampling. Data analysis was done using SPSS's relative frequencies, means, standard deviations and Pearson's Linear Correlation Coefficient. The study was based on five specific objectives: (i) to determine the profile of respondents in terms of gender, age, marital status, level of education, position in the organization, length of service, (ii) to determine the extent of work stress among KIU staff, (iii) to determine the level of staff performance in KIU (iv) to determine if there is a significant relationship between work stress and staff performance in KIU and (v) to recommend strategies that will further enhance employee performance basing on the findings of the study. The findings showed that majority of the respondents were male, with age range of 26 – 39 years, more than half of the respondents were single; and still more that half were holders of Master's degree and above, lecturer dominated the study and majority had experience of more than three years. It went ahead to revealed that the level of work stress at mean ≈ 2 (low level). On the other hand the level of staff performance in stands at a mean ≈ 3 (high level). The findings from PLCC showed a positive relationship between work stress and staff performance at ($r = 0.000$), however, the sig. value indicate that though positive, this relationship is not significant (sig. $= 0.995 > 0.05$). The researcher concluded that there is low work stress in KIU, Staff performance is high, and that there is no significant relationship between work stress and staff performance in KIU (($r = 0.000$, and sig. $= 0.995$). The researcher recommended that if staff performance is to be improved in KIU, management should; a) ensure that employee salary is paid in time, (b) improve/ increase on the salary scale, (c) introduce a system of giving employees fringe benefits and (d) ensure that there is gradual introduction of new university policies and programs among others.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

1.0 Background of the Study

Due to the economic crunch which hit the world economies around the end of 2007 up to 2009, many governments and organizations both public and private, faced challenges as far as work force is concerned (UN report 2010). These challenges significantly reshaped the operations of these organizations and employee behaviors; rate of stress increased and this affected individual decision making, individual perception and cognition, group decision making and communication, job satisfaction, and turnover intentions.

World over, workplace stress is the order of the day, and this has led to the development of various theories on stress in attempt to address the problem. These theories are intended to increasing morale of the employees and consequently improving both their individual and organizational performance. The term stress has been used to describe a variety of negative feelings and reactions that accompany threatening or challenging situations. However, not all stress reactions are negative (Bernard &Krupat, 1994). A certain amount of stress is actually necessary for survival. The stress reaction maximizes the expenditure of energy which helps prepare the body to meet a threatening or challenging situation and the individual tends to mobilize a great deal of effort in order to deal with the event (Franken, 1994).

The role of workplace place has to be considered seriously as an important aspect (Briner, 1999) and according to Barsade& Gibson (2007), positive stress enhance performance at individual, group and organizational levels. This study will try to validate both the theories on factors affecting employee behavior and other psychological factors, in Kampala International University (KIU) as a case study.

Since its establishment in 2001, KIU performance has been a big question in the mind set of many Ugandans. The performance of KIU employees is often questioned on a number of aspects and this study will examine it in terms of attendance at work, time management, innovation, fairness, and task accomplishment, quality of work, customer care, performance appraisal, team work and problem solving.

Since lecturing constitutes spending largest share of a lecturer's time in research and students private or individual consultation in order to enhance academic performance this has increased stress in KIU due to work overload. This was seen as the only effective option for cutting expenditure and improving KIU efficiency. This has constantly put severe pressure on lecturers having to meet increasingly higher targets and has led to a number of changes in management, for example, a lecturer is meant to teaching 18 hours a week. In 2009, the then DVC in charge of Academic affairs scraped all other incomes staff were receiving in extra hours by increasing the load to 18 hours and came up with a standard figure of 200,000UGX for extra hour regardless of how many extra hours a lecture has. November 2010, chairman of the board of trustees promised to appoint a committee to spear head the changes necessary for improving on the efficiency of lecturers. These changes included, launching performance based pay, motivation of staff, and establishment of a transparent promotion criteria.

Stress in KIU is paramount, as management try to improve on the performance. However over the years, the system that was based on the notion of reducing stress has declined and is now characterized by frustrations, lack of recognition, poor communication, and lack of cooperation, poor time management, continued absenteeism, deadlines / failed targets and substandard work output and lack of involvement and participation of staff on matters affecting them. For example, since its inception (KIU), the salary of a fresh graduate level (Teaching Assistant) and Assistant lecturers is less than 150 and 300 US dollars respectively and yet students' enrollment has drastically increased. The institution lacks a clear and transparent promotion mechanism; there is a lot of duplication and routine work, with little room for creativity. This has resulted in low morale, labor turn

over and increased corruption cases as reported in the media (the campuser) where some staff ask bribe from students for marks, consequently leading to poor performance and tarnishing the image of the institution. There is no proper grievance and disciplinary procedure, lectures just hears from rumors that his/her employment has been terminated on trivial issues without any trial or giving him/her chance for defense, for example, in January 2011 three lecturers were surprised one morning as they were getting out of class from teaching, their colleagues broke to them news that their employment has been terminated. The institution lacks a clear administrative document to the extent that each and every administrator who joins office come up with his new policy and staff are compelled to comply without questioning

The researcher anticipated that if the stress levels were reduced, this would help the institution to fulfill its mission. It is against this background that the researcher sought to explore the degree of effectiveness of work stress on staff performance in KIU.

1.1 Statement of the Problem

Organisations wishing to survive in today's competitive world have to put in place mechanisms to copy and manage stress, given its associated physiological, psychological and behavioural consequences (Robbins; 1998). Although people have experienced stress and suffered from stress since the beginning of mankind, the area has not been systematically researched until the recent years (Beach; 1985). Failure of organisations to manage stress leads to several undesirable outcomes such as, reduction of productivity, loss of customers, reduced business, high blood pressure, ulcer, irritability, difficulty in making routine decisions, loss of appetite, accident proneness and damaged morale among people engaged in economic activities in the organization, which puts at risk the survival of the organisation. While there could be several contributory factors of the low economic development, ineffectiveness of the Kampala International University seem to play a big role, hence there is a need how work stress affect the employee performance in Kampala International University main campus.

1.2 Purpose of the Study

The purpose of the study was to determine the degree of effectiveness of work stress on staff performance of in Kampala International University – Main Campus.

1.3 Research Objectives

The study was guided by the following specific objectives:

- To determine the profile of respondents in terms of gender, age, marital status, level of education, position in the organization, length of service?
- To determine the extent of work stress among Kampala International University staff
- To determine the level of staff performance in Kampala International University
- To determine if there is a significant relationship between work stress and staff performance in KIU
- To recommend strategiesthat will further enhance employee performance basing on the findings of the study

1.4 Research Questions

The research was guided by the following specific objectives:

- What are the profiles of respondents in terms of gender, age, marital status, level of education, position in the organization, and length of service?
- To what extent is stress among KIU staff?
- What is the level of staff performance in KIU?
- Is there is a significant relationship between work stress and staff performance in KIU?
- What strategies will further enhance employee performance KIU basing on the findings of the study?

1.5 Hypotheses

The study was guided by the following hypotheses:

There is no significant correlation between work stress and staff performance in Kampala International.

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1.6 Scope of the Study

Geographically: the study concentrated at Kampala International University main campus, located in Kansanga, Makindye Division, about 3kilometers from Kampala city center along Ggaba road.

The respondents in the study included Directors/Deans,Lecturers, Heads of Departments, Administrators, and Secretaries staff thatwere randomly selected to represent the population.

*Theoretical scope:*The study was guided by Biopsychosocial Model of Stress which looked at stress as involving three components: an external component, an internal component, and the interaction between the external and internal components.

*Content scope:*In content, the study concentrated on the degree of effectiveness of work stress on organizational performance, in Kampala International University.

Time scope: the study conducted in a period of four months; the time which data will be gathered from June to September 2011

1.7 Significance of the Study

*To Kampala International University:*The findings of this research shall be used by administration of Kampala International University to evaluate the activities of the institution and guide them in formulating and implementing policies which will reduce stress in work force.

Policy makers: the study will generate new knowledge which will help policy makers in coming up with informed decision in area of stress management and their subsequent effect on staff performance.

To future researchers: The findings of this research generated new knowledge which will be kept in the institution's library as secondary data and serve as starting point for further research

To the researcher: the study will help in improving the researcher's knowledge in areas work performance focusing on work stress. Secondly, it also helped the researcher tofulfill the requirement for the award of the Degree of Master of Art in Human Resource Management

1.8 Operational Definitions of Key Terms

Stress is the mental and physical condition that results from a perceived threat of danger (physical or emotional) and the pressure to remove it. It can be a person's adaptive response to stimulus that places excessive psychological or physical demand on him or her.

Performance is to the degree of accomplishment of the task that makes up an individual/s job. It indicates how well and individual is fulfilling the job demands and it is measured in terms of results not efforts.

Performance means standards or criteria for employee behavior at work. This criterion contains much more than how an employee does the work. Employees are rated on how well they do their jobs compared with a set of standards determined by the employer There is no simple definition of Employee Performance. As discussed, there are multiple facets to performance and they must be clearly defined in fairness to the employee and the company. Whenever starting a new job, be certain to ask all of the who, what, when, where and why's.

Motivation isas a driving force that initiates and directs behavior. It is a kind of internal energy which drives a person to do something in order to achieve something. It is a temporal or dynamic state within a person which is not concerned with his/her personality.

Psychometricis the field of study concerned with the theory and technique of psychologicalmeasurement, which includes the measurement of knowledge, abilities, attitudes, personality traits, and educational measurement.

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Synergy means the interaction or cooperation of two or more organizations, substances, or other agents to produce a combined effect greater than the sum of their separate effects

Psych simply means to understand the motives or behavior of by intuition or psychological means, especially so as to outwit, overcome, or control.

Psychology means the scientific study of the human mind and its functions, especially those affecting behavior in a given context. It deals with the mental processes and behavior or emotional and behavioral characteristics of an individual or group.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter looked at the concepts, ideas and opinions of the author; theoretical perspectives; and related literature relevance to the study.

2.1 Concepts, opinions, ideas from author/experts

Stress refers to an individual's response to a disturbing factor in the environment and the consequence of such reaction. Stress is mostly understood to be negative. But it has positive dimension also. Where stress brings out something better from an individual, it is called eustress.

2.2 Theoretical Perspectives

The study will be guided by one of the most the most comprehensive models of stress "Biopsychosocial Model of Stress" (Bernard &Krupat, 1994). According to the Biopsychosocial Model of Stress, stress involves three components: an external component, an internal component, and the interaction between the external and internal components.

The external component of the Biopsychosocial Model of stress involves environmental events that precede the recognition of stress and can elicit a stress response. As previously mentioned the stress reaction is elicited by a wide variety of psychosocial stimuli that are either physiologically or emotionally threatening and disrupt the body's homeostasis (Cannon, 1932). We are usually aware of stressors when we feel conflicted, frustrated, or pressured. Most of the common stressors fall within four broad categories: personal, social/familial, work, and the environment. These stressful events have been linked to a variety of psychological physical complaints. Stressors also differ in their duration. Acute stressors are stressors of relatively short duration and are generally not considered to be a health risk because they are limited by time. Chronic stressors are of

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relatively longer duration and can pose a serious health risk due to their prolonged activation of the body's stress response.

The internal component of stress involves a set of neurological and physiological reactions to stress. Selye (1985) defined stress as "nonspecific" in that the stress response can result from a variety of different kinds of stressors and he thus focused on the internal aspects of stress. Selye noted that a person who is subjected to prolonged stress goes through three phases: Alarm Reaction, Stage of Resistance and Exhaustion. He termed this set of responses as the General Adaptation Syndrome (GAS). This general reaction to stress is viewed as a set of reactions that mobilize the organism's resources to deal with an impending threat. (Dienstbier, 1989)

The Alarm Reaction is equivalent to the fight-or-flight response and includes the various neurological and physiological responses when confronted with a stressor. When a threat is perceived the hypothalamus signals both the sympathetic nervous system and the pituitary. The sympathetic nervous system stimulates the adrenal glands. The adrenal glands release corticosteroids to increase metabolism which provides immediate energy. The pituitary gland releases adrenocorticotrophic hormone (ACTH) which also affects the adrenal glands. The adrenal glands then release epinephrine and norepinephrine which prolongs the fight-or-flight response. The Stage of Resistance is a continued state of arousal. If the stressful situation is prolonged, the high level of hormones during the resistance phase may upset homeostasis and harm internal organs leaving the organism vulnerable to disease. The Exhaustion stage occurs after prolonged resistance. During this stage, the body's energy reserves are finally exhausted and breakdown occurs. Selye has noted that, in humans, many of the diseases precipitated or caused by stress occur in the resistance stage and he refers to these as "diseases of adaptation." However, it can sometimes lead to disease especially when the state of stress if prolonged or intense. (Mandler, 1982)

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The third component of the biopsychosocial model of stress is the interaction between the external and internal components, involving the individual's cognitive processes. Lazarus and colleagues (1984; 1978) have proposed a cognitive theory of stress which addresses this interaction. They refer to this interaction as a transaction, taking into account the ongoing relationship between the individual and the environment. This theory places the emphasis on the meaning that an event has for the individual and not on the physiological responses. Lazarus et al. believe that one's view of a situation determines whether an event is experienced as stressful or not, making stress the consequence of appraisal and not the antecedent of stress. According to this theory, the way an individual appraises an event plays a fundamental role in determining, not only the magnitude of the stress response, but also the kind of coping strategies that the individual may employ in efforts to deal with the stress.

2.3 Conceptual Framework

Input	Process	Output

Stressor

Individual level
- Personality
- Role overload
- Role conflict
- Role ambiguity

Organizational level
- Managerial behavior
- Lack of cohesiveness
- Intragroup conflicts
- Status incongruence

Organizational level
- Climate
- Mgt style
- Org'nal design

Extra-organizational
- Family
- Economy
- Lack of mobility
- Quality of life

Moderating variables

Stress
- Social support
- Individual differences

Performance

Behavior
- Satisfaction
- Performance
- Absenteeism
- Turn over
- Accident

Cognitive
- Poor decision making
- Lack of concentration

Physiological
- Increased blood pressure
- High cholesterol
- Heart disease
- Burnout

2.4 Related Studies

There are a numbers of definitions of stress as well as number of events that can lead to the experience of stress. People say they are stressed when they take an examination, when having to deal with a frustrating work situation. Stressful situations can be viewed as harmful, as threatening, or as challenging. With so many factors that can contribute to stress it can be difficult to define the concept of "stress". Selye (1982) points out that few people define the concept of stress in the same way or even bother to attempt a clear-cut definition.

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According to Selye, an important aspect of stress is that a wide variety of dissimilar situations are capable of producing the stress response such as fatigue, effort, pain, fear, and even success. This has led to several definitions of stress, each of which highlights different aspects of stress.

Level of stress among staff

According to Aswanthappa (2008) stressors originate at the individual, group, organization and extra-organizational levels. Individual level we have personality, role overload, role conflict, role ambiguity and task characteristics. At group level, stress emanates from managerial behavior, lack of cohesiveness, intra-group conflict, status incongruence, sexual harassment and workplace violence. At organizational level there is climate, management style, organizational design and organizational life cycle. And lastly, under extra-organizational level we have family, economy, lack of mobility and quality of life.

Byars and Rue (1991), suggested the following as the common sources of job related stress:- job mismatch, conflicting expectations, role ambiguity, role overload, fear/responsibility, working conditions, working relationships and alienation.

According to Northcraft and Neale (1990), conflict is one of the sources of stress in life. He asserts that can be seen in one of the two families; stress from uncertainty or stress from lack of control. He goes a head to explain that sources of stress can be seen in the following angles: Intrinsic to the job, role in the organization, career development, relations within the organization, being in the organization and organization interface with the outside as explained below:

Individual; under individual stressor we look at things like personality, tolerance for ambiguity, ability to cope with change, and motivation

Intrinsic to the job; the covers areas like too much or too little work, poor physical working conditions, time pressure among others.

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Role in the organization; this category covers issues like role conflict and role ambiguity, responsibility for people, lack of participation and involvement in the decision making particularly those which affects an employee him/herself

Career development; Issues like over promotion, under promotion, lack of job security and thwarted ambition among others they cause stress within this category
Relationship within the organization; under this category stress emanates from things like poor relations with bosses, colleagues and subordinates, difficulty in delegating responsibilities among others

Being in the organization; here we look at things like lack of effective consultation with in the organization, restriction on behaviors, and office politics among others
Organization interface with the outside like company demands versus family demands, company interests versus own interests among others.

Effects of stress on employees
Robbins (1998) summarized the effects of stress into three general categories that is: physiological, psychological and behavioral effects.
Physiologicaleffects; here stress creates changes in metabolism, increase heart and breathing rates, increases blood pressure, bring headaches, and heart attacks.

Psychological effects; stress can cause job-related dissatisfaction. And job dissatisfaction is the simplest and most obvious psychological effects. Stress manifests itself in psychological states like tension, anxiety, irritability, boredom, and procrastination.
Behavioraleffects; include change in productivity, absence and turnover as well as changes in eating habits, increased smoking or consumption of alcohol, rapid speech, fidgeting, and sleep disorders.

This is not very far from the research advanced by Byars and Rue (1991) who said that excessive stress can result in both physical and emotional problems. Stress related

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disorders include tension, and migraine headaches; coronary heart diseases, high blood pressure, muscle tightness, gastritis, indigestion, ulcers, menstrual and sexual dysfunction.From the psychological perspective, prolonged stress can adversely affect personal factors such as concentration, memory, sleep, appetite, motivation, mood, and the ability to relate to others. And this is in agreement with what Robbins (1998) said. Stress affects employee's health, memory retention, causes anxiety, employee judgment, and compromises employee's future outlook, can lead to mental health problems and lastly affects employee's self-esteem

Not all individuals experience stress with the same intensity. Some people over-react to stressors and get highly stressed. Others have stamina, endurance and composure to cope with any stressor. According to Aswanthappa (2008), the way individuals experience stress depend on: (i) the person's perception of the situation, (ii) the person's past experience, (iii) the presence or absence of social support, and (iv) individual differences with regard to stress reaction.

Strategies, recommendations and copying mechanism of work stress
Individual employees, managers, and those in charge of human resource management function should increase their awareness of stressorsoperating in the work organization in order to devise plans to cope with stressors and to reduce the stress impacting upon people. Managers must recognize, however, that not all plans and programs will be successful with all employees because of differences in their physical, mental and emotional makeup. (Beach, 1985).Basing on the above background, the following are some of the copying mechanisms organizations should adopt when managing stress at work place.

Improving environmental hygiene; Work place environment should be the first thing or place management should concentrate on if they wished to start any program intended to reduce workplace stress. It includes actions such as noise abatement in factory and

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offices, provision for adequate rest periods, temperature control, and elimination of exposure to toxic chemicals and fumes.

Minimizing unpredictability and ambiguity; here, freedom from fear of layoff or arbitrary and capricious discharge is important to employees. Good quality and stable supervision is essential for providing a feeling of wellbeing for the employee. People feel better satisfied in organizations where the supervision is supportive and management establishes an atmosphere of approval.

Job design; appropriate job design is also another element which can contribute to stress reduction. Vital job loading meaningful tasks, client relationships, and direct feedback of information on job performance are features of enriched and satisfactory job.This is because employees want reasonable autonomy and control of their activities. Job enrichment and participation in decision making in their departments through group discussions with their supervisors are some of the ways employee satisfaction can be achieved.(Gupta, 2008).

Provision of educational and information program; management need to subsidize the formal organization wide stress reduction program with the provision of education and information to employees to help them reduce their own stress. This helps employees to learn how to relax, engage in regular physical exercises, and take training in transcendental mediation.

Aswanthappa (2008) categorized the stress reduction strategies into two: individual and organizational strategies. In individual strategy, we need to first identify the causes of stress and how these causes affect us psychologically, physiologically and organizationally. The individual strategies to cope with stress include muscle relaxation, biofeedback, meditation, cognitive restructuring and time management.

Muscle relaxation; this involves slow and deep breathing, a conscious effort to relieve muscle tension and an altered state of unconsciousness. This technique is inexpensive and may require a trained professional to implement initially.

Biofeedback; a biofeedback machine is used to train people to detect and control stress related symptoms such as tense muscles and increased blood pressure.The machine translates unconsciously bodily signs into a recognizable cue. Muscle relaxation and meditative techniques are then used to alleviate the underlying stress.

Meditation; several meditation techniques are used with positive results and a majority of them are derivatives of eastern philosophies. Transcendental medication technique is the widely practiced everywhere and when used for 20minutes twice daily helps reduce stress significantly

Cognitive restructuring; it involves two steps; first irrational or maladaptive thought processes that create stress are identified. The second step is replacing these irrational thoughts with more rational and reasonable ones. Cognitive restructuring would alleviate stress by encouraging a person to adopt a more reasonable belief about the outcomes associated with the event.

Time management; due to the fact that most of us are poor in time management, it results in feelings of work overload, skipped schedules and attendant tension. The major causes of stress come from time pressures. If a one can manage time effectively, he/she can accomplish twice as much as the person who is poorly organized.

Organizational strategies; here organization need to develop and implement stress-reduction strategies. These programmes focus on specific issues or problems, such as alcohol or drug abuse, career counseling, job allocation, or burnout. Some of these programmes target a specific group of employees within the organization. Organizational coping strategies help reduce the harmful effects of stress in three ways: (i) identify and

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then modify or eliminate work stressors, (ii) help employee modify their perception and understanding of work stress, and (iii) help employees cope more effectively with the consequences of stress (Aswanthappa, 2008)

Level of staff performance

Performance comprises the actual output or results of an organization as measured against its intended output (or goals and objectives). According to Richard (2009), organizational performance encompasses three specific areas of firm outcomes: (a) financial performance (profits, returns on assets, returns on investments, etc); (b) product market performance (sales, market share, etc); and (c) shareholder return (total shareholder return, economic value added, etc.

Today, staff performance is an issue of concern in many fields including strategic planners, operations, finance, legal, and organizational development. Many organizations have attempted to manage staff performance using the balanced scorecard method whereby individual staff performance is tracked and measured in multiple dimensions such as: financial performance (e.g shareholder return), customer service, social responsibility (e.g. corporate citizenship, community outreach) and employee stewardship.

Key Performance Indicators (KPI) also known as Key Success Indicators (KSI), helps an organization define and measure progress towards organizational goals. Once an organization has analyzed its mission, identified all its shareholders, and defined its goals, it needs a way to measure progress toward those goals.

Performance indicators differ from business drivers and aims/goals. A school might consider the failure rate of its students as a KPI which might help the school understand its position in the educational community, whereas a business might consider the percentage of income from return customers as a potential KPI. But it is necessary to an organization to at least identify its KPIs. The key environment for identifying the KPIs

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according to Fitz-Gibbon, (1990) are: having a pre-defined business process, requirement for business processes, having a quantitative measurement of the results and comparison with set goals, and investigating variances and tweaking processes or resources to achieve short-term goals.

KPIs follow a SMART criteria; it measures a Specific purpose for the business, it is Measurable to really get value of the KPI, the defined norms have to achievable, the KPI has to be Relevant to measure (and thereby to manage) and it must be Time phased, which means the value or outcomes are shown for a predefined and relevant period.

The Performance indicators gives managers an "operator's manual" for their people by giving them an objective inside look at the behaviors and motives of individual staff so they can get the very best from them and other members of their team who will be working together. A good example of performance indicators among others include things like productivity, quality of work, initiative, team work, problem solving, response to work related stress, frustration and conflicts, adoption to change and employee performance development.

Relationship between work stress and staff performance |

Although much of the research on the relationship between stress and functioning focuses on the negative performance effects of stress, not all stress is bad. In fact, Selye (1956) emphasizes that stress is a necessary part of life and that it does not always involve negative consequences for the organism involved. At certain moderate levels, stress can actually improve individual performance. There is substantial research supporting the concept of "good stress." Yerkes andDodson (1908) were the first to "stumble" upon the inverted-U relationship between stress and performance. Their work focused on the effects of stress on the learning response of rats. Using three trials with low, moderate, and high levels of stimulus, the authors find a weak but curvilinear relationship, with performance on the task improving as the stressor stimulus reached a moderate level and decreasing as stimulus strength increased beyond this point.

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Research since Yerkes and Dodson has supported the inverted-U relationship between stress and performance. Scott (1966) finds that individual performance increases with stress and resulting arousal to an optimal point and then decreases as stress and stimulation increase beyond this optimum. Furthermore, Srivastava and Krishna (1991) find evidence that an inverted-U relationship does exist for job performance in the industrial context. Selye (1975) and McGrath (1976) also suggest an inverted-U relationship between stress and performance. Finally, research on arousal theory supports the inverted-U hypothesis, assuming that external stressors produce a stress response that is similar physiologically to arousal. Sanders (1983) and Gaillard and Steyvers (1989) find that performance is optimal when arousal is at moderate levels. When arousal is either too high or too low, performance declines.

There are many critics of the inverted-U hypothesis who argue that the relationship between stress and performance does not have a U-shape. One alternative model is a negative linear relationship. For example, Jamal (1985) argues that stress at any level reduces task performance by draining an individual's energy, concentration, and time. Vroom (1964) offers a similar explanation, suggesting that physiological responses caused by stressors impair performance. Some psychologists even suggest a linear positive relationship between stress and performance. For example, Meglino (1977) argues that at low levels of stress, challenge is absent and performance is poor. Optimal performance in his model comes at the highest level of stress. There have been some studies in support of this hypothesis, including Arsenault and Dolan (1983) and Hatton et al. (1995). Despite the empirical evidence supporting these alternative theories, the inverted-U hypothesis is still the most intuitively appealing and the most used explanation for how stress and performance are related (Muse, Harris, and Field, 2003). Aswanthappa (2008) asserts that stress negatively relates to performance. That is the higher the stress, the lower the performance. In the past it was believed that moderate levels of stress would energize employee and enhance their performance, however, this believe is not held to be true now. Performance will be disrupted even by relatively low levels of stress one these grounds:

First, even relatively mild stress distracts an employee because individual experiencing stress tends to focus on the unpleasant feelings and emotions rather than on the task at hand and as a result their performance suffers.

Second, prolonged or repeated exposure to mild levels of stress may have harmful effect on health and this may interfere with the effective performance.

Finally, research indicates that as arousal increases task performance may first rise, but at some point begins to fall. The precise location of this inflection point (the point at which the direction of the function reverses) seem to depend up on the complexity of the task being performed; the greater the complexity the lower the levels of arousal at which a downturn in performance occurs.

However, there are exceptions of the general rule that interferes with performance. Some individuals are at their best in times of stress. They arise to the occasion and turn in exceptional performance at times. This may arise from the fact that they are truly experts in the task being performed, making their inflection point very high. Exceptionally skilled people may cognitively appraise a potentially stressful situation as a challenge rather than a threat.

In regard of the above discussion, we can conclude that whether stress can disrupt or enhance performance, it depends on several different factors, such as complexity of the task being performed, personal characteristics of the individuals involved and their previous experience with the task.

CHAPTER THREE

METHODOLOGY

3.0 Research Design

The study took a quantitative approach or paradigm in that based on variables measured with numbers and analyzed with statistical procedures (Creswell, 2003). The research design was descriptive co-relational in that it was interested in relating work stress and staff performance.

3.1 Research Population

The study focused on both academic and administrative staff like Heads of departments, Administrators, Deans/Directors and Secretaries in Kampala International University main campus which comprise a total population of over 310 staff.

3.2 Sample Size

From the total population of 310 academic and administrative staff of Kampala International University main campus, the sample size shall be 175 staff (Saunders, Lewis &Thornhill, 2003). The sample size is determined using the Sloven's formula; which states as follow:

$$n = \frac{N}{1 + N a^2}$$

Where n is thesample size, Nstands for population and $a^2$is 0.05 level of significance
The sample size was selected from the following categories. Table 1 shows the distribution of population and sample size.

Table 1: Categories of respondents

Category	Target Population	Sample size
Teaching staff	227	
Directors/ Deans	13	
Heads of Departments	29	
Administrators	17	
Secretaries	34	
Total	320	175

Source: payroll, January 2011

3.3 Sampling Procedure

The study conducted using stratified sampling to reduce costs and the time of doing research and to increase the degree of accuracy of the study. The researcherset a selection criterion, where respondents were selected basing on their position/kind of job they do. A list of academic and administrative staff was obtained from the human resource management directorate categorized in their respective departments to act as the sample. Strata were made according to employee's level of operation in the university. There after a sample was obtained from each of the strata using convenient sampling.

3.4 Research Instrument

Researcher made Self-Administered Questionnaires weredistributed to selected respondents in order to avoid subjectivity from researcher and this allowed respondents to feel free while responding. The researcher explained and clarified to respondents in areas where they needed more clarity. The questionnaireconsisted mainly three sections. Section one was respondent's profile, section two was on the extent of work stress among KIU staff, section three was on level of staff performance. Most of the questions in the questionnaire were close ended and used four scales 1, 2, 3, and 4: where 1 = strongly agree, 2 = agree, 3 = disagree and |4 = strongly disagree. Respondents were required to rate each item by writing the right number/figure in the space provided before the each question.

3.5 Validity and Reliability of the Instrument

To ensure the validity and reliability of the instrument, the research employed the expert judgment method. After constructing the questionnaire, the researcher contacted experts in the study area to go through it to ensure that it measured what it was designed to measure and necessary adjustments were made after consultation and this ensured that the instrument was clear, relevant, specific and logically arranged. Secondly, a pre-test was conducted in order to test and improve on the reliability of the questionnaire.Alternatively, the reliability and validity of the instrument was established by corn-bachs Co-efficient alpha variable. Variables with corn-bachs. Co-efficient alpha test value for less than 0.5 were not used.

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3.6 Data Gathering Procedures

Before data gathering

Upon accomplishment of defending and acceptance of the research proposal, the researcher obtained an introductory letter from the School of Postgraduate Studies and Research and Evaluation of Kampala International University, seeking for permission from the directorate of human resource management of KampalaInternationalUniversity to allow him to get access to employee to participate in the study.

During data gathering

Due to the nature work and busy schedule of some prospected respondents, the researcher through the heads of departments scheduled appointment for such respondents. The researcher was available to give necessary explanation on some question where need was. Then the researchercarried out a pilot study before the actual research to check feasibility of the research instrument, in order to make necessary improvement and adjustments in the and to avoid wasting time. The researcher also made use of secondary data by reviewing available relevant text books, journal articles, periodicals, manuals dissertations, publications and visiting websites of the concerned organization.

After data gathering

After two weeks, primary data was collected through questionnaires which respondents returned back to the researcher which allowed the researcher to go ahead to analyze the data.Completed (SAQs) were coded, edited, categorized and entered into a computer for the Statistical Package for Social Scientists (SPSS) for data processing and analysis.

3.7 Data Analysis

Data on completed (SAQs) was edited, categorized and entered into a computer for the Statistical Package for Social Scientists (SPSS) which summarized them using simple and complex frequency tables or cross — tabulations. The same package was used to analyze by computing relative frequencies, means, standard deviations and other relevant statistics at the univariate level. Pearson's Linear Correlation Coefficient (PLCC) was used to establish whether there exists a significant relationship between work stress and

staff performance. The0.05 level of significance was used to determine the strength of the relationship between independent and dependent variables.

3.8Ethical Considerations

To ensure that ethics was practiced in this study as well as utmost confidentiality for respondents and the data provided by them, the following was done: (a) coding of all questionnaires; (b) the respondent were requested to sign the informed consent; (c) authors mentioned in this study were acknowledged within the text; (d) findings were presented in a generalized manner.

3.9Limitations of the Study

The anticipated threats to the validity in this study were as follows:

Intervening or confounding variablesExtraneous variables:Some respondents have got personal biases and honesty is a very big threat. To minimize this threat, the researcher requested respondents to avoid being subjective while answering the questionnaires.
Testing:Therewas a likelihood of research assistants beinginconsistence in terms of the day and time of questionnaire administration. There was thorough briefing and orienting the research assistants in order to address this threat.

Instrumentation: The data collection instrument was not standardized and this problem was solved through testing it for validity and reliability.

Attrition:There was a likelihood of some respondents of not retuning back the questionnaires and this was to affect the researcher in meeting the minimum sample size. To solve this threat, the researcher gave morequestionnaire exceeding the minimum sample size

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This Chapter presents the analyzed data and interpretations of data gathered from respondents basing on the study objectives. The chapter specifically shows data on respondent's profile; the extent of work stress; level of staff performance among KIU staff; the relationship between work stress and staff performance; and recommend strategies that will enhance staff performance in Kampala international university.

4.1 Description of Profile of respondents

In this study, the researcher described respondents profile in terms of gender, age, marital status, level of education, position in the organization, and length of service. Respondents were asked to state their characteristics for purposes of classifying and comparing them thus. The study employed a closed ended questionnaire to categorize respondent's profiles and their responses were analyzed using frequencies and percentage distributions as shown in the following table.

Table 2: Respondent's profile

Profile	Frequency	Percent
Gender Male	112	60.9
Female	72	39.1
Total	184	100.0
Age below 25	28	15.2
26 – 39	138	75.0
40 – 54	18	9.8
Total	184	100.0
Marital Status		

Single	94	51.1
Married	85	46.2
Divorced	3	1.6
Widowed	2	1.1
Total	184	100.0
Highest level of education Diploma	1	.5
Degree	48	26.1
Masters	115	62.5
PhD	20	10.9
Total	184	100.0
Position Secretary	12	6.5
Administrator	14	7.6
Lecturer	133	72.3
Head of Department	7	3.8
Dean/Director	13	7.1
Others	5	2.7
Total	184	100.0
Working experience Below 3 years	86	46.7
4 - 7 years	77	41.8
8 years & above	21	11.4
Total	184	100.0

The results in table 2 show that male were the majority respondents as represented by112 (or 60.9%) and female were the minority 72 (or 39.2%). The findings revealed that there is gender imbalance in the institution.

In regard to respondents' age, 138 (or 75.0%) respondents were in the age bracket of 26-39, 28(or 15.2) in the age bracket of 25 and below, 18 (or 9.8%) in the age bracket of 40-54. The study therefore indicate that majority of the institutions' employees are youth

In line with marital status, 94 (or 51.1%) respondents were single, 85 (or 46.2%) were married, 3 (or 1.6) were divorced and 2 (or 1.1) were widowed. Therefore it is right to deduce that majority of the respondents are young with little marital problems.

Concerning the level of education, respondents with Master's degree were the majority that is 115 (or 62.53%), followed by Degree holders 48 (or 26.1%), 20 (or 10.9%) were PhD holders and 1 (or .5%) was diploma holder. These results indicate thatmajority of institution employees are educated as revealed by respondents holding a master's degree being the majority.

Regarding thePosition held by respondents, lecturers dominated the sample with 133 (or72.3%), followed by administrators 14 (or 7.6%), Deans/ Directors with13 (or 7.1%), followed by secretaries with 12 (or 6.5%), Heads of department were 7 (or 3.8) and lastly other were5 (or 2.7%) respondents from other disciplines.

Lastly in regard to experience 86 (or 46.7%) respondents had served for a period of 3 years and below, 77 (or 41.8%) had served for a period of 4 – 7 years, 21 (or 11.4%) had worked for a period of 8 years and above. This indicates that all respondents had Knowledge and experience about the study since they had all served the organization for relatively long period of time.

4.2 Description of the Extent of work stress in KIU

The second objective was set to determine the extent of work stress among KIU staff. In this study, work stress wasmeasured using 20 qualitative questions in which respondents were required to indicate the extent to which they agree or disagree with each statement by indicating the number that best describe their perceptions. All the twenty items on work stress were Likert scaled using four points ranging between 1= Strongly Disagree,

2= Disagree, 3= Agree and 4= Strongly Agree. Their responses were analyzed and described using Means as summarized in table 3 below.

Table 3: Extent of work stress in Kampala International University

Stress	Mean	Interpretation	Rank
Irregular payment system	3.43	Very High	1
Uncomfortable with the salary received	3.37	Very High	2
Hardly receive fringe benefits	3.30	Very High	3
Abrupt changes in university policies and programs	3.15	High	4
Absence of Vacation	3.07	High	5
Time pressure	3.05	High	6
Unfair appraisal by quality assurance	2.82	High	7
Lack of participation in decision making	2.47	Low	8
Supervisor focus only on negative side	2.25	Low	9
Work environment	2.22	Low	10
Uncooperative colleagues	2.20	Low	11
Inflexible working hours	2.18	Low	12
Unclear work due to inadequate orientation	2.18	Low	13
Afraid of quality assurance monitors	2.15	Low	14
Unrealistic and unachievable goals	2.09	Low	15
Face communication problem at workplace	2.07	Low	16
Do not properly understand responsibilities/functions	1.96	Low	17
No help/support from supervisors	1.80	Low	18
Noisy and stinky work environment	1.78	Low	19
Superiors demand for sexual favors for promotion and work approval	1.30	Very low	20
Total	2.442		

Table 3 reveals that work stress in KIU exists at different levels. For instance the findings portray three major factors with the highest (very high) level of stressors that is; irregular payment system, absence of fringe benefits and employees being uncomfortable with the salary they receive at (mean=3.43, 3.37 and 3.30 respectively); and all these are equivalent to Strongly Agree on the likert scale. Secondly high level stressors which corresponds with the agree item in the likert scale were four; abrupt changes in policies and programs, unfair appraisal by quality assurance, time pressure, absence of Vacation (mean=3.15, 3.07, 3.05 and 2.82 respectively). However, on the other hand, results show a low level of stress coming fromlack of participation in decision making, supervisor focus only on negative side, work environment, uncooperative colleagues, inflexible working hours, unclear work due toinadequate orientation, afraid of quality assurance monitors, unrealistic and unachievable goals, communication problem, noisy and stinky work environment, lack of support from supervisors, and not understand responsibilities/functions, with means (means=2.47, 2.25, 2.22, 2.20, 2.18, 2.18, 2.18, 2.15, 2.09, 2.07, 1.96, 1.80, and 1.78 respectively) which are all equivalent to disagree on the likert scale. And lastly, the findings revealed Superiors demand for sexual favors for promotion and work approval as being the lowest (very low) level stressor at (mean=1.30) which is equivalent to strongly disagree on the likert scale.

4.3 Description of the level of staff performance in KIU

The third study objective was to determine the level of staff performance in KIU.The level ofstaff performance in KIU was measured using 24 in which respondents were requested to indicate the extent to which they agree or disagree with the statement by writing the number that best describes their perception. Each of the items in the questionnaire was rated with the aid of four Likert scaled subjects ranging between one to four; where 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Their responses were described using means as summarized in table 4.

Table 4: Level of staff performance in Kampala International University

Performance	Mean	Interpretation	Rank
Follow job description in executing duties	3.48	Very High	1
Devote time to prepare and attend at work	3.43	Very High	2
Set clear work objectives	3.36	Very High	3
Finish work/cover syllabus in time	3.34	Very High	4
Set exam basing on objectives and class coverage	3.34	Very High	5
Participation in department meeting	3.34	Very High	6
Adequate planning for work	3.33	Very High	7
Guide and counsel peers and juniors	3.24	High	8
Safeguard university properties	3.22	High	9
Meet deadline for work(coursework and exam) submission	3.17	High	10
Use suitable/appropriate work methods and materials	3.17	High	11
Carryout research for personal updates	3.16	High	12
Efficient utilization of university resources	3.14	High	13
Minimum wastage of resources	2.98	High	14
Performance improvement base on students assessment	2.92	High	15
Supervise students research work	2.80	High	16
Participation in community projects	2.70	High	17
Feel like university family member	2.65	High	18
Performance improvement base on HOD assessment	2.60	High	19
Devote time to seminar presentation	2.52	High	20
Feel university problems are mine	2.52	High	21
Performance improvement base on peer	2.45	Low	22

assessment			
Ready to stay in the university for life	2.23	Low	23
Reluctant to leave institution despite financial crisis	2.14	Low	24
Total	2.9663		

The results in table 3 reveal that there different levels of staff performance in KIU. The results depicts seven indicators of highest (very high) level of performance and these are: follow job description in executing duties, devote time to prepare and attend at work, setting clear work objectives, cover syllabus in time, set exam basing class coverage, adequate planning for work, participation in department meeting (mean=3.48, 3.43, 3.36, 3.34, 3.34, 3.34 and 3.33 respectively) which are all equivalent to strongly agree on the likert scale. The variables that showed high level performance were: guide and counsel peers and juniors, safeguard university properties, meet deadline for work(coursework and exam) submission, use suitable/appropriate work methods and materials, carryout research for personal updates, efficient utilization of university resources, minimum wastage of resources, performance improvement base on students assessment, supervise students research work, participation in community projects, and feel like university family member, performance improvement base on HOD assessment, devote time to seminar presentation, feel university problems are mine at (mean=3.24, 3.22, 3.17, 3.17, 3.16, 3.14, 2.98, 2.92, 2.80, 2.70, 2.65, 2.60, 2.52 and 2.52 respectively) which are all equivalent to agree on the likertscale. On the other hand however, there were three items which led to low levels of performance that is performance improvement base on peer assessment, staying in the university for life, reluctant to leave institution despite financial crisis with (mean=2.45, 2.23 and 2.14 respectively) which are all equivalent to disagree on the likert scale.

4.4 The relationship between work stress and staff performance KIU

The fourth objective of this study was to determine if there is a significant relationship between work stress and staff performance in KIU, for which it was hypothesized that"there is no significant relationship between work stress and staff performance in

Kampala international University" To test this null hypothesis, and to get an overall picture of the relationship, the researcher combined all the mean perceptions computed in table 3 and 4 above, and two mean indices were computed and generated (work stress and staff performance) after which the two indices were correlated using the Pearson's linear correlation coefficient(PLCC, or r). Results of this test are indicated in table 5 below.

Table 5: Correlation between stress and performance; Pearson's correlation (N = 184)

Variables correlated	R-Value	Sig-Value	Std Deviation	Interpretation	Decision on Ho
Stress Vs Performance	.000	.995	.43857	It is significant correlated	Reject

Table five shows that work stress and staff performance are positively correlated (r = 0.00). The sig. value indicate that though positive, this relationship is not significant (sig. = 0.995 > 0.05), leading to a conclusion that work stress does not significantly influence staff performance in KIU at a 5% level of significance. Therefore the null hypothesiswhich states that "there is no significant relationship between work stress and staff performance in KIU" is accepted.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This Chapter presents the findings, conclusions and recommendations related to the study objectives and pertinent to the hypothesis. The areas for further research are also suggested and presented here.

5.1 Summary of the findings

The study on work stress and staff performance in KIU main campus, Kampala – Uganda was guided by five specific research objectives that were (i) to determine the respondents profile in terms of gender, age, marital status, level of education, position in the organization and the length of service, (ii) to determine the extent of work stress among KIU staff, (iii) to determine the level of staff performance in KIU, (iv) to determine if there is a significant relationship between work stress and staff performance in KIU and lastly (v) to recommend strategies that will further enhance employee performance basing on the findings of the study

Data analysis using SPSS's descriptive statistics showing means on respondents profile, showed that majority of the respondents were male, respondents with age range of 26 – 39 years dominated the study, more than half of the respondents who participated in the study were single; and still more than half were holders of Master's degree and above, lecturer dominated the study compared to the rest of the respondents and the biggest percentage of the staff had experience of more than three years.

Data analysis using SPSS's descriptive statistics showing means revealed that the level of work stress in KIU stands at mean ≈2 (low level). In general the level of stress ranges from moderate to low. On the other hand, the mean revealed that the level of staff performance in stands at a mean ≈3 (high level).

In regard to analysis of the relationship between study variables, the findings from the Pearson linear correlation coefficient (PLCC) show a positive relationship between work stress and staff performance at ($r = 0.000$), however, the sig. value indicate that though positive, this relationship is not significant (sig. $= 0.995 > 0.05$).

5.2 Conclusion

In this subsection, the researcher makes conclusion of the study findings in relation to the specific study objectives set in chapter one.

Extent of work stress among KIU staff

The first objective was to determine the extent of work stress among KIU staff for which it was hypothesized that work stress among staff was very high. Basing on the findings of the study, the null hypothesis is rejected leading to a conclusion that work stress is low in KIU

Level of staff performance in KIU

The second study objective was to determine the level of staff performance in KIU for it was hypothesized that the level of staff performance was high. Basing on the study findings, the null hypothesis is accepted hence concluding that staff performance in KIU is high.

Relationship between work stress and staff performance in KIU

The third study objective was to determine if there is a significant relationship between work stress and staff performance; and it was assumed that there is no significant relationship betweenwork stress and staff performance in KIU. The null hypothesis is acceptedhence concluding that there is no significant relationship between work stress and staff performance in KIU.

Strategies that will further enhance employee performance

The last study objective was to recommend strategies that will further enhance employee performance basing on the findings of the study. Basing on the study findings, if the

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institution is interested in reduce even the little stress already facing employees: (a) ensure that employee salary is paid in time, (b) improve/ increase on the salary scale, (c) introduce a system of giving employees fringe benefits and (d) ensure that there is gradual change/ introduction of new university policies and programs.

Recommendations

This section tackles the recommendations obtained from the study findings and conclusion. These recommendations are presented basing on the research objectives and relevant hypotheses:

The University administration and management should ensure that employee salary is paid in time.

Due to the increase in the cost of living and inflation, there is need to improve/ increase on the salary scale for employee to be in position to sustain an average standard of living To guarantee employees' welfare, there is need to put in place a system of giving employees fringe benefits.

While introducing a new change in the organization, there is need to put in place a change agent who will be in charge of ensuring that there is a gradual introduction of new university policies and programs.

5.3 Areas for further research

Notwithstanding the effort made by the researcher in this particular area, he could not exhaust entirely; therefore he recommends that future researchers should focus on the following:

Owing to the fact that this study only concentrated on work stress and staff performance among administrative and teaching staff in KIU, there is need to conduct a similar study but purely covering non-teaching and support staff since they make the biggest

percentage of entire KIU staff. Secondly similar study needs to be conducted in other KIU campuses both in Uganda and outside.

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APPENDICES

Appendix I: Research Instrument

Questionnaire of work stress and staff performance in KIU, main campus, Kampala – Uganda

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Dear Sir/Madam,

Greetings!!

I am a Candidate for bachelor in Human Resource Management at KampalaInternationalUniversity with a dissertation on Work stress and Staff performance in KIU. As I pursue to complete this academic requirement, may I request your assistance by being part of this study?

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered. Any data from you shall be for academic purpose only and will be kept with utmost confidentiality.

May I retrieve this questionnaire in 1 week after you receive it? Thank you very much in advance.

Yours faithfully

FACE SHEET:

Code#.............   Date received by respondent.................

SECTION 1: RESPONDENT'S PROFILE

Gender: Male_____   Female_____

Age: Below 25_____   26-39_____   40-54_____   55 & above_____

Marital Status

Single___   Married___   Divorced___ Widowed ____

Highest Level of education

Diploma___ Degree___ Masters_____ PhD___

Kind of employment

Secretary_____

Faculty Administrator_____

Lecturer_____

Head of department_____

Dean/Directors_____

Others (Specify) _____

Working experience

Below 3yearsrs___   3 - 7years___   8yearsrs & above___

SECTION 2: EXTENT OF WORK STRESS IN KIU

Please respond to the options and kindly be guided with the scoring system below. Please write your rating in the space provided before each item.

Score	Response Mode	Interpretation
4	Strongly Agree	I agree with no doubt at all
3	Agree	I agree with some doubt
2	Disagree	I disagree with some doubt
1	Strongly disagree	I disagree with no doubt at all

____ 1. I have time pressure to complete the university work

____ 2. I rarely take vacation with my family and friends although I badly need it

____ 3. I am so much inconvenienced with my work environment

____ 4. I find my work unclear because I was given inadequate orientation

____ 5. I am always afraid of the quality assurance monitors

____ 6. I am bothered by the uncooperative colleagues at KIU

____ 7. I am afraid of unfair appraisal by the quality assurance

____ 8. I am uncomfortable with the salary I get here

____ 9. I am afraid of the irregular payment system in KIU

____ 10. I hardly receive fringe benefits from my organization

____ 11. I am afraid of the frequent (abrupt) changes in the university policy and programs

____ 12. I face a communication problem at my workplace

____ 13. I work in a noisy and stinking environment

____ 14. I am asked for sex favors by superiors for approval of documents or promotion

____ 15. I have inflexible working hours

____ 16. I am given unrealistic and unachievable goals

____ 17. I do not make contribution in any decision

____ 18. My supervisors focus on my negative side without recognizing any of my contribution

____ 19. I am not helped /supported by my supervisor whenever I seek advice

____ 20. I do not properly understand my responsibilities, functions, level of authority or performance expectations

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SECTION 3: LEVEL OF STAFF PERFORMANCE KIU

____1. I devote enough time to prepare and attend at my work

____2. I finish my work/cover syllabus in time

____3. I devote enough time to seminar presentation

____4. I meet deadline for submission of work /course and examination results

____5. I feel like part of the family of this university

____6. I feel as if the university problems are mine

____7. I would be happy to spend the rest of my life in this institution

____8. Even if the institution went down financially I would be reluctant to leave

____9. I devote enough time to supervise my student's research work

____10. I devote enough time to carryout research to update my self

____11. I follow my job description while executing my duties

____12. I use suitable and appropriate work methods and materials

____13. I adequately plan for my work

____14. I set clear objectives for my work

____15. I set students exam basing on objectives and class coverage

____16. I base on students assessment to improve my performance

____17. I base on HOD assessment to improve my performance

____18. I base on peer assessment to improve on my performance

____19. I ensure minimum wastage of resources in the course of my work

____20. I safeguard the university properties

____21. I efficiently utilize the university resources/facilities

____22. I provide guidance and counseling to colleagues and juniors

____23. I participate in community projects and activities

____24. I participate in departmental meeting