

Working Conditions, Job Stress and Job Performance of Employees at
Makerere University

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Declaration

I Onyu Fazil, declare that this dissertation is my origin work. It has never been submitted partially or in full to any university for any award.

Signature.......... Date.....18th / NOV / 2022


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Approval

This dissertation has been submitted with the approval of my supervisor

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Mr. Magala Dan

Dedication

This report is dedicated to my parents Madam Damusanga Zaina and my siblings Ms. Amoding Rehema, Mr. Kisambira Hassan and Mr.Musinguzi Juluis for the constant motivation they offered me. May The Almighty Allah Bless You Abundantly.

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Abstract

This study is about working conditions, job stress and job performance of Employees at Makerere University. This was guided by specific objectives which include; i). To determine the causes of job stress amongst academic employees at Makerere University ii). To establish the implications of job stress on academic performance among academic employees at Makerere University. iii). To determine the extent to which that job stress contributes to job dissatisfaction among academic employees at Makerere University. iv). To determine the extent to which job stress affects the personal lives of female academic employees at Makerere University.

Interviews will be used to collect qualitative data. A sample of 60 respondents will be selected because having relevant information regarding Working Conditions, Job Stress and Job Performance of Employees. The researcher intends to have a sample size of 10 staff, whereby 2 staff will be picked from each department, 35 Makerere University Students and 15 Key informants.

As observed by Wehrich et al (1990) shows how the working conditions have negative impact because they de-motivate or increase stress levels of employees towards work and hence productivity is compromised.

Chapter One: Introduction

Introduction

This study focuses on working conditions, job stress and job performance of Employees at Makerere University which has become a common term in today's parlance. In every organisation, the main cause of low productivity appears to be a result of working conditions, job stress and job performance of employees at workplace. Employees need certain kind of motivation and job stress mitigating strategies to overcome the stress. This study is focusing on exploring the major factors causing job stress and explains how it affects job performance of the employees working in Makerere University.

There are different kinds of job stress prevailing in an employee's everyday life like working conditions, workload, job security, autonomy, role conflicts, low salaries, incentives, work shifts, deadlines for marking, research and publications, student supervision, consultation and administration etc. which affects employees' job performance. This chapter consist of the background, problem statement, and purpose of the study, research objective, scope, significance of the study and operational definitions of key terms.

Background to the Study

Today's business environment is undergoing a tremendous change, as is the nature of work being done in this environment. The Higher Education landscape is continuously changing to keep up with the challenges posed by this environment. These changes have prompted a shift in the traditional work of academics, thus incorporating more workload and as a result, increasing the stress associated within the academic environment. Sparks, Faragher, and Cooper (2001), described job stress as a significant issue affecting employees of the 21st century in various work-places. (Abdel Rahman, Al Hashim, Al Hiji & Al-Abbad, 2013;

Yusoff & Khan, 2013) suggests that most academics are subject to work related stress, social and personal issues. And also, females are prone to stress irrespective of the work sector they belong to.

In view of the aforementioned, Recent times have seen academic environments drastically move from the traditional academic job of teaching and learning to more research-related activities. Higher education institutions have continued to use teaching/learning and research/publication as key performance indicators for academics. As a result, nowadays, the academic work which was originally considered stress-free has been engulfed with greater levels of stress (Gillespie et al, 2001; Tytherleigh 2003; Tytherleigh, Webb, Cooper & Ricketts, 2005; Barkhuizen, Rothman & van der Vijver (2008), thus witnessing a growth in the academic work-place pressure on a daily basis. Managing job stress, especially academic-related stress, has remained a global concern (Hall & Bowles, 2016; McCarthy, Song & Jayasuria, 2017). Such stress which manifests from work pressure is linked to various interrelated factors, which may include the nature of the working conditions, the nature of the job and the individual's personality. Stress can be derived from different factors including an unduly heavy work load, unsafe working conditions, unhappy clients, over-demanding colleagues and un-cooperative co-workers, Globally, within the academic environment.

Working conditions plays an important role towards the employees 'performance. Working conditions are argued to impact immensely on employees' performance either towards negative or the positive outcomes (Chandrasekar2001). In the world, there are international organizations who debate the rights of employee. And further, pointed out that better outcomes and increased productivity is assumed to be the result of better workplace working conditions. Better physical working conditions of office will boost the employees and ultimately improve their productivity (Dorgan, 1994).

In the 1990's, the factors of work environment had changed due to the changes in several factors such as the social environment, information technology and the flexible ways of organizing work processes (Hasun & Makhbul, 2005). When employees are physically and emotionally fit will have the desire to work and their performance outcomes shall be increased. Moreover, a proper workplace environment helps in reducing the number of absenteeism and thus can increase the employees' performance which leads to increased productivity at the workplace (Boles et al.2004).

Job stress is a regular occurrence in everyday work life situations and females in academia are not an exception to this fact. It has been suggested by numerous studies that job stress will continuously be on the rise due to various factors such as career advancement, technological advancements and changes in the business environment of organisations. The present-day academic environment has moved from the old ways of doing things to more technologically and research-based ways. Increasingly, the academic's job profile has extended beyond teaching and learning to include research and publications, supervision, consultation and administration and so forth, thus, resulting in increased stress levels in academics, more especially for female academics who have to include various domestic obligations to their workloads.

Problem Statement

There is an increase in the occurrence of stress among workers due to failure of improving working conditions, job insecurity, love for competition with other Universities, work overload others among have led to poor performance, increased absenteeism and turnover of employees because due to factors mentioned above, they are failing to work as required.

The research is needed to help the employees get solutions or ways of dealing with stress that is caused by the different factors hence improve performance.

Purpose of the Study

The purpose of the study is to establish the relationship between Working Conditions, Job Stress and Job Performance of Employees at Makerere University

Specific Objectives

1. To determine the relationship between work conditions and job stress amongst academic employees at Makerere University.
2. To establish if work conditions affect job performance among academic employees at Makerere University.
3. To find out if job stress determines job performance.

Scope of the Study

The study will be conducted at Makerere University, Kampala. Makerere University is one of the oldest and most prestigious English Universities in Africa. Makerere University is Uganda's largest and oldest institution of higher learning, Makerere University was first established in 1922 as a humble technical school and later it became an independent national University in 1970. Makerere University is located on Makerere Hill which is one of the many hills on which Kampala, the Capital City of Uganda, is built. The University Estate is spread over three campuses. The 350-acre Main campus is located on Makerere Hill, 5 km from the city centre.

Significance of the Study

The study findings will help the organization to adjust on the working conditions, reduce stress among workers hence good performance and reduced Labour turnover. The study will help the organization find out a way of improving performance. The study findings will help other researchers who may want to carry out research in similar filed to expand their knowledge.

Gender:

Is a set of characteristics distinguishing between male and female, particularly in the cases of men and women. Depending on the context, the discriminating characteristics vary from sex to social role to gender identity. Gender refers to the socially constructed roles, behavior, activities and attributes that a particular society considers appropriate for men and women.

Stress:

Can be defined as a dynamic condition in which an individual is confronted with an opportunity constraint or demand related to what he/she desire and for which the outcome is perceived to be both uncertain and important.

Job Stress:

Job stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury.

Stressor:

“Any demand, either of a physical nature or psychological nature, encountered in the course of living is known as a ‘stressor’. A stress response will occur as a result of an individual’s interaction with and reaction to the stressor”

Employees:

A person who is hired to provide services to a company on a regular basis in exchange for compensation and who does not provide these services as part of an independent business.

Performance:

The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfilment of an obligation, in a manner that releases the performer from all liabilities under the contract.

Performance Appraisal:

The identification, measurement and management of human performance in organizations

A performance appraisal, employee appraisal, performance review,

Is a method by which the job performance of an employee is evaluated (generally in terms of quality, quantity, cost, and time) typically by the corresponding manager or supervisor.

General Adaptation Syndrome:

Is defined as the process in which the body tries to accommodate stress by adopting it.

Ethics:

Ethics is the study of Morality and standards of Conducts. In recent years a growing number of ‘companies’ has formulated codes ethics to guide the behavior and to ensure that their operations conform to these to these standards worldwide.

Conceptual Framework

Conceptual Framework on Working Conditions, Job Stress and Job Performance of Employees at Makerere University

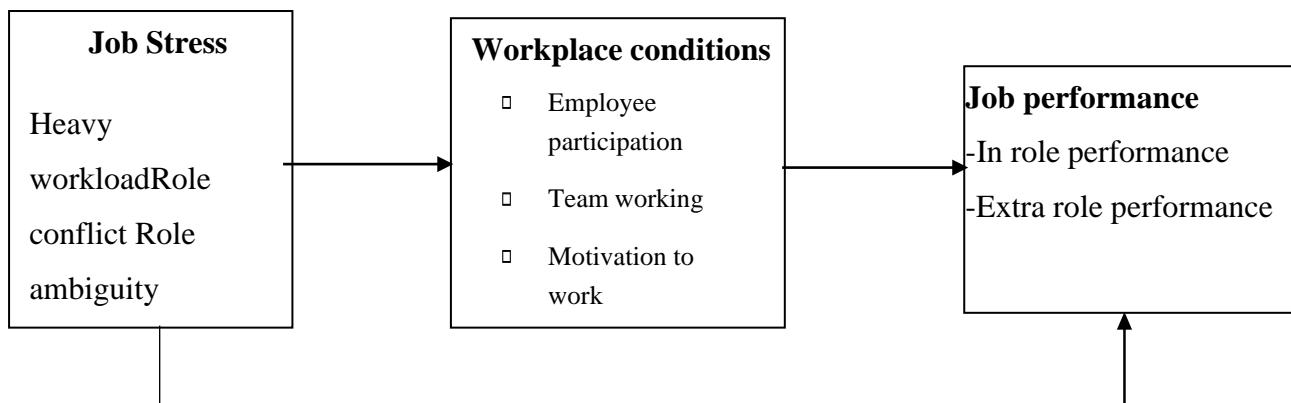


Figure 1: conceptual framework showing the relationship between job stress, workplace conditions and job performance.

Working conditions, job stress can be conceptualized as an accumulation of minor insults and hassles as well as the threat or onset of significance exposure to uncontrollable harm (Wheatly, 2000). Stress may lead to psychological factors like job dissatisfaction, and change in mood and low esteem all of which affects performance. Employees suffering from stress get to either apply adaptive working condition while others apply the maladaptive working condition. Productive and reference to others approaches, are associated with better adjustment as reflected in higher self-rated coping effectiveness, less depression and high performance.

Chapter Two: Literature Review

Introduction

This literature review attempts to discuss the various literature related to Working Conditions, Job Stress and Job Performance of Employees at Makerere University. The discussion also identifies gaps left by other researchers of similar studies. However, this study attempts to fill those gaps so that the write-up can contribute to a new body of knowledge in the academic world.

Job Stress

Stress has been a growing concern in organisations and an important topic of discussion within the academic circles as well as in society. With increasing global research on work-related stress, the available literature is not comprehensive enough especially within the context of higher education institutions. There is a paucity in the literature in relation to female academics' work-related stress and its associated factors in universities. The work settings and the environment differ in academic institutions. Traditionally, academic institutions are viewed as work environments with the least workload. Recent developments have proven otherwise with the increasing introduction of metric measures of performance, productivity and quality within academia. In addition, for the academic staff in managerial positions, Shin and Jung (2014), noted the rapid increase in their managerial workload due to new public management of reforms driven by performance-based management, budget shortcuts, and efficiency-oriented management.

Shin and Jung (2014) noted the variation in academic roles and responsibilities across higher education systems. Academic responsibilities range from teaching and learning, research

and supervision, administration, community engagement and academic citizenship (Meng & Wang, 2018; Macfarlane, 2018).

Job Stress and Job Performance

According to Yozgat, Yurtkoru and Bilginoglu (2013), job stress is becoming an epidemic in the work environment because of its negative effect and the increasing frequency of report on people. Job stress is defined by scholars as an individual's response to external stimuli in the environment (Deng, et al 2019; Yozgat et al 2013).

According to Khuong and Yen (2016), job performance is the total output that employees recognized as contributing to the organisation or an activity that the individual is able to complete successfully. In a similar vein, though job stress affects individuals differently, Carmeli (2003), notes that employees with a high level of intelligence are able to manage their emotions, retain a positive mind and improve on their performance.

In the academic environment, job stress and job performance are viewed as having the same effect. Academic job performance is assessed within the dimensions of the job requirements which includes but not limited to, teaching and learning, research and postgraduate supervision, administration, community services and academic citizenship. Furthermore, the job requirements of academics are assessed along the organisation's dimensions of goal setting, mission and objectives. Academics are therefore required to maximize output to achieve these goals and objectives which serves as a measure of evaluation.

According to Abbasi & Janjua, (2012), role stressors refer to anything about an organisational role that creates negative consequences for employees. It represents conflicts and tension due to roles being enacted by a person at any given point of time (Devi & Rani, 2016). The role stressors discussed within the limit of this dissertation are in the dimension of

role ambiguity and role conflicts. Role ambiguity occurs due to lack of clarity or when people are uncertain about their expectations within a certain role in a workplace

(Palomino & Frezatti, 2016; Tang, 2010; Edmonson, 2006). In such situations, the person's job is ill defined. Academics, whose roles are ill-defined are likely to experience considerable uncertainty about their role performance (Teichler, 2007). Further ambiguity may occur when academics struggle to juggle the academic activities assigned to them such as teaching, researching, academic development and so forth. In a similar vein, role conflict occurs as a result of expectations from multiple roles. This can be observed in an academic setting where academics are expected to teach, research, perform administrative duties, participate in community engagement as well as professional development. Research studies have found the negative impact of role conflict and role ambiguity job performance among academics (Palomino and Frezatti, 2016; Tang, 2010; Idris, 2011).

As the university landscape is continuously changing, academics are faced with complex work requirements more especially in the areas of teaching and research. The dual functions of the university in knowledge creation and transmission is placing more demands on the academics workload. According to Warraich, Raheem, Ahmad, and Khoso, (2014), workload refers to the concentration or the amount of assignment and tasks, employees are responsible for at work. The two classifications of workload are role overload and role under load. According to Creary and Gordon (2016), role overload exists when an individual performs multiple roles simultaneously which may exert both excessive time demands and excessive psychological demands. Role overload creates more expectations than the available time, resources and capabilities of the individual (Abbasi & Janjua, 2016; Duxbury, Lyon & Higgins, 2008).

Working conditions and Job Performance

The on-going transformations in higher education institutions has seen scholars increasingly paying closer attention to the university work environment and its impact on academic staff (Bentley, Coates, Dobson, Goedegebuure & Meek, 2013; Shin and Jung, 2013; Schulz, 2013). Generally, domains of the work environment are the organisational climate and the psychosocial work environment. Patterson et al (2005), defines the organizational climate, as shared employee perceptions of organizational practices and procedures. This refers to how things are generally done within the organization. Similarly, Zabrodska et al (2014), refers to the psychosocial work environment as the direct personal experiences of individual employees with their organization. These scholars noted that the four main domains of the psychosocial work environment are job demands, work organization, interpersonal relations and leadership, and the work-individual interface. The individual fit to a work environment occurs when the characteristics of an individual matches that of the work environment (Kristof-Brown & Guay, 2011; Kristof-Brown, Zimmerman & Johnson, 2005). Such fitness is determined by job demands, working conditions, rewards and quality of the working environment.

Workplace stress has an impact on both the individual and the organisation. Within an academic environment, the impact of job stress cannot be undermined. Several studies have been conducted into workplace related stress in an academic setting and some, with special interest on the female academic staff. Many of these studies revealed that the stress framework in academic settings is built around workplace stressors related to roles, workload, relationship and the environment. A review of some of these studies are presented as follows:

Desa et al (2014), examined the relationship and influence of personality on job stress among academics in a university. The findings of the study show personality dimensions as a predictor of stress. The personality of an academic constitutes various traits; physical,

emotional, social, mental and spiritual amongst others that makes the individual unique. These traits are confined to behaviour which plays out in relationship with oneself and towards others in a work environment. Desa et al (2014) opined that individuals are happier when there is a fit between their job and their personality, as well as with co-workers. Furthermore, these scholars noted that academic career development is another important source of work stress. As academics struggle with keeping various job requirements for professional growth, the anticipated overload then becomes the stressor.

In another study by Zhang (2010) on the investigation into the job-related stress amongst women academics in a research university, the author found role conflict as one of the sources of stress in the sampled university. The stressor was found to be attributed to social-cultural practices. The women academics in the sampled university were found to pay detailed attention to the children's development unlike their counterparts. This is so because of the belief system that a woman who cannot educate and train her child is more or less a failure in society. These women held strong traditional belief system of women's role in supporting family, taking any task that comes their way, some of which poses difficult priorities and well as holding strong ethical views against marriage separations. These findings contribute to stress amongst female academics in the sampled university.

Higher education institutions are undergoing various changes in pursuit of excellence, productivity and upholding stakeholder expectations. Keeping up with these changes has resulted in rapid transformation of the academic work environment which has traditionally been viewed with less stress. The concept of stress among academic staff in the universities have gained much attention recently (Gustems-Carnicer, Calderón & CalderónGarrido, 2019; Väisänen et al. 2018; Mapfumo, Chitsiko & Chireshell, 2012). Increasingly, research studies have shown that academic staff are undergoing continuous occupational related stress (Park &

Kim, 2018; Quraishi, Aziz & Siddiquah, 2018; Kinman, 2008; Kinman & Court, 2010; Kyriacou, 2001). This is attributed to the multifaceted roles of academic staff which goes beyond the mere conveying of knowledge. These studies have demonstrated that academics undergo excessive pressure which contributes to social, psychological and emotional well-being (Ha, 2015). Mark and Smith (2018) opined that because the academic workplace demands high intrinsic and extrinsic effort, academics report high levels of depression and anxiety. In the field of Psychology and Human Resource Management, managing and coping with stress remains one of the most widely researched area and to date, a challenge to both the academics and the management.

Managing and coping with stress is a vital aspect of achieving well-being. According to Väisänen et al (2018), coping is a key process in managing stress and it allows the individual to make both cognitive and behavioural effort in dealing with both internal and external stressors. In essence, Mohammed El- Amin and Singh (2016) viewed coping as a means of dealing with a situation. Lefton (2000) defines coping as the process a person uses to manage, master, tolerate, or reduce environmental and internal demands leading to stress which may affect the individual's inner resources. Mohammed El-Amin, and Singh (2016) posit that stress management is the most effective way in helping individuals avoid problems and learn working condition. Literature noted different types of descriptions and approaches to coping thus making working condition not to be one size fits all but one that changes from an individual or organisation to the other. Thus, outcome of a stress management technique either by an individual or the university is to provide a coping mechanism in dealing with the stress. The most important aspect noted by Folkman and Lazarus, (1985), is that the coping strategy changes an outcome of a stressful transaction by affecting both the cognitive and behavioural responses. In so doing, these scholars noted that working condition could be emotion-focused

coping and problem-focused coping. While the emotion-focused coping involves the individuals' efforts towards adjustment, the problem-focused coping addresses the ability to tackle the problem to reduce unforeseen harmful effects (Folkman and Lazarus, 1985). Various studies on managing and coping with stress provided results along these dimensions, emotion-focused coping and problem-focused coping.

Summary

The chapter started with an overview of the introduction and background of the study followed by relevant theoretical models of stress and legislations. Literature pertaining to the concept and nature of stress was reviewed. The researcher brought into context job or workplace stress and aligned it to the academic environment. The impact of stress on job performance within the academic environment was explored and possible stressors were identified. Specifically, the impact of job stress was reviewed in relation to female academics and the subsequent working condition were brought into context. Finally, the gap in literature was highlighted.

Chapter Three: Methodology

Introduction

This chapter presents the procedure which was used to conduct the study. It includes the research design, area of study, study population, sample size and sampling procedure, instruments for data collection, validity and procedures for data collection, data analysis and ethical considerations.

Research design

Research design refers to the overall strategy that the researchers will choose to integrate the different components of the study in a coherent and logical way, thereby ensuring that the study effectively addresses the research problem.

The study adopted a descriptive research design that uses qualitative means. Descriptive design was used to describe the changes, trends, user-response and suggestions regarding Working Conditions, Job Stress and Job Performance of Employees at Makerere University. The study described data in its level of quality for example high quality, medium quality or low quality and to assess the opinions and recommendations of the respondents.

Area of study

The study was carried out at Makerere University, Kampala. Makerere University is one of the oldest and most prestigious English Universities in Africa. Makerere University is Uganda's largest and oldest institution of higher learning, Makerere University was first established in 1922 as a humble technical school and later it became an independent national University in 1970. Makerere University is geographically, located on Makerere Hill which is one of the many hills on which Kampala, the Capital City of Uganda, is built.

The University Estate is spread over three campuses. The 350-acre Main campus is located on Makerere Hill, 5 km from the city center.

Study population

The study targeted 100 respondents; the Study population for this study was purposive sampling technique where every member of the population was selected purposively. A sample of 80 respondents were selected for having relevant information regarding Working Conditions, Job Stress and Job Performance of Employees. The sample involved the Makerere University staff especially the teaching staff like the lecturers because these are very knowledgeable concerning Working Conditions, Job Stress and Job Performance of Employees, the students and a few of the non-teaching staff (support staff).

The topic will be analyzed on the basis of these respondents' responses that will be provided.

Sampling

Sampling techniques

Sampling techniques refers to the name or any other identification of the specific process by which the entities of the sample size as been selected. It is a method that allows researchers to infer information about a population based on results from the subset of the population, without having to investigate every individual.

Valuable information was gained from people selected on the basis of positions they hold in administrative levels of their institutions. Etikan & Bala (2017), state that when carrying out research, it is impractical to survey every member of a particular population because the sheer number of people is simply too large. The researchers therefore employed the purposive sampling technique to collect data and information from the different subgroups of the

institution categorized on departmental level especially, the teaching staff like the lecturers, the students of Makerere University.

Sample size

Sample size refers to the number of participants or observations included in the study. The researcher intends to have a sample size of 80 Makerere University Students basing on Morgan's table.

Sources of Data

This section describes where the researcher acquired the information from. It is categorized into two that is to say the primary and the secondary sources of information.

Primary Information sources

The researcher's primary source of information were the Makerere University staff (Lecturers) and University Students in the institution and these staff and students were able to provide the necessary primary information to the researchers. The researcher also collected information from other staff (Key informants) in regards to Working Conditions, Job Stress and Job Performance of Employees.

Secondary Information sources

The researcher intends to use the institution's website and also the social media platforms if any to acquire secondary information. The researcher also intends to acquire secondary information from referenced materials on the internet.

Methods of data collection

The researcher employed the interview and observation methods of data collection. The researcher designed the interview guide that was used to interview the selected staff of

Makerere University and University Students to answer the research questions. Through these methods, raw data was able to be collected from the staff and Students regarding Working Conditions, Job Stress and Job Performance of Employees. Using the above-mentioned methodologies, the researcher was able to understand the different staff and students' ideologies and opinions concerning Working Conditions, Job Stress and Job Performance of Employees.

Interviewing

This was a structured conversation where one participant asks questions, and the other provides answers. Alternatively, it can be referred to a one-on-one conversation between the interviewer and the interviewee. The researcher intends to use the interviewing data collection method among different staff to find out their opinions concerning Working Conditions, Job Stress and Job Performance of Employees. The interview was conducted using an interview guide that was appended.

Observation

Observational research is "successful" to the extent that it satisfies the research objectives by capturing relevant events and participants along with the constructs of interest (Carreiras & Castro, 2013). The Observation guide reminds the researcher of the key points of observation as well as the topics of interest associated with each and also acts as the impetus for a reflexive exercise in which the observer can reflect on his / her own relationship and contribution to the observed at any moment in time (Creswell, 2014). In light of this, the researcher deemed it necessary to use this tool to learn the situational behaviour of the research problem.

Data was collected using questionnaire methodology or survey. In order to understand Working Conditions, Job Stress and Job Performance of Employees, respondents will be requested to fill in and complete the questionnaire.

Data processing and analysis

The researcher collected raw data underwent different processing stages of editing, organizing and coding. A template was prepared using the necessary software's packages for analyzing data.

Data quality control

This refers to the efforts and procedures that the researcher put in place to ensure that the quality and accuracy of data collected using the methodologies that were used is paramount.

Validity of the research instruments

While testing the validity of the research instruments, the researchers formulated research questions according to the study objectives, questions and significance. The questionnaire underwent a pilot study as well as the interview guide so that the study is effective.

Reliability of Research instruments

The researcher carried out a pilot study of both the questionnaires and the interview guide to assess their effectiveness, at least 10 people for each instrument were used.

Ethical considerations

The researcher ensured that they attain an introductory letter from the School of Social Sciences (CHUSS) at Makerere University that introduced them to the field of data collection and that is at Makerere University. It was handed to the authorities at Makerere University

seeking for permission to collect data. The data that was collected was treated with at most confidentiality. Arrangements were made with the respondents on the modules of collecting the required data. The researcher ensured that every citation in this report has been acknowledged and referenced to avoid plagiarism.

Conclusion

This chapter has exhaustibly discussed the methods the researcher will employ to collect data and information during the study. The methodologies that will be used will be both the qualitative and the quantitative research design.

Chapter Four: Results and Interpretation

Introduction

This chapter describes, discusses, analyses and interprets the information or data collected during the research study at Makerere University. Tables were used to present some of the data findings of the research study and some responses were quoted verbatim. The primary data was collected or obtained through the use of an interview guide and observation. The study was successful due to the full cooperation of the respondents. The researchers interviewed the staff and also used observation methods as the data collection techniques. Here the frequency distribution was done according to gender, age bracket, rate of positions, and work experience of the study population.

Descriptive Statistics

Under this section respondents' bio-data information is presented using frequency distribution. Variables of interest include; age of the respondents, tenure, sex and the position held at the organization.

Table 1: Frequency Distribution of Respondents' Bio-data

Variables	Category	Frequency	Valid Percentage
Sex	male	52	54.2
	female	44	45.8
Age	26-30 years	33	34.4
	31-35 years	34	35.4
	36-40 years	18	18.8
	41-45 years	1	1.0
	46-50 years	7	8.3
	51-55 years	1	1.0
	56-70 years	2	2.1
Level of education	Diploma	4	4.2
	Bachelor's Degree	32	33.3
	Masters	45	46.9
	Other	15	15.6
Years in service	1-5 years	56	58.3
	6-10 years	30	31.3
	11-15 years	10	10.4
Position	HOD	9	9.4
	Junior Lecturer	31	32.3
	Lecturer	41	42.7
	PHD	15	15.6
Marital status	Married	59	61.5
	Single	31	32.3
	Divorced	6	6.3

Table 1 shows that majority of the respondents were males (54.2%). This implies that despite the biases about men being better than women, the organization employed more men than women. The table further shows that many of the respondents were aged between 30-35 years (35.4%) showing that the organization values young and energetic employees. Table 1 shows that majority of the respondents were Masters' holders (46.9%) and this implies that the

employees are highly educated and their efficiency is not questionable. The table further presents that most of the respondents had spent 1-5 years (58.3%) implying that the bank employs the young fresh generation. The table shows that many of the respondents were lecturers (42.7%) implying that facility lecturers are always available to the students' aid. Lastly the table shows that majority of the respondents were married (61.5%) of the total population showing that the organization loves to employed the married as this comes with responsibility and commitment to work.

Table 2: Job Stress

Items	Percentage of responses				
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Working here makes it hard to spend enough time with my family.	38.2	44.8	14.1	2.2	2.6
I spend so much time at work, I can't see the forest for the trees.	39.1	47.5	9.8	7.6	3.9
Working here leaves little time for other activities.	75.7	27.0	11.1	3.9	4.0
I frequently get the feeling I am married to the company.	33.7	9.8	18.5	21.7	16.3
I have too much work and too little time to do it in	13.9	57.8	10.0	4.7	5.5
I sometimes dread the telephone ringing at home because the call might be job-related	17.2	64.6	7.0	10.0	9.5
I feel like I never have a day off.	15.9	89.6	67.8	65.7	1.5
Too many people at my level in the company get burned out by job demands.	19.6	12.0	16.3	31.5	19.6
I have felt fidgety or nervous as a result of my job	33.4	46.1	10.0	2.3	13.8
My job gets to me more than it should.	10.5	58.1	8.7	18.3	16.1
There are lots of times when my job	9.5	43.9	15.3	27.0	15.2
Drives me up the wall	17.4	25.0	8.7	9.8	19.6
Sometimes when I think about my job	2.2	14.1	7.6	9.8	28.3
I get a tight feeling in my chest.	7.6	20.7	14.1	31.5	10.9
I feel guilty when I take time off from job.	3.3	59.7	32.6	31.3	9.5

Table 2 shows that many of the respondents agreed to the statements for example, 89.6% of the respondents agreed that they feel like they never have a day off. The table further shows that few of the respondents disagreed to the statements in question for example, 2.2% disagreed that working there makes it hard to spend enough time with their family.

Table 3: Working Conditions

Items	Percentage of responses				
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The culture and emotional climate of the school is generally positive and supportive.	32.3	46.9	3.1		17.7
I feel like I am a part of a team (shared mission, values, efforts and goals).	34.4	35.4	22.9	4.2	3.1
I feel challenged and am given assignments that inspire, test, and stretch my abilities.	28.1	35.4	13.5	10.4	12.4
My efforts are recognized and acknowledged in tangible ways.	35.4	40.6	16.7	7.3	
I receive constructive feedback in a way that emphasizes positives, rather than negatives.	29.2	56.3	11.5	3.1	
Innovation is expected of me, and I am encouraged to take the initiative.	32.3	46.9	3.1	17.7	
I have clear-cut and non-contradictory policies and procedures in my school.	34.4	35.4	22.9	4.2	3.1
I am encouraged to solve as many of my own workrelated problems as possible.	28.1	40.6	18.8	9.4	3.1
I believe in and take pride in my work and my workplace.	29.2	47.9	11.5	11.5	
At work, I am accepted for the person I am.	33.3	44.8	4.2	13.5	4.2
I feel in control of my work and capable of competently carrying out my daily tasks.	7.3	27.1	11.5	47.6	6.9
I tend to see problems as challenges, rather than as obstacle	24.0	44.8	10.4	19.8	1.0

The table above shows that many of the respondents agreed to the statements for example, 56.3% of the respondents agreed that they receive constructive feedback in a way that emphasizes positives, rather than negatives. The table further shows that few of the respondents

strongly disagreed to the statements in question for example, 1.0% strongly disagreed that they tend to see problems as challenges, rather than as obstacle.

Table 4: Job Performance

Items	Percentage of responses				
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I make recommendations on issues that affect the department/organization	87.0	53.3	29.3	13.0	40.0
I try to make constructive suggestions for improving how things operate in this department/organization	66.3	33.7	21.7	9.8	36.3
I try to institute new more effective work methods for the department/organization	19.6	22.8	42.4	9.8	36.3
I try to adopt improved procedures for the department/organization	48.9	45.7	44.6	3.3	40.0
I try to make innovative decisions to help the department/organization	9.8	9.8	23.9	32.6	37.5
I am always ready to offer help to those around me	68.5	9.8	16.3	38.0	40.0
I help others who have heavy workload	68.5	31.5	12.2	14.1	36.3
I help others who have problems with their work	51.1	41.3	8.7	25.0	3.8
I am always complaining about my work	30.4	30.4	15.3	25.0	6.3
I always find fault with what the organization is doing	39.1	10.5	44.8	10.9	7.6
I adequately complete assigned duties	23.9	25.0	26.3	10.9	5.1
I am involved in activities that are relevant to my yearly performance assessment	25.0	0.0	6.2	3.3	1.3
I always complain about things that are not important	33.7	22.6	14.3	3.3	1.3

The table above shows that many of the respondents strongly agreed to the statements for example, 87.0% of the respondents agreed that they make recommendations on issues that affect the department/organization. The table further shows that few of the respondents strongly

disagreed to the statements in question for example, 1.3% strongly disagreed that they always complain about things that are not important

Pearson correlation data

Table 5: Relationship between Job Stress and Working condition

		Job stress	Working condition
Job stress	Pearson Correlation	1	.268*
	Sig. (2-tailed)		.019
	N	96	96
Working condition	Pearson Correlation	.268*	1
	Sig. (2-tailed)	.019	
	N	96	96

*. Correlation is significant at the 0.05 level (2-tailed).

The research hypothesis stated that job stress and working condition are not significantly related. However, results in table 5 show that since $r = .268$ and $p = .019$ (≤ 0.05), the researcher rejected the null hypothesis and concluded that there is a significant relationship between job stress and working condition. This means that working conditions that employees are exposed to shall be great contributors to whether the employees are stressed or not. Poor working conditions are seen to be great contributors to employee job related stress.

Table 6: Relationship between Working Condition and Job Performance

		Working condition	Job performance
Working condition	Pearson Correlation	1	.620**
	Sig. (2-tailed)		.000
	N	96	96
Job performance	Pearson Correlation	.620**	1
	Sig. (2-tailed)	.000	
	N	96	96

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

The hypothesis stated that there will be a significant positive relationship between working condition and job performance. According to results obtained in table 6 show that since $r = .620$ and $p = .000(\leq 0.01)$, the researcher retained the alternative hypothesis and concluded that there is a significant relationship between working condition and employee performance. This means that good working conditions like supportive supervision shall boost employee job performance.

Table 7: Relationship between Job Stress and Job Performance

		Job stress	Job performance
Job stress	Pearson Correlation	1	.326**
	Sig. (2-tailed)		.003
	N	96	96
Job performance	Pearson Correlation	.326**	1
	Sig. (2-tailed)	.003	
	N	96	96

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

The hypothesis stated that there will be a significant relationship between job stress and job performance. Since according to results in table 7 $r = .326$ and $p = .003 (\leq 0.01)$, the researcher retained the alternative hypothesis and concluded that there is a significant relationship between job stress and job performance. This further implies that high stress levels experienced by employees shall have an increased effect on employee performance.

Table 8: Relationship between Working Conditions, Mental health status and Employee Performance

Linear regression for relationship between working condition, mental health status, employee performance of Lectures in School of Psychology

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square	Adjusted R Square	F	Sig.
	B	Std. Error	Beta						
(Constant)	35.036	7.256		4.345	.005	.272	.149	17.563	.001 ^b
Working condition	.328	.132	.376	2.597	.001				
Job stress	.472	.157	.245	5.219	.531				
Dependent variable; Employee Performance									

Findings in table 8 show that working condition predicts job performance ($B = .3765$, $t = 2.597$, $p = .001$), job stress does not predict job performance ($B = .245$, $t = 5.219$, $p = .531$). This means that job stress (a strong confounding factor) that crops up within organizations among workers due to the various organizational factors (role ambiguity, long work hours, low wages and salaries) if not work on by the management employees shall be low at performance at the job because there shall be no motivation to work at all. Furthermore, working condition a common stress faced by employees at work basing on the research findings shall have limited influence on employee performance as it can be dealt with at its early stages by the employee and organization all at once detected. This could be through counselling sessions, trainings and employee assistance programs.

Chapter Five: Discussion, Conclusions and Recommendations

Introduction

This chapter is composed of the discussion of the results of the study, conclusions drawn from the study and recommendations suggested according to the findings of the study.

Working conditions and job stress

The research hypothesis stated that job stress and working condition are not significantly related. However, results in table 5 show that since $r = .268$ and $p = .019 (\leq 0.05)$, the researcher rejected the null hypothesis and concluded that there is a significant relationship between job stress and working condition. The study results show that they were in line with the following researchers' findings as shown below;

Competition in the industrial world is very large especially in this era of globalization. Competition in the business world is very tight, this is because organizations are faced with market changes, increasingly short technological life cycles, rapidly growing global competition, changes in the social and cultural environment and demand for information technology innovations.

According to Robbins (2008) there are three factors that cause job stress, there are environmental factors, companies and there are also individual factors. Environmental factors are very influential for employees, because if employees get a work environment that supports employees will not experience work stress. According to Awan (2015) a conducive work environment plays an important role in keeping employees calm and satisfied. From this it can be said that a work environment that is not supportive then results in a high level of stress. Berg (1999) the overall work environment has a substantial effect on the worker's view of the

company to help balance work. If a company has a good work environment, the percentage of work stress is very small.

Stress has become common in both developing as well as developed countries (Baskaran, 2004). This problem has become a serious issue nowadays. Job stress has become a crucial topic due to its impact on employees and society. Job stress is important because an employee is unlikely to be productive when experiencing stress. Consequently, it will affect organization performance. Moreover, Cranwell-Ward (1998) describes the stress as the physiological and psychological reactions when individuals meet a challenge that beyond their capacity or ability. According to Muchlas (2008) stress is a physical, mental and emotional reaction towards changes. The physical and emotion reaction happens when the works demand beyond their capability and ability. If the worker suffered a high degree of stress in a long period, it will affect their health.

Furthermore, Landsbergis (1988) and Cummins (1990) indicated that high degree of work stress is concerned with the low degree of job satisfaction and also the poor mental health. Kvarnström (2017) indicated that stress can cause a high turnover, absenteeism, and high medical costs. Interestingly, fifty to sixty percent of all lost working days were associated with stress (Cox et al., 2000). Meanwhile, Edwards (2001) reported that many elements and contributing factors are tested by many researchers, for examples: poor relationships with co-workers, the political climate of the organization, role ambiguity, and conflicting performance expectation.

Relationship between Job stress and Job Performance

The research hypothesis stated that there is a significant relationship between job stress and job performance. The results obtained proved that the researcher had to retain the

hypothesis since $r = .326$ and $p = .003$. The study results mean that an increase in job stress shall lead to an increase in job performance of the employees which is not right for workplace. This is because stress shall lower employee work moods hence lowering engagement in work activities and job performance. The results were found to be in disagreement with other research findings as for other researchers shown below;

Murphy (2007), argues that employees such as nurses are prone to the effects of work-related stress due to the increasing demand of their nature of work and environment which greatly affect their commitment. Nursing job specifically has several kinds of stress that are not commonly found in other non-health sectors, whereby they work in a unique environment full of noise pollution and susceptible to infections. It is a job that seeks patience, high mental and physical capabilities (Podsakoff, 2007). Nurses in their daily practices are exposed to a variety of work stressors such as life and death situations, long working hours in different shifts, competition, role ambiguity, work load, inadequate time to complete nursing tasks and to support patients emotionally, the conflict between nurses and physicians which could exaggerate the pace of stress and their families and being neutral in their emotions and feelings. This not only affects their daily life, but also hinders their work performance.

The outcomes of job stress may lead to decline in employee job performance. Its psychological influence inverts into horrific habits like smoking, over eating, drinking alcohol and lead to serious chronic diseases like hypertension and heart diseases (Owolabi, 2012). According to Gould (2004), when organizations successfully introduce a range of stress management programs, there is likelihood that they will experience a more dramatic change in employee performance. He further argued that open communication, engagement are favorable working condition, adequate resources and workers at the work place, good management system creation of good relationship between 12 employees and patients and employee

assistance programs (EAPs) highly contribute to stress management of nurses at the workplace which in return promotes their performance.

Working environment and job performance

Employees' performances decrease when they negatively perceive job safety and security. In turn, their attitudes change by disobeying the rules which leads to an increase in accidents at the workplace. A number of work environment factors which affects job satisfaction includes supervisor support, relationships with colleagues, job safety and security, working ours, and esteem needed (Raziq & Maulabakhsh, 2015). Job safety and security, which is one of the most important work environment factors, should be strictly imposed at the workplace in creating a comfortable working environment and flexible working condition for the employees. As indicated by Jain and Kaur (2014), three components of working environment included physical working environment, social working environment and mental working environment. The efficiency of an organization concerned with employee's welfare. The organization would provide their employees a pleasant working environment so that the employees can concentrate on their task and became more productive.

Employee performance can be affected by physical working environment which include lightings, temperature, noise, office layout and fresh air. All of those disturbances can cause health discomfort among the employees which lead to decreasing employees 'performances. Temessek (2009) indicated that the functional décor and design of the workplace environment ultimately helped to improve employees' experience and necessitate better performance.

Haynes (2008) revealed that physical working environment was included into a tangible element which determined the abilities of employees to connect with their work roles and the quality of the physical working environment was considered impactful on how employees

behave, performed their roles as well as their mental, physical and emotional states (Seghal, 2012; Oyetunji, 2014). Previous researchers stated that physical working environment helped to determine the abilities of employees to connect with their work roles and influence how they behave (Haynes, 2008; Seghal, 2012; Oyetunji, 2014)

A study had shown that conducive physical working environment can reduce absenteeism, and enhance employee performance (Chandrasekar, 2011; Hammed and Amjad, 2009). Thus, in order to retain the employee performance, organization had to improve the physical working environment. Charles, Reardon and Magee (2005) revealed that a suitable workplace temperature energizes an office occupier to work at employee's best. In line with this, organization needed to improve physical working environment according to the nature and demands of the jobs.

Awan and Tahir (2015) found in their study that the relationship with co- worker at the same hierarchical level and had no authority over one another (hanging sentence?). It was mentioned that in developing a conducive working environment, a relationship with coworker must be good. They analyzed their results and it was proven that the relationship with co-worker had strong positive impact with employees' performance. Co-workers' relations and peers support will motivate employees to perform the tasks although not in the job description and feel comfortable in the organization.

Oswald (2012) mentioned that supervisor support is was crucial for the employees in completing their tasks. Supervisor support was someone who were skilled and experienced to the employees and will help them to perform better in their current role and to assist them developed further into the future roles. An experienced and skillful supervisor supports employees in performing their work role and assist them further in developing effective roles.

Pailhe (2002) revealed that the important elements in determining work environment of an organization includes physical, biological, chemical risk in workplace, communication networks, working hours, employee empowerment, and work speed. Working hours refers to programs, policies and practices initiated by employees in scheduling working hours and adjusting the length of working time to meet their preferences (Brown & McNamara, 2011; Golden, 2012; Henly & Lambert, 2010).

Conclusion

This study was underpinned by four research objectives. The findings showed that time allocated to the job, workload and health and the nature of workload affect motivation, which adversely affects the academic's performance. The findings also show that causes of job stress within the limits of this study include time required to complete a task; academics' use of personal time; heavy workload requirements; stress from co-workers, sub-ordinates and supervisors and gender stereotypes. Furthermore, the complex nature of the academic job description contributes to job dissatisfaction and in turn creates willingness for the female academics to seek a review of their workload. Irrespective of that, findings show that these female academics rarely want to either resign or leave their jobs. The findings of the study also revealed that domestic roles affect female academics either positively or negatively.

Recommendations.

Employers should put in place employee assistance programs to help the stressed employees air out views on causes of stress to be rectified.

Employees should also report any stress casing situations within their areas of work so as to combat stress and improve on their productivity.

Employers should hold frequent workshops and seminars for employees to be taught causes of workplace stress and possible coping strategies to be used during any stressful situations.

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Appendices

Appendix 1: Research Questionnaires

Dear Respondent,

I am Onyu Fazil, a student of Makerere University pursuing a Bachelor's Degree in Social Science at the School of Social Science, Makerere University. I am currently conducting my research on Working Conditions, Job Stress and Job Performance of Employees at Makerere University. I am kindly requesting you to assist me by completing the following Questions. The interview will take only 30 minutes. Before we go further, I would like to assure you that your responses will be treated confidentially and used for academic purposes only. Thank you.

The questionnaire will require approximately 20 minutes to complete, to ensure that all information remains confidential, please DO NOT include your name as copies will be provided to my immediate supervisor. I kindly request that you answer the questions honestly and return the completed questionnaire to the researcher.

Thank you in advance for taking part in this exercise, I am sincerely grateful.

SECTION A: BIOLOGICAL INFORMATION

Please tick the blank spaces provided below;

1) Sex

a) Male

b) Female

2) Age of the respondents

a) 26-30 years

b) 31-35 years

c) 36-40 years

d) 46-50 years e) 51-55 years f) 56-60years g) 66-70 years

3) Level of education

a) PHD b) Masters c) Degree

d) Diploma e) Certificate f) Secondary level

4) Years in service

a) 0-5 years b) 5-10 years c) 10-15 years

d) 15-20 years e) 20-25 years f) 25-30 years

5) Position held at work

a) Manager b) Field operative c)

Causal employee d) Supervisor 6) Marital status

a) Single b) Married d)(tick the choice from

Divorced the

scale below)

Section B: Job stress

Suggestive statements	Responses				
	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
Working here makes it hard to spend enough time with my family.	1	2	3	4	5
I spend so much time at work, I can't see the forest for the trees.	1	2	3	4	5

Working here leaves little time for other activities.	1	2	3	4	5
I frequently get the feeling I am married to the company.	1	2	3	4	5
I have too much work and too little time to do it in	1	2	3	4	5
I sometimes dread the telephone ringing at home because the call might be job-related	1	2	3	4	5
I feel like I never have a day off.	1	2	3	4	5
Too many people at my level in the company get burned out by job demands.	1	2	3	4	5
I have felt fidgety or nervous as a result of my job	1	2	3	4	5
My job gets to me more than it should.	1	2	3	4	5
There are lots of times when my job	1	2	3	4	5
Drives me up the wall	1	2	3	4	5
Sometimes when I think about my job	1	2	3	4	5
I get a tight feeling in my chest.	1	2	3	4	5
I feel guilty when I take time off from job.	1	2	3	4	5

Section C: Working conditions (tick the choice from the scale below)

Suggestive statements	Responses				
	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
The culture and emotional climate of the school is generally positive and supportive.	1	2	3	4	5
I feel like I am a part of a team (shared mission, values, efforts and goals).	1	2	3	4	5

I feel challenged and am given assignments that inspire, test, and stretch my abilities.	1	2	3	4	5
My efforts are recognized and acknowledged in tangible ways.	1	2	3	4	5
I receive constructive feedback in a way that emphasizes positives, rather than negatives.	1	2	3	4	5
Innovation is expected of me, and I am encouraged to take the initiative.	1	2	3	4	5
I have clear-cut and non-contradictory policies and procedures in my school.	1	2	3	4	5
I am encouraged to solve as many of my own work-related problems as possible.	1	2	3	4	5
I believe in and take pride in my work and my workplace.	1	2	3	4	5
At work, I am accepted for the person I am.	1	2	3	4	5
I feel in control of my work and capable of competently carrying out my daily tasks.	1	2	3	4	5
I tend to see problems as challenges, rather than as a obstacle	1	2	3	4	5

Section C: Job performance (tick the choice from the scale below)

Suggestive statements	Responses				
	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
I make recommendations on issues that affect the department/organization	1	2	3	4	5
I try to make constructive suggestions for improving how things operate in this department/organization	1	2	3	4	5
I try to institute new more effective work methods for the department/organization	1	2	3	4	5

I try to adopt improved procedures for the department/organization	1	2	3	4	5
I try to make innovative decisions to help the department/organization	1	2	3	4	5
I am always ready to offer help to those around me	1	2	3	4	5
I help others who have heavy workload	1	2	3	4	5
I help others who have problems with their work	1	2	3	4	5
I am always complaining about my work	1	2	3	4	5
I always find fault with what the organization is doing	1	2	3	4	5
I adequately complete assigned duties	1	2	3	4	5
I am involved in activities that are relevant to my yearly performance assessment	1	2	3	4	5
I always complain about things that are not important	1	2	3	4	5

Appendix 2: Budget

SerialNo:	Requirements and Details	Quantity	Price per Unit (Ug Shs)	Amount
A	Equipment and Stationery			
1.	Flash Disk	1Pc	60,000	60,000/=
B	Personnel			
2.	Research Assistants (2)	1 Month	100,000	200,000/=
3.	Researchers Allowance	2 Month	250,000	500,000/=
4.	Transport Services	2 Month	150,000	300,000/=
5.	Communication	3 Month	50,000	150,000/=
C	Printing Services			
6.	Printing the Proposal	5 Pcs	4100	20,500/=
7.	Binding Proposal	3 Pcs	3000	9000/=
8.	Photocopying Services	270 Pcs	500	135,000/=
	Grand Total			1,374,000/=

Appendix 3: Time Schedule

ACTIVITIES UNDERTAKEN	TIME FRAME YEAR 2022						
	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV
Identification of a topic Dissertation writing							
Reviewing dissertation							
Actual collection of data Report writing of the report							
Typing, corrections and submitting the dissertation							