

UNIVERSITY OF CAPE COAST



STRESS MANAGEMENT INTERVENTIONS AND EMPLOYEE
PERFORMANCE AT THE UNIVERSITY OF CAPE COAST

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2023

UNIVERSITY OF CAPE COAST



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BY

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Dissertation submitted to the Department of Human Resource Management,
School of Business of College of Humanities and Legal Studies, University of
Cape Coast in partial fulfillment of the requirement for the award of Master of
Business Administration degree in Human Resource Management

JUNE 2023

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research work and that no part of it has been presented for another degree of this university or elsewhere.

Candidate's Signature..... Date.....

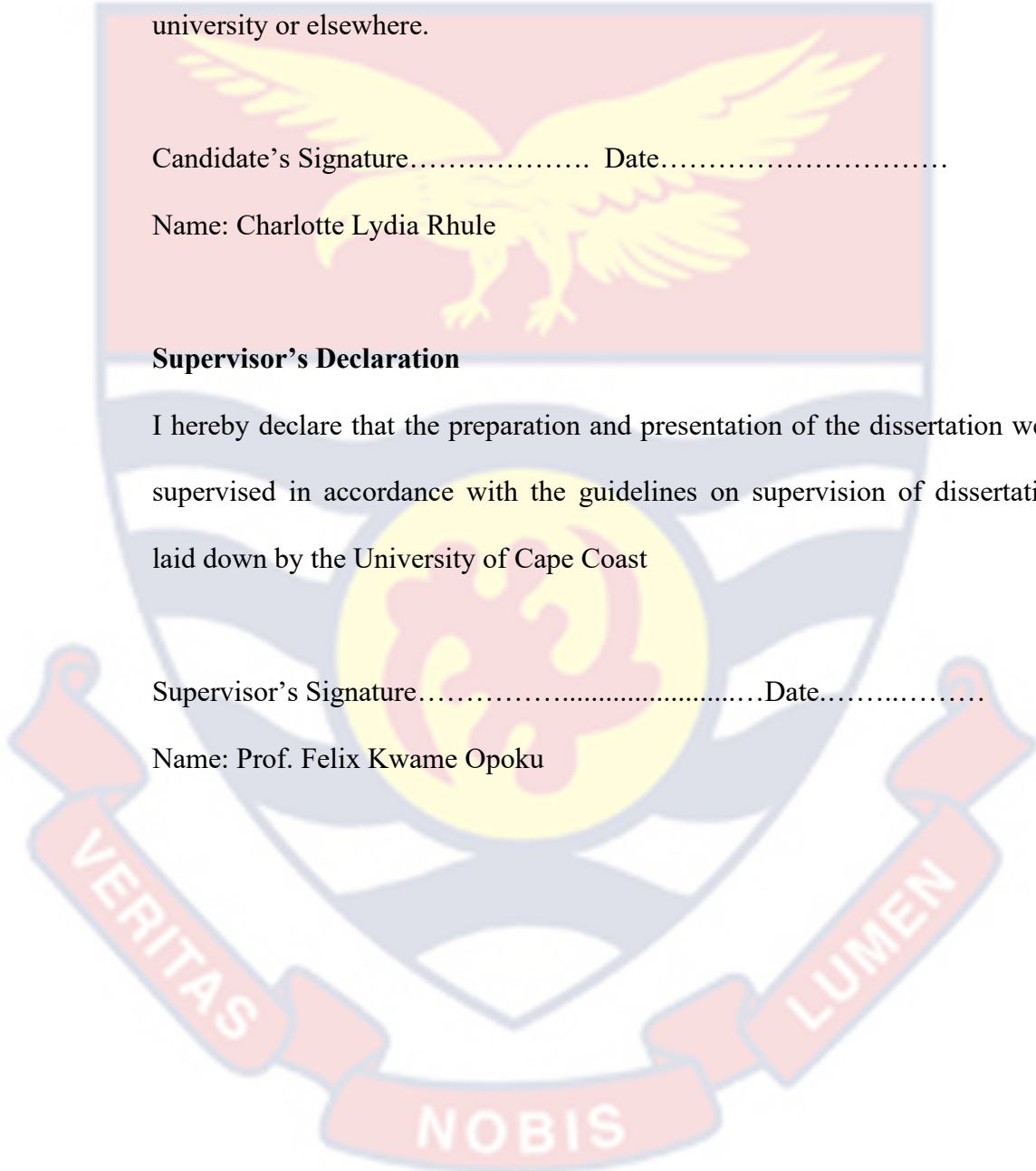
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast

Supervisor's Signature.....Date.....

Name: Prof. Felix Kwame Opoku



ABSTRACT

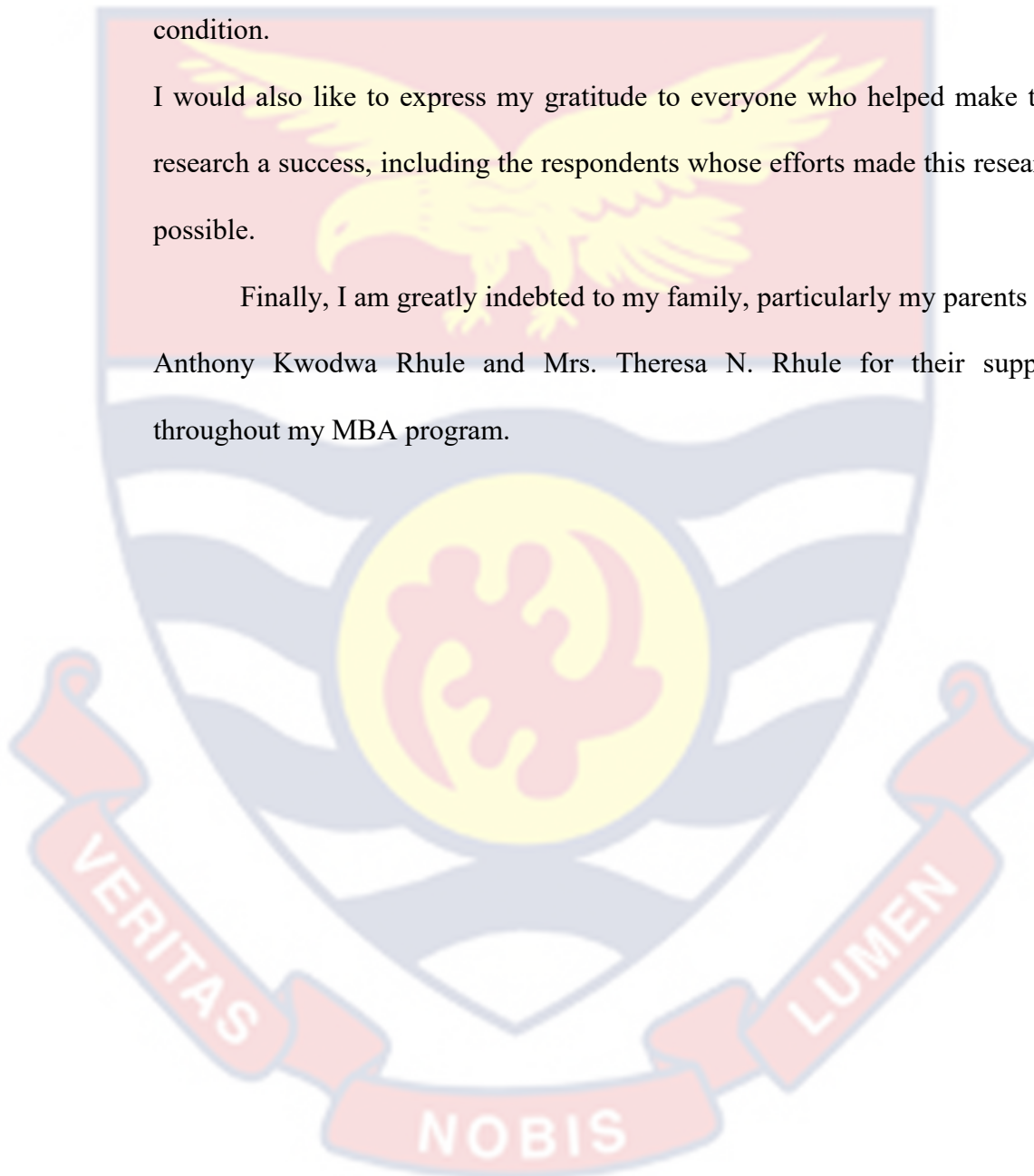
This study sought to examine stress management intervention and how they influences employee performance at the University of Cape Coast. A quantitative research approach and a descriptive research design were employed. A sample size of 137 from 167 populations size with a 0.05 margin of error and a 1.96 t-statistic was used. Closed-ended questions made up the questionnaire and descriptive statistics, such as frequencies and percentages, were employed in the analysis for objectives one and two. Analysis for objective three was conducted using linear regression. The study discovered that stress management interventions are used as a training tool to teach workers how to identify the signs of stress and other mental health disorders at work. Additionally, it was discovered that employees perform well as a result of the interventions in place. Once more, the study discovered a moderately favorable significant association between stress management interventions and employee performance. In light of these findings, it was concluded that preventive stress management interventions are important concepts to consider in academia because they can increase the performance of workers. It was recommended that the management of the University of Cape Coast put in more effort in their management of stress in order to obtain a high level of employee performance.

ACKNOWLEDGEMENTS

I owe Prof. Felix Kwame Opoku, my supervisor, a debt of gratitude for his patience, inspiration, and helpful recommendations, as well as for taking the time to mark the written scripts and putting this work in presentation-ready condition.

I would also like to express my gratitude to everyone who helped make this research a success, including the respondents whose efforts made this research possible.

Finally, I am greatly indebted to my family, particularly my parents Mr. Anthony Kwodwa Rhule and Mrs. Theresa N. Rhule for their support throughout my MBA program.



DEDICATION

To my daughter, Akosua Korantemaa Agyei Kissi



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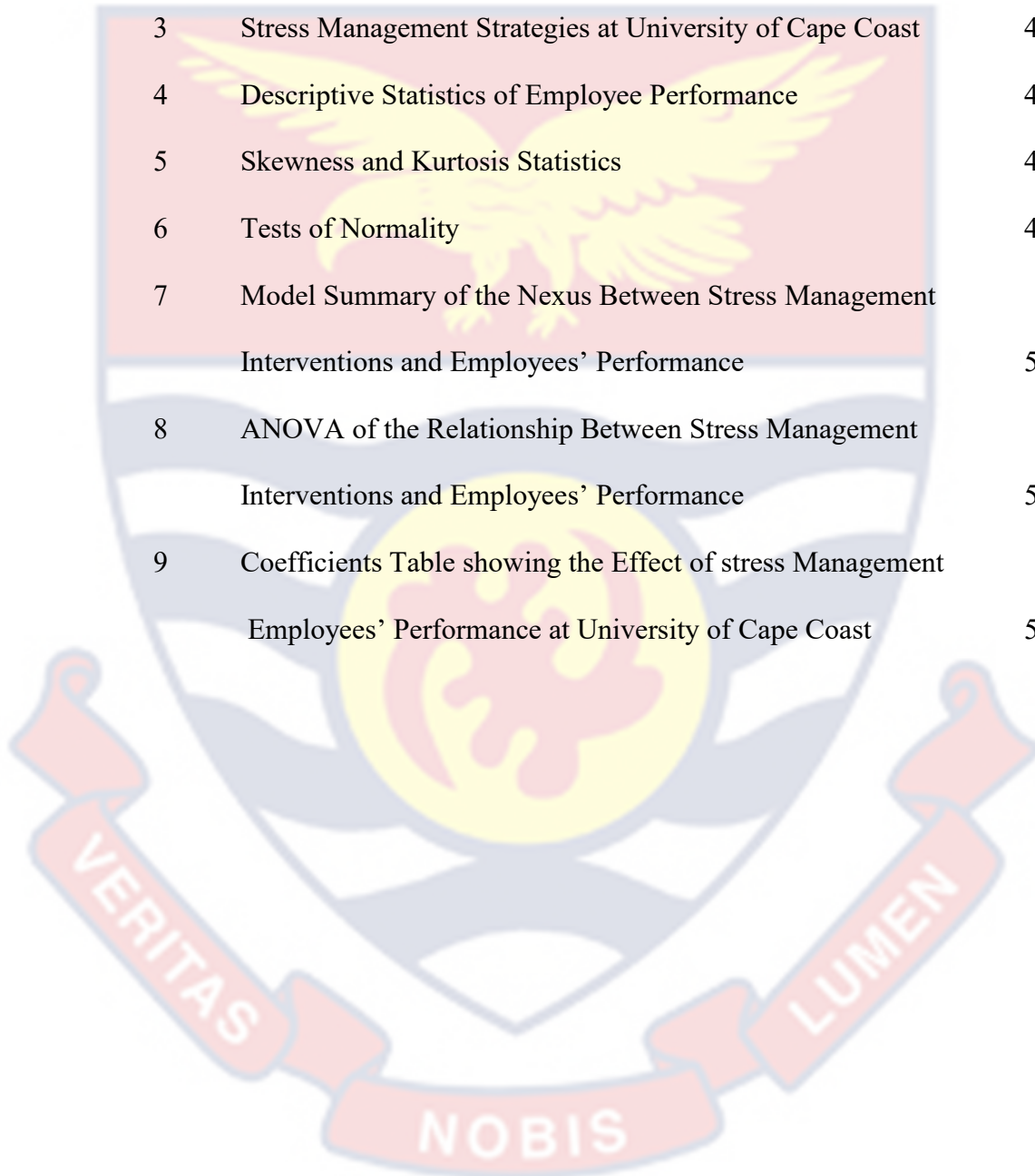
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CHAPTER ONE

INTRODUCTION

In the past few years, interest in health promotion or "wellness" programmes has skyrocketed. Exercise, weight management, stress reduction, and other similar activities are supported by almost every media outlet and are taking place in a wide range of contexts, including senior facilities and workplaces. The value of worksites as delivery sites for stress management interventions has likely increased the greatest, which is the topic of this article. This could be attributable to a number of factors, including the population's constant accessibility in this environment, which encourages regular participation in health activities. The motivation of working individuals to maintain and enhance their health is important for providers of stress management programmes. As such this current study examines the effect of stress management interventions on employee performance at the University of Cape Coast.

Background to the Study

Each year, business leaders lose billions of dollars in lost time, higher health expenditures, as well as lost productivity due to workplace stress (Burton et al., 2012; Nasr et al, 2012; Spurgeon et al., 2012). Stressful workplaces result in: "employee tardiness; absenteeism; low productivity; high employee turnover; wasted investment in training; increased costs due to training replacements for sick leave; depression; aggression; and violence" (Foy, 2015, p. 23). Workplace stress is one of the most serious issues confronting corporate leaders throughout the world (Kelloway et al., 2012). Workplace stress was found to have negative effects on productivity and

employee well-being (Billing et al., 2014); cardiovascular disease, obesity, depression, anxiety and musculoskeletal disorder (Wolever et al., 2012); acute mental and physical health problems (Dhabhar, 2014); and a considerable emotional and a significant financial cost to organisational performance (Kelloway et al., 2012).

Concerns about growing literature linking job stress to bad individual and organisational outcomes have motivated efforts to discover and create ways for preventing, controlling, and managing stress and its repercussions (Holman et al, 2018). In consequence, addressing workplace stress makes good financial sense since it can reduce absenteeism, improve job happiness, raise productivity, improve the company's image, and improve performance and job satisfaction (Rajabi et al., 2016; Swayze & Burke, 2013). Many stress management interventions are thought to fail because they only provide a partial answer or fail to acknowledge the larger contextual-structural factors that underpin organisational behaviour (Benjet, 2020).

According to Silva and Thilakasiri (2018), stress factors like workload, personal concerns, a lack of work-life balance, and job uncertainty can lead to decreased productivity. Stress at work has a negative impact on the quality of one's working life (Kaufer & Long, 2017). The detrimental and expensive effects of stress highlight the necessity of methods to reduce stress elements inside organisations. Stress has affected the wellness of approximately three billion workers worldwide over the past few decades and has become a necessary component of every field job (Leonard et al, 2019).

Establishing multiple degrees of intervention and solutions that best characterize each level is one of the themes that has arisen in the stress

management literature (Crucian et al, 2020). According to Ling et al (2021), it is critical to figure out why companies adopt or do not implement various intervention programmes, as well as the level of concern that managers have about stress levels in their workplace. Interventions should focus on the individual, the organisation, or the individual-organisational interface, according to DeFrank and Cooper (1987). By far, the most popular viewpoint is one that incorporates DeFrank and Cooper's (1987) perspective, but does so within a framework of primary, secondary, and tertiary level interventions (Dewe, 1994). Primary interventions are considered as proactive techniques in this schema, secondary interventions are proactive and reactive, and tertiary interventions are reactive (Dewe, 1994).

Using measures such as job redesign or workload reduction, primary interventions try to lessen the severity or number of stresses (Benjet, 2020). Secondary interventions, like stress management training programmes are aimed at assisting staff in coping more effectively (Holman et al, 2018). Employees who have experienced or suffered the effects of work stress are the subject of tertiary interventions. Employee assistance programmes (EAPs) are the most common intervention techniques in this area (Bamba, 2016). According to various reviews, secondary and tertiary level interventions are the most common in organisations, whereas primary interventions that have the potential to actually remove stressors from the workplace or at the very least mitigate their impact on employees appear to be relatively rare (Lisanti et al, 2017).

Employee performance varies depending on the situation and the context. Depending on the organisation and the need for measurement, several

indicators and measurement methodologies are used. According to Bamba (2016) and Okiro (2015) employee performance refers to the amount to which people achieve or fail to fulfill an organisation's goal, implying that employee performance can be good or bad. Poor employee performance detracts from the organisation's overall aim, whereas positive employee performance aids in accomplishing the organisation's overall goal (Wolever et al., 2012). Employee performance is measured by factors such as timeliness, creativity, efficiency, effectiveness, and low absenteeism (Bamba, 2016; Dextras-Gauthier et al, 2012).

A number of studies have found a link between stress management intervention and employee performance (Petreanu et al, 2013; Quaglia et al, 2011; Vahle-Hinz, 2013). Workplace counseling, according to Kirk-Brown and Wallace (2011), aids employees in removing or coping with workplace stress and, as a result, improves performance. Vahle-Hinz et al (2013) also claimed that having a flexible work schedule decreases stress and improves performance. Petreanu et al (2013) also pointed out that workplace quality, such as good working relationships can reduce stress and improve performance. Therefore, this research is based on the theory of preventive stress management, which emphasizes the avoidance of stress rather than the treatment of stressed employees as the most effective approach of dealing with workplace stress and improving performance.

An increasing number of studies have shown that there is a significant relationship between work-related stress and workers' health, safety, welfare, and performance during the last few decades (Bamba, 2016; Benjet, 2020; Swayze & Burke, 2013). Research also indicates that there is a proven

correlation between work-related stress and both physical and mental health concerns (Figueiredo-Ferraz, et al, 2013; Gascon, et al. 2013). The consequence of stress, such as higher absenteeism, strained labour relations, decreased employee motivation, decreased satisfaction and inventiveness, increased staff turnover, internal transfers and retraining, and a generally negative public image are the results in the workplace (International Labour Organisation [ILO], 2020). These issues have a significant impact on productivity, direct and indirect expenses, and the organisation's competitiveness (Benjet, 2020).

The study's subject, the Higher Education Institute (HEI), has witnessed an increase in poor performance due to working stress. According to Ipsen and Jensen (2012) and Wang et al. (2013), the HEI's reported average absenteeism rate of 5%, which is higher than the national average of 4%. Furthermore, the HEI's pay budget is €125 million, thus the institution's costs, which include replacement costs for personnel on sick leave, are close to €10 million. These costs do not account for poorer productivity as a result of absenteeism, lower productivity due to workplace stress, training costs for employee replacements, or disruptive behaviour as a result of workplace stress. Because the HEI relies on people to offer its educational services, lower performance as a result of workplace stress is a major issue.

Statement of the Problem

Anecdotal evidence revealed that the University of Cape Coast's stress management interventions are skewed to secondary and tertiary level interventions, whereas primary interventions that have the potential to actually remove stressors from the workplace or at the very least mitigate their impact

on employees, appear to be comparatively rare. A preliminary investigation at the university's main hospital revealed that most ailments among employees, particularly administrators, were caused by stress, and that most employees do not get enough sleep. According to the healthcare centre's health experts, 60 percent of workers visit the hospital because they are stressed (UCC Health Service Report, 2021).

Again, preliminary discussion with the school's Directorate of Human Resources indicated that staff members, particularly administrators, expressed concern about their stress levels. To improve performance, it is apparent that primary stress management interventions must be implemented to either eradicate or decrease stress (Benjet, 2020). Also, several research have been undertaken on stress management interventions and employee performance. In terms of context, Foy and Rockett (2018) looked into "managing job performance, social support, and work-life conflict in Ireland to reduce workplace stress."

In the United Kingdom, Mellor et al (2013) looked at "the management standards for stress in large enterprises." Johnson and Naidoo (2017) also looked at stress management and teacher performance in public schools in South Africa. Mosert and Joubert (2015) conducted a similar study in the South African police department. Horan et al. (2018) investigated the impact of supervisor support for stress management and intervention on employee performance among nurses in the United States. Silva et al (2017) also considered "managing occupational stress of professionals in large construction projects employees' performance in Portugal. Due to geographical and cultural differences, taking recommendations may be

misleading and only few Ghanaian studies have looked at stress management (Adom et al, 2020; Dankyi et al, 2019).

There are studies that have looked at stress management in its operations. However, these studies failed to look at the primary management of stress and only looked at the secondary form. Also, with respect to the study unit and kind of employees, different categories have been used. For instance, police department (Mosert & Joubert, 2015), nurses (Horan, et al, 2018), construction projects (Silva et al, 2017). Few studies have been done in the education sector (Adom et al 2020; Dankyi et al 2019; Foy & Rockett, 2018; Naidoo, 2017). However, these studies used either teachers or lecturers other than the administrators. This does not create a wholistic view of stress management at the educational sector. In addition, most stress management studies have over relied on role theory as the lens of their study. Nevertheless, this study uses stress management preventive theory as its theoretical framework to help manage stress at the primary level. It is against this backdrop that this study seeks to examine the effect of stress management interventions on employee performance at the University of Cape Coast.

Purpose of the Study

This study seeks to examine the stress management interventions and how it influences employee performance at the University of Cape Coast.

Research Objectives

The specific objectives of the study are to:

1. Examine the stress management interventions adopted by management of the University.
2. Assess the level of employee performance in University of Cape Coast.

3. Examine the effects of stress management interventions on employee performance at the University.

Research Questions

The research will be guided by the following research questions:

1. What are the stress management interventions adopted by management of the University of Cape Coast?
2. What is the level of performance of employee in the University of Cape Coast?
3. What is the effect of stress management interventions on employee performance at the University of Cape Coast?

Significance of the Study

This study would be significant to policy-makers, academics and research. For policy makers, this study would enable them understand stress management interventions and adopt the primary type that would help prevent stress consequence. Again, academics would find the outcome of this study important as they would be enlightened on the stress management literature. Due to contextual and study unit differences, this study would add to literature on stress management interventions in the tertiary education sector and administrators to be specific. Further, future researchers would now appreciate and adopt the stress management preventive theory instead of the role theory which has been over relied upon.

Delimitation

The study focused on the primary stress management interventions and how it influences employees' (specifically administrators) performance. The study covers administrators of all the five colleges in the university in addition

to those in main administration. As such all other employees (e.g., lecturers, messengers, cleaners) are excluded. The study is also a cross-sectional study, hence would be conducted at one period of time.

Limitation

The study explored stress management interventions and how it influences employee's performance at the University of Cape Coast. But primary data for the study was gathered from only the college of distance education staff. Implying that caution should be applied when generalising the study outcomes to other colleges of the University due to disparities in work schedule across the respective colleges of the University. Methodologically, the study employed quantitative research approach which may be deficient in capturing the opinions, feelings, experiences of staff regarding the stress management interventions. Therefore, future studies should consider a mixed research approach in exploring a phenomenon like this.

Definition of Terms

Stress management intervention relates to all primary interventions that prevent stress other than managing its consequence on employees.

Employee performance relates to the extent to which employees perform their task in order for an organisation's objective to be achieved.

Organisation of the Study

The study was made up of five chapters. Chapter one looked at the background to the study, statement of the problem, research objectives, and research questions significance of the study, scope of the study and organisation of the study. Chapter two would deal with review of related literature, Chapter three would describe the methodology that would be used

in the study, Chapter four will present the data analysis and the findings based on research objectives. Chapter five will provide summary, conclusions and recommendations for further studies.



CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this chapter is to review relevant literature in both theoretical and empirical manner. It looks at the underlying theories and covers topics including the concept of stress, stress management interventions, employee performance and the nexus between stress management interventions. The chapter concludes with a conceptual framework and further discussion of the association between stress management interventions and employee performance in an empirical study.

Theory of Preventive Stress Management

According to Cooper (2002), the theory of preventive stress management was developed in 1979 by a group of academics and medical professionals in an effort to lessen stress in both organisations and among individuals, whether or not they were at work. Cooper asserts that for a company to be successful, its employees must also be successful, particularly in terms of their physical and psychological health. Therefore, unhealthy stress that produces distress is given greater weight in the theory of preventive stress management than is eustress, which is a healthy kind of stress in employees.

The theory of preventive stress management acknowledges that reactions to stressors can be both positive (eustress) and negative (distress) in nature. Eustress is the wholesome, productive reaction that spurs initiative and challenge. According to Cannon (1915), the psychosomatic stress reaction should be used to one's advantage rather than feared. Eustress happens when a

person's mind-body modifications help them to be better able to respond to a certain set of stimuli while they are under moderate stress arousal.

On the other side, a condition of strain or distress develops when the stress reaction, or lack thereof, results in diminished performance." The physiological, behavioural, and/or psychological divergence from normal functioning that results from a stress response is known as distress" (Quick et al., 2006, p. 217). Distress can happen in both low- and high-stress situations. When stresses do not even stimulate people enough, they do not really mobilize the energies that the healthy stress response does. Underarousal-related distress is linked to subpar physical, psychological, and cognitive functioning.

The fundamental tenet of preventive stress management theory, according to Quick et al. (1979), is that, the best way to handle workplace stress and that which gives rise to the performance of organisations regardless of the performance measurement is to prevent stress rather than treat stressed employees. Once more, a founding principle of the theory of preventive stress management is that, individual outcomes are not produced by stimuli in and of themselves. Instead, an individual's reaction to a stressor will determine how that stressor will affect them and their outcomes.

In light of the fact that preventive stress management is one method for managing stress and, when done correctly, contributes to the reduction of detrimental stress and, consequently, to an improvement in employee performance for the organisation, the theory is thus relevant to the current study. However, the drawback of preventative stress management theory, according to Cooper (2002), is that it becomes impractical when all stressors

are not detected and addressed before the stress occurs, especially in larger organisations.

Definition of Stress

In the past, there has been a lot of variation in the meaning and measurement of stress in the stress methodology (Monroe, 2008). Conclusions that can be drawn from studies on stress are constrained by a lack of agreement on what stress is. The complex, interactive, and multilevel process of adjusting to the environment is referred to as stress when used as a standalone term. (Epel et al., 2018). It relies on consistent, specific, and standardized terminology to help choose an appropriate measure for the construct of interest, strengthen result interpretation, and improve ability to aggregate findings. Stress researchers run the risk of using ineffective or invalidated measures and misinterpreting results when there is a lack of precise and uniform terminology. As a result, the field has started to understand how crucial it is to define and use terminology in stress research in order to precisely describe the construct(s) evaluated. (e.g., Cohen et al., 2019).

Stress is a group of external elements that negatively impact the workplace and can be psychological, physical, or social (Greenglass & Burke, 2016; Sonnentag & Fritz, 2015). Work stress is defined by Freedy and Hobfoll (2017) as a person's responses to and communications with workplace characteristics that seem to be morally, frankly, and physically debilitating, intervened by unique contrasts and/or mental activity (George, 2015; Cardon & Patel, 2015, Kuo, 2015). Working environment stress is well-known to occur when there is an imbalance between the demands of the job and the capacity of the workforce. Stress can manifest as uncertainty, conflict, and

other negative emotions brought on by an excessive workload at work and personal characteristics.

One of the most important problems facing corporate leaders around the world is workplace stress (Kelloway et al., 2012). Workplace stress has been shown to have detrimental effects on employee well-being and effectiveness (Billing et al., 2014); cardiovascular disease, adiposity, feelings of hopelessness, and anxiousness; acute mental and physical health problems; and a significant emotional and financial cost to organisational performance (Wolever et al., 2012).

Park and Fenster (2014) expressed that stress shows itself in various ways. For instance, an individual experiencing a high level of stress may grow hypertension, ulcers and others. These can be assembled into three general classifications; physiological, psychological and behavioral symptoms. The psychological symptoms are the principal results of stress. Next, the psychological wellness of employees is undermined by elevated amounts of stress and poor emotional health. Dissimilar to physical side effects, mental manifestations could likewise prompt decay in the performance of employees. Outrage, uneasiness, wretchedness, anxiety, touchiness, animosity and weariness diminish employee adequacy, diminished confidence, hatred of supervision, inability to think, trouble deciding, and job disappointment. Moreover, the psychological effects of stress can prompt burnout. Job burnout is a withdrawal from work that the casualty debases the work and considers it to be a source of dissatisfaction (Meichenbaum, 2017).

Behavioral indications of stress incorporate eating pretty much, smoking, drinking liquor and drugs, rapid speech anxiety resulting in

absenteeism from work occurring at workplaces and while crumbling performance (Mansour, 2016).

Physiological Symptoms are changes indigestion that go with Stress variables. The symptoms incorporate expanded heart rate, circulatory strain, and so on. With this wear of the body, it ends up plainly recognizable and risky. The impacts of this ailment are back agony, headaches, a sleeping disorder, coronary illness, hypertension, diabetes and many diseases that influence employees' performance (Ashkanasy, 2000). An attempt to find and develop methods for preventing, reducing, and managing stress and its effects has been spurred by worries about the rising amount of research associating job stress to poor individual and organisational outcomes (Holman et al, 2018).

Measurement of Stress

Life event checklists are frequently used to assess exposure to acute and long-term stresses because they are frequently straightforward, affordable, and simple to use. (Slavich, 2016). The use of checklists involves endorsing particular life events and may be tailored to the classification of stressors. For instance, some checklists only evaluate possibly traumatic events, while others may concentrate on acute stressors like significant stressful life events. Some checklists combine acute life events and chronic experiences to capture a variety of stressful life experiences, while other checklists concentrate on exposure to chronic stressors. Participants on checklists may be asked to indicate whether they have ever experienced a stressor, whether it was recently (in the last six or 12 months, for example), or when they were in a particular developmental stage (Oh et al., 2018).

Despite the advantages of checklists, assumptions can influence whether and how the total number of stressful life events predict outcomes of interest. Many checklists are sum scored, assuming equal valence and severity across events. However, research has shown that all stressors are not equally impactful. For example, interpersonal stressors contribute to greater distress and negative outcomes than non-interpersonal events (Cohen et al., 2019). Hence, additional features of some checklists that may be beneficial to include are the use of life domain categories and collecting data regarding duration of the stressor as well as perceived valence and severity.

A final limitation of stressor checklists is recall bias. People can reliably recall major life events, especially within the past 10 years, however events perceived as less severe are not reliably recalled with checklists (Monroe, 2008). Because of the superior reliability and ability to provide rich data, semi-structured interview-based systems conducted by a trained interviewer may be more useful. However, administering interviews and analysing the resulting qualitative data requires significantly more time, effort, and likely more financial investment than checklists. As such, the investigator should weigh the advantages and disadvantages of each method when choosing a retrospective stressor exposure measure.

Stress Management

Stress management is a key element that should be implemented in your life, aimed at reducing the chronic stress of an individual, particularly that is usually intended to encourage you to enhance the daily functioning of your life. Regardless of the stress frequently seen as a subjective experience, stress levels can be measured using various physiological tests. It can be

difficult to assess stress management techniques, since it is limited and would be different in various types of people (Kamarulzaman et al., 2011). Not all strategies fit various types of individuals. It may take different strategies for different people to have the same stress factor. Stress management is the one that every person should follow in everybody's life as it will be useful not to damage themselves and effectively carry out their daily routines and live happily (Sharma et al., 2016).

Coping with stress, adjusting to stress, or stress management are terms used to describe an individual's capacity to mobilize and successfully or unsuccessfully deal with stress issues (Mihaela, 2020; Haynes & Love, 2014). Managing workplace stress makes financial sense since it can lower absenteeism, increase job satisfaction, boost productivity, enhance the brand of the organisation, and enhance performance and job satisfaction (Rajabi et al., 2016; Swayze & Burke, 2013). Because they simply address a small portion of the problem or ignore the larger contextual-structural elements that underlie organisational behaviour, many stress management therapies are seen to be ineffective (Benjet, 2020). One of the themes that has emerged in the literature on stress management is the establishment of several degrees of involvement and solutions that best represent each level (Crucian et al, 2020). Finding out why organisations accept or do not implement different intervention programmes, as well as the level of concern that managers have about stress levels in the workplace, are crucial (Ling et al., 2021).

Stress Management Interventions

There are numerous alternatives to using medication to relieve stress that can lessen its negative effects through improved control and management

(Kavitha, 2019). These include (1) engaging in physical activity, (2) pursuing hobbies, (3) interacting with family and friends, (4) partaking in various forms of entertainment, and (5) seeking support, as stated by Bowen et al. (2014). According to Aitken and Crawford's research from 2017, project managers actively plan and cope with stressful events. Organisations can also teach their staff how to regularly manage their health and reduce job stress (Treven & Potocan, 2015; Jain et al., 2013). To combat occupational stress, a team effort is necessary in this area, with the attention of top management and the individual's dedication (Senaratne & Rasagopalasingam, 2017). Aitken and Crawford (2017) said that organisations must now take into account all forms of occupational stress in addition to those that directly influence their ability to perform their jobs. Organisations should provide guidance on the stress prevention process, which entails three separate steps: problem identification, intervention, and evaluation (Niosh, 2019).

Problem identification involves determining every facet of a stressful situation. Consider the actions, ideas, and emotions. Managers must hunt for new employment, support financially, and make other changes to their lifestyle. "stress management interventions" are employed by organisations to enhance employee wellbeing and lessen stress, mostly by treating the sources of stress or by lessening the effects of stress on an individual. Lastly, the evaluation looks at the monitoring systems that were used as interventions and knowing the progress of them and making any corrections thereof.

According to DeFrank and Cooper (2019), interventions should concentrate on the individual, the organisation, or the interface between the two. The perspective that includes DeFrank and Cooper's (1987) perspective

within a framework of primary, secondary, and tertiary level interventions is by far the most prevalent (Dewe 1994). Primary interventions are considered as proactive and preventive techniques; secondary interventions are proactive and reactive, and tertiary interventions are reactive (Dewe 1994). Because they concentrate on addressing the root cause of stress, primary interventions are actually preventative. Preventive stress management is described as "an organisational philosophy and set of ideas that applies specific tactics for enhancing human and organisational health while minimizing individual and organisational suffering" (Quick et al., 1997, p. 149).

Hurrell and Murphy (2016) provided an overview of the goals of three different types of stress prevention programmes. By addressing their underlying causes, primary preventative measures aim to minimize stressful work conditions. These programs are more expensive than other forms of interventions and require organisational restructuring. For instance, workers may feel stressed out if they are not participating in making decisions. Increasing employee participation in decision-making can lower stress, but doing so requires organisational changes that provide them greater opportunities to do so. These considerations make it harder for some organisations to carry out primary interventions than secondary or tertiary interventions.

Preventive stress management is thus a crucial tactic for enhancing both individual and group welfare and, subsequently, organisational success. A key component of preventive stress management is the ability to assess the effects of stress on both individuals and the organisation as a whole. Organisations can assess stress using a variety of metrics and measurements

(Hurrell, Nelson, & Simmons, 1998; Quick et al., 1997). Making intelligent decisions requires correct information just like the majority of management responsibilities. To develop techniques for preventing stress, the best data should be used (Adkins, 1999).

Since total eradication of stress would have a negative effect on both organisational and individual performance, the primary intervention's objective is to mitigate its effects. Managers believe that only those extreme stresses that have no prospect of producing constructive reactions, such as hostility, dangerous circumstances, etc., should be avoided. Because eradicating stress is not the main goal of intervention, stressors should be reduced to levels that promote healthy stress reactions and eustress. In addition to lowering stressors, primary treatments may be effective at boosting employee wellbeing and fostering psychological capital among staff members (Avey, Luthans, Smith, & Palmer, 2010).

The term "primary interventions" refers to a variety of managerial actions. Proactive actions should be taken to lower the frequency of predictable counterproductive stressors. For instance, in order to reduce the frequency of sexual harassment, policies should be communicated, training should be offered, and risk factors should be regularly observed (Bell et al., 2012). Training programmes have also been utilized to help people prepare for challenging situations (Adkins, 1999). Training is successful when it increases people's access to coping skills. Increasing access to psychological resources enhances wellness and happiness (Davidson et al., 2010). Another defensive measure is to provide sabbaticals or scheduled downtime. Sabbaticals, for instance, support academics in building their psychological resources and

lowering their stress and burnout levels (Davidson et al., 2010). Using measures such as job redesign or workload reduction, primary interventions try to lessen the severity or number of stresses (Benjet, 2020).

An important main preventative strategy is social support. Other people may offer direct assistance in managing a stressor or may assist people in reframing their distressing experience. By insulating or shielding people from stresses, social support may lower the severity and duration of stressors (Quick et al., 1997). A significantly more powerful and dramatic stress stimulus may be presented to an employee who does not receive social support. Positive psychological and emotional adjustment among newcomers is predicted by the presence of social support networks such as friends, senior employees, or mentors (Nelson & Quick, 1991). Other social support channels include enhancing information exchange and raising employee emotional intelligence (Quick & Quick, 1984).

Conflict between work and life can have detrimental impacts which cause stressful circumstances (Carlson et al., 2011). So, leaders who are proactive in instituting work-life policies and methods to manage work-life conflict create positive work cultures. Some particular benefits include less burnout, greater employee well-being, decreased levels of job stress, and employee-company loyalty (Bell, 2013). Activities outside of work can assist, improve, enrich, and have positive spillover effects (Grawitch et al., 2013). Work-life policies and initiatives are essential in organisational life since they are advantageous to both employers and employees (Sánchez-Vidal et al., 2012). Workplace measures to reduce work-life conflict include flexible work schedules, alternative work arrangements, atypical work arrangements, paid or

unpaid leave, and access to care and support services (Demerouti et al., 2014). Workplace policies, job sharing, teleworking, virtual arrangements, decreased workloads, truancy policies, child care assistance, and line manager support are a few examples of initiatives to prevent work-life conflict (Kossek et al., 2014).

Employee Performance

Employee performance is described by Ferguson (2017) as the evaluation results that indicate whether performance goals have been met, surpassed, or not. Similar to this, Moore (2017) goes on to define performance as the degree to which employees' work outputs and tasks meet predetermined standards or organisational performance requirements. Performance refers to how much a team member contributes to the achievement of the overall organisational goals. Performance is defined by Deadrick and Gardner (1997) as a distribution of results attained.

Employee performance, according to scholars like Darden and Babin (2019), is about rating a person's actual results and talents. Following Okoth and Oluoch (2019), good performance is correlated with high service delivery or offering quality, whereas bad performance is correlated with low service offering quality. Employee performance, then, can be summed up as the relevant expectations for employee actions and how well those activities are carried out. As a result, managers regularly evaluate each employee to pinpoint areas that require development. Effectively, an employee's performance might be good or bad depending on what they do or do not do.

Objective-subjective and financial-nonfinancial viewpoints such as sales and profit, return on profit, quantity and quality of production, efficiency,

and effectiveness can be used to evaluate an employee's performance (Güngör, 2021). According to Anyanwu et al. (2016), a customer visit can be utilized as a foundation to objectively assess service performance. Productivity was proposed as a performance metric encompassing both efficiency and effectiveness by Bhatti (2017) and Qureshi (2017). Other research has identified work satisfaction, organisational commitment, and intention to stay as performance indicators (Price & Mueller, 2018). Additionally cited by Bayo-Moriones et al. (2019) were employee productivity, job satisfaction, and safety. In essence, performance evaluation metrics must be precise, simply stated, pertinent to the tasks performed by employees, attainable, and adhere to the SMART criteria for defining targets. Employee performance in this study is therefore defined as the caliber of job output, intention to stay, work efficiency, and work effectiveness.

Scholars like Darden and Babin (2019) argue that employee performance is about rating the actual outcome and abilities of a person. Okoth and Oluoch (2019) attribute good performance to high quality of service delivery or offering while poor performance is associated with low quality of service offering. In conclusion, employee performance is simply the related expectations in terms of employee activities and how well those activities are performed. As a result, supervisors make assessments of all staff periodically to identify areas that need improvement. In effect, the performance can be positive or negative and it's basically what an employee does or does not.

Employee's performance can be seen through objective-subjective and financial-non-financial perspectives such as sales and profit, return on profit,

quantity and quality of output, efficiency and effectiveness (Güngör, 2021) Anyanwu et al. (2016) cited that for standard authority, customer visit can be used a basis to determine objectively determine service performance. Bhatti (2017) and Qureshi's (2017) also mentioned productivity as a performance measure encompassing both efficiency and effectiveness. Other studies have found organisational commitment, intention to stay and job satisfaction as a measure of performance (Price & Mueller, 2018).

Empirical Studies on Stress Management Interventions and Employee Performance

The purpose of the Donaldson-Feilder et al. (2008) study was to pinpoint managerial behaviours and abilities that prevent and lessen workplace stress. Nearly 400 employees and managers participated in interviews for the first phase of this study, and more than 50 human resources (HR) specialists participated in focus groups. They were questioned about what they believed to be the most crucial management behaviours for controlling employee stress, including both those that work and those that do not. To develop a framework of 19 managerial "competencies" for preventing and lowering stress at work, the behaviours that were discovered were categorised into themes. The competencies discussed in the study were acting with integrity, expressing and managing one's own emotions, managing conflict, feedback, health and safety, accessibility and visibility, empowerment, process planning and organisation, dealing with work problems, and managing workload and resources. To more successfully manage stress at work, the resulting competency framework can be implemented into managers' management strategies, HR processes

including training, selection, and manager appraisal, as well as into other stress management activities.

In their 2013 study, Mellor et al. attempted to investigate the "Management Standards" for stress in big businesses. The study made use of case studies conducted in five sizeable British public and commercial sector companies. According to the study, although in varying degrees of form and depth, senior management commitment and employee participation are essential for controlling work-related stress. A brief examination of all staff members via annual staff surveys, along with in-depth assessments of groups at risk, has been chosen as the approach to identifying stress issues. Combining individual and organisational interventions is another common technique. The translation of recognized stress issues into targeted therapies and their evaluation presents a considerable barrier.

"Managing occupational stress of professionals in large building projects" was the focus of De Silva et al (2017) investigation. To identify occupational stress causing factors relevant to construction professionals, their impact, and occupational stress prevention strategies, a questionnaire-based survey was conducted among construction professionals, including Project Managers, Engineers, and Quantity Surveyors involved in large construction projects. To create the framework for large enterprises, basic, secondary, and tertiary stress prevention measures were examined.

Eleven occupational stressors that were significant in having a detrimental influence at work were found. Additionally, thirteen additional unfavorable stress-related effects were identified. A factor analysis was used to identify three primary preventive techniques, three secondary prevention

strategies, and a tertiary prevention approach to handle these occupational pressures at the organisational level. By successfully managing and regulating the negative pressures, the impact of occupational stress on construction professionals that may result in the industry's performance being subpar can be avoided.

During 2018, Adim et al. sought to understand the connection between stress management and employee performance in Nigeria's Deposit Money Banks in Port Harcourt. Employees of seven (7) particular Deposit Money Banks in the Port Harcourt metropolitan area of Rivers State, Nigeria, make up the population. 188 people were included in the sample using Taro Yamen's formula. Only 168 respondents' data were ultimately used for data analysis after data cleaning. Data analysis and hypothesis testing were conducted using descriptive statistics and Spearman's rank correlation.

The results showed a substantial correlation between employee effectiveness and stress management. Thus, the study came to the conclusion that stress management has a beneficial and significant impact on worker performance. They advise management of deposit money banks to create tasks and jobs in a way that will increase effectiveness and efficiency and improve the performance of their workforce. They also advise deposit money banks to incorporate flexible job schedules into their human resource management strategies, policies, and plans in order to facilitate easy employee performance and commitment, which will increase corporate survival.

In an Irish higher education institution, Foy et al. (2018) examined the existence, strength, and direction of links between perceptions of social support, work-life conflict, job performance, and workplace stress. The reward

imbalance theory, expectation theory, and equity theory were all combined to form the chosen theoretical framework. An academic institution's employees (355) were surveyed using an organisational stress screening survey questionnaire. The relationships between the dependent variable, staff category, direct reports, age, and gender, as well as the independent variables, social support, work-life conflict, and job performance, were examined using multiple linear regression analysis (workplace stress). The results revealed a negative correlation between job performance and workplace stress, a positive correlation between workplace stress and work-life conflict, and a negative correlation between workplace stress and social support ($p = 0.05$). The findings also revealed significant relationships between the dependent variable workplace stress and the variables direct reports and gender. The findings of this study may influence organisational strategy by providing educational leaders with avenues to reduce workplace stress levels, enhance employees' quality of life, and increase performance while also developing and implementing work-life balance and social support measures.

To highlight how context impacts the experience of interventions, Kristin et al. (2018) looked into the possibility of non-linear interactions between supervisor support for stress management and intervention process ratings from a workplace stress management intervention. In an occupational stress management intervention, data from 37 nurses and nurse assistants allocated to the treatment group were examined using polynomial regression in SPSS. The association between supervisor support for stress management as baseline and ratings of intervention relation reactions and overall perceptions of session helpfulness in both sessions, as well as for task reactions in session

1, was best characterized by a quadratic function with a U-shape. When the intervention was portrayed as making up for or enhancing their work environment, respectively, those with low and strong supervisor support for stress management tended to view it favourably. This research lays the framework for upcoming theoretically supported examinations of the relationship between intervention setting and process, albeit being exploratory and based on a small sample.

In order to reduce stress and improve employee performance, Wafula and Nyaboga (2019) look into psychotherapy. For this study, a survey research design was employed. In this study, census sampling, convenient sampling, and purposeful sampling were all used. Data were analyzed using both inferential and descriptive statistics. Stress factors have a favorable relationship with an employee's performance. The findings showed a favorable correlation between employee performance and work-related stress. The employee's performance level was significantly positive in connection with their stress management techniques. Employee performance is impacted by stress at work, stress causes, and stress management techniques. The management of the institution must come up with effective stress management techniques to lessen employee workplace stress.

The purpose of Harry's (2020) study was to determine whether stress management and worker performance were related. Investigating the effects of stress, management, workload, job ambiguity, role conflict, effectiveness, efficiency, and commitment on employee performance was the study's main goal. The conceptual framework for the study was derived from an analysis of the literature review, the theoretical framework, and empirical studies by other

authors. The role theory effect was intended to guide the study. Thus, this study came to the conclusion that stress management has a beneficial and significant impact on worker performance.

The purpose of Orji and Yakubu's study from 2020 was to assess the impact of stress management on worker productivity in Nigerian public institutions, with a focus on the National Gallery of Arts in Abuja. The population of the study, which is survey research, is made up of institution personnel, and a sample size of 171 was chosen using Taro Yamane's formula. The collection of primary data involved the distribution of a questionnaire, and regression analysis was used to assess the hypotheses that were developed. The results showed that physical stress management has a sizeable impact on employee productivity. Additionally, the findings showed that psychological stress management has a little effect on staff productivity.

Emotional stress management, environmental stress management, and economic stress management all have a substantial impact on employee productivity. In order to improve employee health and interpersonal relationships as well as productivity, the study recommended, among other things, that adequate stress management strategies should be incorporated into the structure of Nigerian public institutions. Ergonomics, which lessens physical stress on a worker's body, should also be taken into consideration. Furthermore, reasonable pay, a feeling of control at work, and fulfilling tasks all have the potential to reduce psychological and emotional stress and boost productivity while also providing some type of financial assistance, particularly in hard economic times.

Conceptual Framework

The conceptual framework for the study offers an extensive picture of stress management interventions and employee performance based on the logic discovered via literature review and the main issue of the investigation.

The researcher can postulate that there is a positive link between stress management interventions and employee performance. On Figure 1, the relationship is depicted graphically.

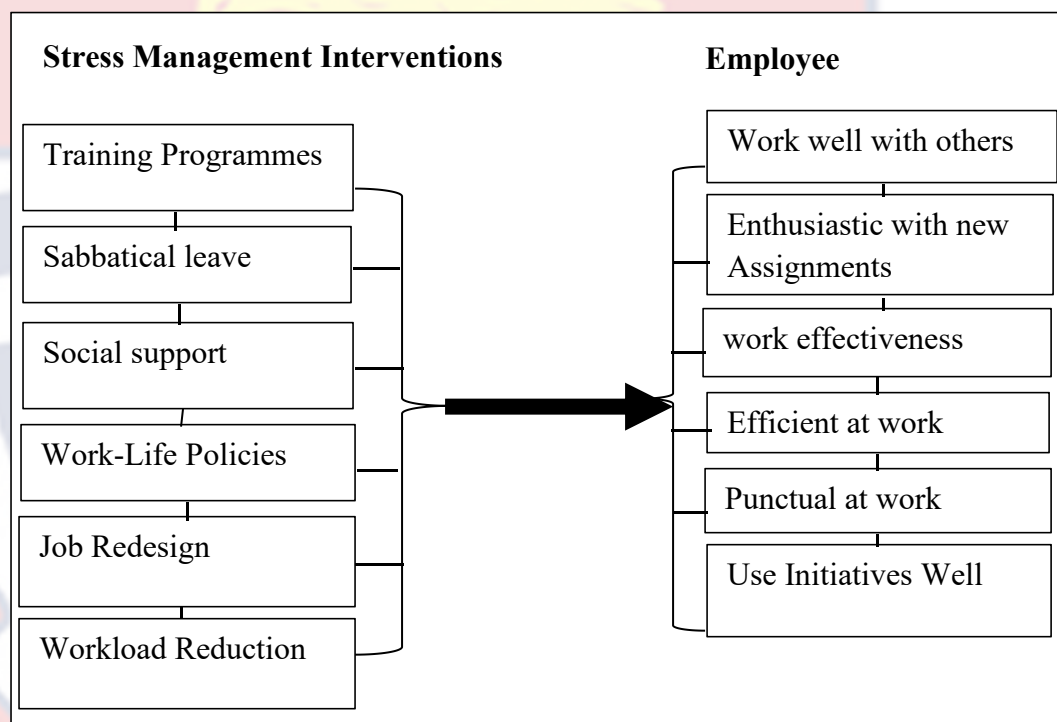


Figure 1: Conceptual framework on the relationship between stress management interventions and employee performance

Source: Author's construct (2022)

From the framework, stress management intervention represents the independent variable and employee performance is the dependent variable. The author at the end of the review came up with the measurement of the independent variable using training programmes, sabbatical leave, job redesign, work-life policies and social support. It is believed that these

indicators help solve stressful situation before it escalates. For instance, redesigning job and work-life policies prevent stressful situations from happening. Hence these indicators are deemed to be prevention measures. Also, based on the review, employee being enthusiastic, punctual, using initiative, being effective as well as efficient as a result of managing stress are touted as indicators of measuring their performance.

This therefore indicates a positive association between the independent variable and the dependent variable. Meaning, when an employee is able to take a sabbatical leave to relax, he or she replenishes himself or herself and look fresh for work. Also, the organisation taking measures of child assistance and assisting employee in managing conflict between work and life roles save the employee from burnout hence, enables to them to work effectively and efficiently. So, from the conceptual framework, the author predicts a positive relationship between stress management intervention end employee performance at University of Cape Coast.

Lesson Learnt from the Review of Literature

From the entire review, it is learnt that in light of the fact that preventive stress management is one method for managing stress and, when done correctly, contributes to the reduction of detrimental stress and consequently, to an improvement in employee performance for the organisation, the theory is thus relevant to the current study. Also, stress methodology has historically encountered great variation in the definition and measurement of stress and a lack of consensus on what stress is limits conclusions that can be drawn from research examining stress. Further, when measuring exposure to acute and chronic stressors, life event checklists are

commonly used because they are typically simple, inexpensive, and easy to administer. It was learnt that stress management is a key element that should be implemented in your life, aimed at reducing the chronic stress of an individual, particularly that is usually intended to encourage you to enhance the daily functioning of your life.

There are numerous alternatives to using medication to relieve stress that can lessen its negative effects through improved control and management. These include engaging in physical activity, pursuing hobbies, interacting with family and friends, partaking in various forms of entertainment, and seeking support. Employee performance is described as the evaluation results that indicate whether performance goals have been met, surpassed, or not. The nexus between stress management interventions and employee performance was reviewed in and empirical studies and finally presented on a conceptual framework.

Chapter Summary

The chapter opened a discussion on the theory underpinning the study which is theory of preventive stress management. The chapter also dealt thoroughly with an empirical revision of numerous studies done which had a bearing on the current study. The chapter then clinched with a conceptual framework presenting an understanding of how the variables (stress management interventions and employee job performance) in the study connect with the theories supporting the study.

CHAPTER THREE

RESEARCH METHODS

Introduction

The methods used to gather the data for the study are described in this chapter along with the research strategy. The study area, research design, data and sources, study population, sample and sampling techniques, methodology, and data gathering tools are all briefly described. The other two are issues with ethics and the handling and interpretation of data.

Research Approach

The two most prevalent research approaches are quantitative and qualitative. A third approach that combines the two is gaining popularity as a way to strengthen and support study findings. Statistical techniques are a key component of the quantitative approach, which has its roots in the scientific method, for data analysis. On the other hand, qualitative approaches to data analysis rely on the descriptive narrative (Berrios & Lucca, 2016). For a very long period, quantitative studies have dominated the research literature. On the other hand, qualitative research is starting to gain recognition as a useful informational tool. A recent development is the mixed methods approach, which combines quantitative and qualitative procedures into a new methodology.

A quantitative research approach was used for this study. This method of conducting research is precise, well-organized, has undergone validity and reliability testing, and is clearly defined and recognizable (Gefen et al, 2011). This method is thought to be appropriate since it gives the researcher the ability to produce data through the use of standardized collecting procedures

based on highly organized research instrument(s), well-defined study topics, and related variables.

Research Design

A research design is a framework, or plan, structure, and strategy of a scientific investigation that is created in a way that is relevant to a particular study in order to support appropriately answering the research questions and achieving the study objectives (Kumar, 2011). For this study, a descriptive research design was employed. A descriptive study design is a scientific approach that entails watching and describing a subject's behaviour without in any way changing it. It entails acquiring information about occurrences, then organizing, tabulating, displaying, and describing the information gathered (Xiaodan & Deepark, 2019).

The cross-sectional form of the descriptive research design, which mostly relies on structured interviews or questionnaires for data collection, was a major factor in its selection (Buchanan & Bryman, 2007). As a result, surveys give a more realistic picture of what is happening and attempt to explain people's perceptions and behavior based on information acquired at a certain point in time. It also gives evidence on an existing scenario or current conditions. Additionally, it has the benefit of eliciting positive emotions from a variety of people and also entails the precise and unbiased gathering of data to explain an already-existing event (Amaratunga et al, 2012).

Study Area

The University of Cape Coast has established itself as one of the best universities in Africa. The University runs programmes in Humanities, Business, Education, and the Sciences. The University has five Colleges,

eighteen Faculties and Schools which run the various programmes. These Colleges are, College of Agriculture and Natural Sciences, College of Humanities and Legal Studies, College of Education Studies, College of Health and Allied Sciences and the College of Distance Education.

The College of Distance Education (CoDE) is the study area. The University of Cape Coast established the College of Distance Education (CoDE), formerly known as the Centre for Continuing Education (CCE), in 1997 with the goal of increasing access to tertiary education and meeting the professional needs of a sizeable number of untrained teachers serving in the Ghana Education Service as well as accounting and secretarial staff in the public and civil service. With the aim of enabling people to get the education they deserve, its purpose is to strive for excellence in the delivery of cutting-edge, market-driven, learner-centered, and reasonably priced remote learning programs.

The staff of this College regularly work both during the week and on the weekends to oversee and carry out administrative tasks throughout the regions. Both undergraduate and graduate-level online learning programs in business and education are offered by the college. There are currently 92 learning centers spread out across the nation. The nation has been divided into the Northern, Middle, and Southern Zones by the College. Some people journey long distances to the north and return on Sunday night. Given the stress they experience, this results to their wellbeing negatively. This study focused generally on the senior staff of the College because of the nature of their work schedules.

Population

The population of a study, according to Lichtman (2010), is "the study of a big group of interest for which research is relevant and appropriate." The population of a study, according to Marshall and Rossman (2014), is a full group of individuals (subjects), objects, or events with shared observable features in whom the researcher is interested. They also emphasized that the population is the study's focus and must be clearly defined and identified. The Management and staff of the College of Distance Education of University of Cape Coast constituted the target population for this research. However, national service personnel were excluded since they are not contractual staff. The study targeted a population of 167 staff; comprising 67 senior and 100 junior staff.

Sample Size and Sampling Technique

A sampling frame, according to Etikan, Musa, and Alkassim (2016), is a collection of items from which the sample is derived and is closely related to the population. The sample is a subset of the population or universe, and the sampling methodology is the method used by the researcher to pick things for the sample from the population or universe (Kotrlik & Higgins, 2001). According to Bambale (2014), a sample of a population is the proportion of the total number of units chosen for inquiry. According to Lim and Ting (2012), sampling is the deliberate selection of a group of people to produce data from which conclusions about those people can be drawn.

A sample size of one hundred and thirty-two (132) respondents comprising both senior and junior staff were used for the study. The random sampling method was used to select participants for the study. The sample size

was determined using Bartlett, Kotrlik, and Higgins (2001) Sample Size Determination Table provided at the appendix section.

Data and Sources

Data for the study were gathered from primary and secondary sources. The phrase "primary data" refers to information that the researcher personally collected. Secondary data is data that has already been gathered by someone else. Primary data can be found via surveys, observations, experiments, questionnaires, in-person interviews, and more. Examples of secondary data include publications, websites, books, journal articles, and internal government documents. The job satisfaction and stress management strategies are two examples of the data gathered from the field. The secondary data comprised details from books, articles, and journals.

Data Collection Instruments

Data was gathered via a self-administered questionnaire. The questionnaire was divided into three components (A, B and C). The respondents' demographic characteristics were covered in Section "A." Stress management interventions were the main topic of Section "B." The respondents' employee performance was the main topic of Section "C." Closed-ended questions made up the questionnaire. Closed-ended questions were useful since they were simple to elicit and quick to respond to. This is significant because the research deadline required speedy data collection. Another factor was that it was simple and straightforward to analyze closed-ended questions.

Reliability and Validity

Validity and reliability are two important factors to take into account while assessing a certain instrument. According to Gravetter (2012), reliability is concerned with the consistency of the instrument, and a piece of equipment is said to have high reliability if it can be relied upon to provide an accurate and reliable measurement of a constant value. Using the SPSS program, a reliability test of 0.7 would indicate the dependability of the data. On the other hand, an instrument's validity refers to how well it captures the specific concept that it is intended to measure (Saunders & Lewis, 2012). Saunders and Lewis (2012) go on to say that in order for an instrument to be valid, it must first be dependable, which implies that it must be consistently reproducible. Using the SPSS program, a reliability test was conducted, and the Cronbach Alpha coefficients for the variables shown in Table 1 were all higher than the required cut-off of 0.70.

Table 1: Reliability Statistics

Construct	Cronbach's Alpha
Stress Management Strategies	.866
Employee Performance	.873
Overall	.891

Source: Field survey (2023)

Once this has been accomplished, the instrument may then be examined to determine whether it is what it claims to be. The relevance of the research was defined by the nature of their research topic and their own judgment. To verify the validity of questionnaires, the researcher studied other pertinent literature that served as evidence and supported the responses that

would be obtained using the questionnaire (Saunders, Lewis & Thornhill, 2016). Before being given to the respondents, the prepared questionnaire was also given to the project supervisor for review, approval, and modification.

Data Collection Procedure

The questionnaires were self-administered by the researcher to the study's participants after department heads officially approved the data collection. To make it simpler to collect the questionnaires from the respondents, they were made aware of the objectives of the study. The researcher had the opportunity to get to know the respondents through this way of collecting primary data, ensuring a higher recovery rate (Leedy & Ormrod, 2010).

Data Processing and Analysis

If collected questionnaires are to be used for decision-making, effective management is required. Therefore, it's critical that raw data is handled correctly in order to turn it into information for use in making decisions. The retrieved questionnaires were then filtered to identify those that had not been responded and to assess the consistency, clarity, and correctness of the recording. To prevent double entry or data loss, a unique identification number was assigned to each questionnaire. The Statistical Package for the Social Sciences (SPSS) Version 25.0 template was used to code the questions. The analysis of the gathered data was supported by the SPSS. Descriptive statistics, such as frequencies and percentages, were employed in the analysis for objectives one and two. Objective three's analysis was conducted using the linear regression.

Ethical Considerations

When dealing with human concerns in research, it is important to keep certain moral principles in mind. Due to ethical considerations, everyone is prevented from acting in a way that is detrimental to both society and an individual. Informed permission, anonymity, and secrecy were the three key ethical concerns that were taken into consideration and given significant attention during the research. The study's questions would be created to steer clear of any that would endanger or hurt respondents' lives. Respondents would be sufficiently informed about the study and the voluntary nature of their participation for ethical and legal reasons. They were informed of the study's goal. In the end, participants were forced to voluntarily agree or decline taking part in the study.

Chapter Summary

This chapter provided information as to how the primary data for the study was collected, organised, analysed and presented for further analysis and discussion. This chapter also presented information on the design of the study and scientific approach it took in terms of approach to data needs, statistical techniques and systematic enquiry into the investigation under consideration.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The findings from the data gathered from the self-administered questionnaires are presented in this section of the study. The interpretation of the results in light of prior research and theories was covered in the discussions. There are two main sections to the chapter. The first section of the report covers the background characteristics of the respondents and includes information on their sex, age, level of education, and employment history. The responses provided by the respondents in line with the study's objectives are the focus of the second part. On the basis of the data gathered, it addresses the specific research objectives. One hundred thirty-two (132) questionnaires were issued and collected from the sampled staff of College of Distance Education, University of Cape Coast.

Demographic Characteristics of Respondents

Researcher may better grasp the respondents background characteristics by using demographic data such as, their age, race, ethnicity, income, employment situation, marital status, etc. The likelihood that the results will be understood by their target audience increases as more of this information is known about them. Table 2 therefore presents the demographic information about the respondents.

Table 2: Demographic Characteristics of Respondents

Variable	Option	Frequency	Percentage (%)
Gender	Male	69	50.4
	Female	68	49.6
	<i>Total</i>	<i>132</i>	<i>100</i>
Age	Below 30 years	40	29.2
	30-40 years	66	48.2
	41-50 years	31	22.6
	<i>Total</i>	<i>132</i>	<i>100</i>
Highest level of education	1 st degree	99	72.3
	Post graduate	38	27.7
	<i>Total</i>	<i>132</i>	<i>100</i>

Source: Field survey (2023)

From Table 2, majority of the sampled respondents were males constituting 50.4 percent and the remaining being females (49.6%). Also, Table 2 revealed that 29.2 percent of the respondent were below 30 years while 48.2% were between the ages 30-40 years with the rest (22.6%) being in the age range 41-50 years. The researcher sought to know the level of education of respondents and was revealed in Table 2 that majority (72.3%) had 1st degree, followed by 27.7% who had post graduate degree and 8 percent. This information was collected to describe the sample of people in the study. The ensuing sections address the stipulated objectives of the study.

Stress Management Strategies Adopted by Management of University of Cape Coast

The first objective of the study sought to examine the stress management strategies adopted by management of the University of Cape Coast, it was necessary to assess descriptively, the stress management strategies of the University of Cape Coast. Seven items were used to get thoughts regarding the stress management strategies at University of Cape

Coast. The responses were scored using five-point numerical scales, with one point signifying a weak agreement and five points a strong one. Descriptive statistics were used to evaluate the main variables using frequency, percentages, means, and standard deviation. The mean showed the typical responses to each item, but the standard deviation showed the range of responses to each item.

On a scale of 1 to 5, with 3.0 serving as the accepted midpoint, any mean score below 3.0 is regarded as low agreement, and any mean score above 3.0 is viewed as good agreement. According to Wan, Wang, Liu, and Tong (2014), the measure of variation must always be computed whenever measures of central tendency are computed. There is no predetermined upper limit for acceptable variance, even though each variation can be compared to the variations of other items that belong to the same construct. As a result, Table 3 provides a summary of the stress management strategies at University of Cape Coast.

Table 3: Stress Management Strategies at University of Cape Coast

Statements	Mean	Std Deviation
Training programmes are provided to help solve stress issues	3.52	1.20
I have been provided sabbatical leave to help me do other things other than work	3.46	1.27
I am provided assistance by my colleagues at work	3.53	1.18
There are policies at work that help balance work and life roles	3.40	1.22
Jobs are redesigned to reduce the level of monotony	3.75	1.03
Workloads are regulated to reduce burden on us	3.93	.80
Hours of work are managed to reduce stress	3.83	.83

Source: Field survey (2023)

Table 3 shows that training programmes are provided to them to help solve stressful issues, as seen by the mean of 3.52 and a standard deviation of 1.20. Furthermore, the respondents said they have been provided sabbatical leave to help me do other things other than work and this was demonstrated by a mean of 3.46 and a standard deviation of 1.27. Similarly, they stated that they are provided assistance by my colleagues at work and this represented by a mean of 3.53 and a standard deviation of 1.18. The respondents further claimed there are policies at work that help balance work and life roles (Mean = 3.40; Std Dev = 1.22). The respondents also stated that jobs are redesigned to reduce the level of monotony with a mean of 3.75 and a standard deviation of 1.03. Additionally, the respondents asserted that workloads are regulated to reduce burden on us (Mean = 3.93; Std Dev = .80). Hours of work are managed to reduce stress (Mean = 3.83; Std Dev = .83).

From the results presented, it can be implied that managing workplace stress makes financial sense since it can lower absenteeism, increase job satisfaction, boost productivity, enhance the brand of the organisation, and enhance job satisfaction as has been alluded by Rajabi et al. (2016) and Swayze and Burke (2013). Also, the results affirm Dewe (1994) assertion that preventive stress management is thus a crucial tactic for enhancing both individual and group welfare and, subsequently, organisational success. Another implication is that lowering stressors, primary treatments may be effective at boosting employee wellbeing and fostering psychological capital among staff members (Avey et al., 2010).

The findings are consistent with those of Adkins (1999) who mentioned that training programs have also been utilized to help people prepare for stressful situations. He further accentuated that training is successful when it increases people's access to coping skills. It further affirms Benjet (2020) assertion that using measures such as job redesign or workload reduction, primary strategies try to lessen the severity or number of stresses. Similar can be said of Carlson et al. (2011) who indicated that conflict between work and life can have detrimental impacts which cause stressful circumstances. The findings imply that work-life policies and initiatives are essential in organisational life since they are advantageous to both employers and employees (Sánchez-Vidal et al., 2012).

Assessing the Performance of Employee as A Result of Stress

Management Interventions

The second objective sought to assess the performance of employee as a result of stress management interventions. In order to achieve this objective, nine items were used to measure their level of performance. Again, the measurement was done using a continuous scale where respondents' level of agreement ranged from 1 to 5. Similar to the analysis of the first objective, mean statistics and standard deviation were the analytical tools used to analyse the data obtained for this objective. The mean statistics shows the average of the responses given by respondents on a given item.

Offering a middle point, in Garland (1991) opinion, is essentially a matter of personal preference. As a result, the researcher determined that the midpoint on a scale of 1 to 5 should be 3. This means that any mean score below the middle point and any mean score above the halfway were regarded

as low agreement and high agreement, respectively. The measure of variance must always be computed along with central tendency measurements. There is no predetermined limit for acceptable variance, even though each variation can be compared to the variations of other items that belong to the same construct. The standard deviation informs the researcher of the average distance between each score and the mean. When it comes to normal distributions, a high standard deviation denotes that score are typically out of the mean, whereas a low standard deviation denotes that scores are grouped closely around the mean. Table 4 therefore presents the descriptive statistics of the level of employee performance as a result of t stress management interventions at University of Cape Coast.

Table 4: Descriptive Statistics of Employee Performance

Statement	Mean	Std. Dev
I have been effective	3.62	1.23
I have been efficient	3.66	1.18
I use initiatives well	3.69	1.17
I have been present at work always	3.78	1.21
I have been punctual at work	3.72	1.06
I have increased competencies as a result of training	3.59	1.19
I meet deadlines in a timely manner	3.47	1.13
So far, my cooperation with colleagues have been good	3.52	1.18
I relate with well with clients as result of training	3.54	1.20
<i>Average Mean/Std Dev</i>	3.62	1.17

Source: Field survey (2023)

As a result of stress management interventions, the performance the employees were favourable. This is because, the average mean score used to measure their performance exceeded the threshold of 3.0 as well as individual

items which exceeded the threshold. In effect, Table 4 revealed that staff have been effective on the job ($M = 3.62$; $Std = 1.23$) and has been efficient as well ($M = 3.66$; $Std = 1.18$). The respondents further indicated that they are able to use initiatives well ($M = 3.69$; $Std = 1.17$). They showed that they have been present at work ($M = 3.78$; $Std = 1.21$) and has been punctual whenever they are present ($M = 3.72$; $Std = 1.06$). stress management interventions are said to equip employees and this has not been different as the respondents indicated that their competencies have increased as a result of it ($M = 3.59$; $Std = 1.19$). They meet deadlines in a timely and efficient manner ($M = 3.47$; $Std = 1.13$) and cooperate well with their colleagues at work ($M = 3.52$; $Std = 1.16$). Their relation with clients was a good one as shown on Table 4 ($M = 3.54$; $Std = 1.17$).

From the results, it could be implied that management of the University of Cape Coast use stress management interventions to make their employees efficient and effective in serving clients and fulfill organisational goals (Hill et al., 2014). Same narration was given by Armstrong and Stephens, (2016) as the results represent a systematic and all-encompassing method that aids firms in achieving long-term success. It also means that employee contributes to the creation of high-quality services as noted by Khandakar and Pangil (2019). Also, the result could help management gauge the productivity of workers (Elnaga & Imran, 2013). The results also indicate that employees are be able to develop responsible, meaningful, fruitful, and participative collaboration in the job they do (Boatema, 2019). As a result, the hotels would s have an advantage when competing and staying at the top (Clark et al., 2013). Lastly, the results imply that organisations who offer stress

management interventions to employees continuously achieve greater results than those that do not (Carlos et al., 2015).

Satisfying Assumptions

It was necessary to confirm the dependent variable's normality assumptions before using regression to investigate the effects of stress management interventions on employee performance (Tabachnick & Fidell, 2012). The dependent variable should, according to one presumption, have a continuous scale. As such, the level of measurement for this current study was at scale level. Also, regression requires that the dependent variable have a normal distribution, which is another fundamental presumption. Skewness, kurtosis, and the test for normalcy were therefore applied. Data must have skewness and kurtosis values that are less than or equal to ± 1 in order to be considered regularly distributed (Cain, Zhang & Yuan, 2017). From Table 5, it can be deduced that the dependent variable's (employee performance) skewness and kurtosis values were both smaller than ± 1 , indicating that the data for the dependent variable was normally distributed.

Table 5: Skewness and Kurtosis Statistics

Variable	Skewness	Kurtosis
Employee Performance	-.333	-.421

Source: Field survey (2023)

The data was also examined to see if the assumptions of regression were upheld using the test of normality. The Shapiro-Wilk Test and the Kolmogorov-Smirnov Test, two well-known tests of normality, were shown in Table 6 as results. The Shapiro-Wilk Test can handle sample sizes up to 2000, but it is more suitable for small sample sizes (50 samples). The data is

considered normal if the sig. value for both the Shapiro-Wilk and Kolmogorov-Smirnov tests is larger than 0.05. The data considerably deviate from a normal distribution if it is less than or equal to 0.05. As a result, the normality test is shown in Table 6.

Table 6: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Employee Performance	.071	181	.216	.992	181	.431

a. Lilliefors Significance Correction

Source: Field survey (2023)

Table 6 showed that the Shapiro-Wilk test's significance level was .431, while the Kolmogorov-Smirnov test's significance level was .216, which was higher than .05. The Shapiro-Wilk Test was selected in this instance. The data is therefore normally distributed and has not deviated from the parametric test assumption, according to the Shapiro-Wilk Test. It is crucial to verify another linearity condition. In other words, the relationship between the independent and dependent variables should be linear. The best way to evaluate the linearity assumption is through a histogram, which should have a bell-shaped shape. Since the data are bell-shaped, the dependent and independent variables

may be seen to have a linear relationship.

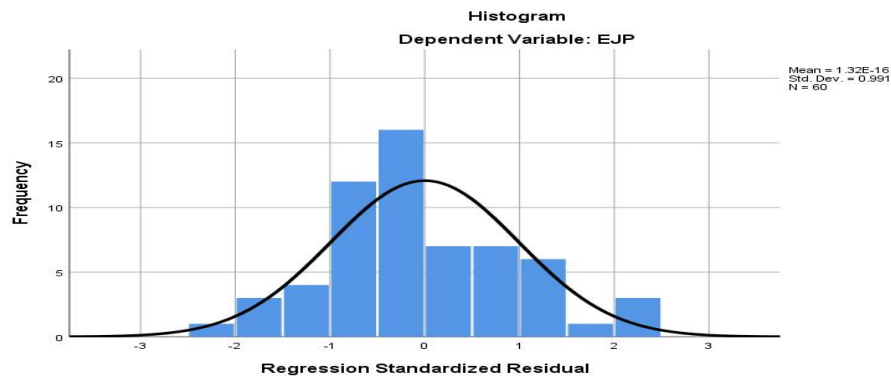


Figure 2: Histogram on linearity of the dependent Variable

Also, from the P-P plot, the data is linear.

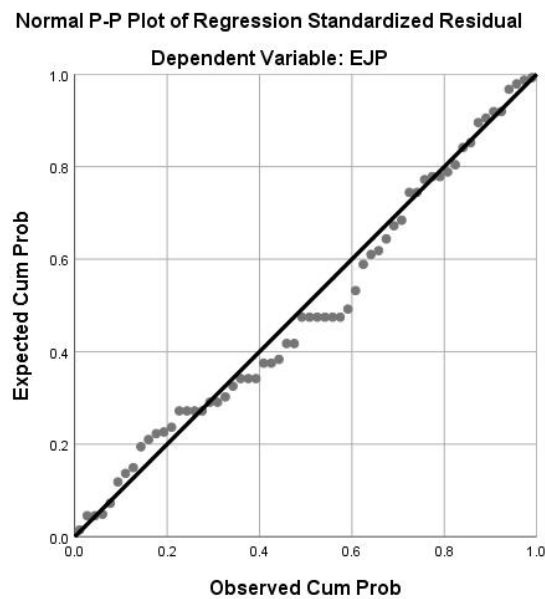


Figure 3: P-P plot on linear assumption.

Effect of Stress Management Intervention on Employee Performance at the University of Cape Coast

The third objective examined how stress management interventions at University of Cape Coast affected employees' performance. Stress management interventions were used as the independent variable and employees' performance as the dependent variable in a regression analysis to

examine the linearity and relationship between the two variables. Table 7 summarized the output of the model and showed the standard error, R, R squared, and corrected R squared. Indicating the degree and direction of the linear relationship between the dependent variable (employees' performance) and the independent variable (stress management interventions), R is the Pearson product moment correlation coefficient.

Table 7: Model Summary of the Nexus Between Stress Management Interventions and Employees' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.590 ^a	.348	.337	2.91101

a. Predictors: (Constant), Stress Management

b. Dependent Variable: Employees' performance

Source: Field survey (2023).

Consequently, Table 7 shows a favorable correlation between employees' performance and stress management interventions, with a substantial association at a (.590). The degree of variation in the dependent variable (employees' performance) brought on by the independent variable is explained by the R Square (stress management interventions). The outcome also shows that the independent variable (stress management interventions) accounts for 34.8% of the variation in the employees' performance (as a dependent variable), and the residual (65.2%) accounts for the remainder (other factors not captured by the model). The consequence is that increasing the institution's ability to manage stress would lead to a little improvement in

workers' job performance, and as a result, stress management by itself cannot have such an effect.

The test significance for R and R² using the F-statistic is provided in Table 8's ANOVA table. Regression means square (MSR) divided by residual mean square yields the F statistic. The independent variables are good at explaining the variance in the dependent variable if the significance value of the F statistic is minimal (less than, say, 0.05).

Table 8: ANOVA of the Relationship Between Stress Management Interventions and Employees' Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	262.244	1	262.244	30.947	.000 ^b
	Residual	491.489	131	8.474		
	Total	753.733	132			

a. Dependent Variable: Employees' Performance

b. Predictors: (Constant), Stress Management Interventions

Source: Field survey (2023)

The p-value in this investigation is significantly below 0.05 ($p=.000$). Therefore, it can be said that there is statistical significance in the R and R² between employees' performance and stress management interventions. Information that is helpful for comprehending the regression equation is also provided in Table 9. The numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation, and it can be found beneath the column designated unstandardized coefficient and sub-column B. The value for the slope (b) of the regression equation is represented by the

numerical value on the second row, in this case labeled as stress management intervention (representing the independent variables).

Table 9: Coefficients Table showing the Effect of stress Management on Employees' Performance at University of Cape Coast

Model	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	12.859	2.049		6.274	.000
Stress Management	.420	.075	.590	5.563	.000

a. Dependent Variable: Employees' Performance

Source: Field survey (2023)

Based on these results, it can be reported in the following regression equation, predicting employees' job performance based on the available stress management interventions (Employees' Performance) = 12.859 + 0.420X (Stress Management Interventions). Thus, using the slope and intercept values from the derived regression equation, it can be stated that following: Employees' job performance will remain constant at 12.859 when there are no stress management measures in place, according to the intercept, and will increase by (42%), per the slope, if stress management measures are implemented.

The results of the study indicate that University of Cape Coast's stress-reduction strategies have a somewhat significant impact on how well its staff execute their jobs. Because there is a clear correlation between the study variable and the intervention, inappropriate implementation of these stress

management strategies could also result in a drop in employee performance. The results support several research, including Harry (2020), whose findings likewise revealed that stress management interventions had a positive and significant impact on employee performance.

Same can be said about Orji and Yakubu's (2020) who also found that stress management has a sizable impact on employee performance. Wafula and Nyaboga (2019) findings also showed a favorable correlation exist between employee performance and work-related stress. This implies that preventive strategies for managing stress is appropriate as this is in line with Adim et al. (2018) whose findings found a substantial correlation between employee effectiveness and stress management. According to Foy et al. (2018) and Kristin et al. (2018), successfully managing and regulating the negative pressures, may result in the industry's performance being on the high level. The findings again corroborate with Mellor et al. (2013) and Donaldson-Feilder et al. (2008) who emphasized that to more successfully manage stress at work, the resulting competency framework can be implemented into managers' management strategies, HR processes including training, selection, and manager appraisal, as well as into other stress management activities.

Chapter Summary

The study found that employees are taught to recognize the symptoms of stress and other mental health conditions in the workplace through stress management programs as a form of training. Additionally, supports were given to them by their co-workers as it gave them the knowledge and abilities to support a stressed-out employee. The survey discovered once more that because the work approaches make their jobs easier, the staff are performed

well as a result. Additionally, it was discovered that the institution's communication played a part in their performance. Again, the study found out that stress management strategies have a moderate positive significant relationship with their performance. On the regression result, it was found that stress management moderately predicts employees' performance. However, the actual change in job performance was weak.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study's overview, findings, and suggestions are presented in this chapter. The findings detailed in chapter four serve as the foundation for the summary and conclusions. On the basis of the study's findings, the chapter also included the study's suggestions. The chapter ended with recommendations for additional investigation.

Overview

This study sought to examine the stress management interventions and how it influences employee performance at the University of Cape Coast. The specific objectives of the study were to:

1. Examine the stress management strategies adopted by management of the University of Cape Coast.
2. Assess the level of employee performance in University of Cape Coast.
3. Examine the effect of stress management strategies on employee performance at the University of Cape Coast.

Both a descriptive study design and a quantitative research strategy were used. College of Distance Education of the University of Cape Coast employees made up the population for this study. Using categorical data, the sample size determination table by Bartlett, Kotrlik, and Higgins (2001) was used to determine a sample size of 137 with a 0.05 margin of error and a 1.96 t-statistic. Closed-ended questions made up the questionnaire and descriptive statistics, such as frequencies and percentages, were employed in the analysis

for objectives one and two. Objective three's analysis was conducted using the linear regression.

Summary of Key Findings

For the first objective, the study found that employees are taught to recognize the symptoms of stress and other mental health conditions in the workplace through stress management programs as a form of training. Additionally, supports were given to them by their co-workers as it gave them the knowledge and abilities to support a stressed-out employee. Further it was found that sabbatical leaves are given where people were happier when they have enough time and support for both their personal and professional lives.

According to the results of the second objective analysis and as a result of stress management interventions by the management of University of Cape Coast, it was found that their performance had improved in the form of being effective and efficient on the job. Also, they are punctual to work and get work done on time. Further, the interventions received had built their competencies, skills and are able to relate well with their colleagues as well as clients.

Again, the study found out that stress management interventions have a moderate positive significant relationship with their performance. On the regression result, it was found that stress management interventions moderately predict employees' performance. However, the actual change in job performance was weak. Meaning the influence of sabbatical, training programs, work-life balance policies and co-workers support on employees' job performance at University of Cape Coast is weak.

Conclusions

The study provided an overview of stress management interventions, employee performance and the nexus between them. The study set out three research objectives in mind. First of all, to examine the stress management interventions adopted by management, secondly, to assess the level of employee performance. Finally, to examine the effect of stress management strategies on employee performance at the University of Cape Coast. Findings from the study revealed that management of University of Cape Coast has stress management interventions in place that help staff members prevent stressful situations in the institution. It is therefore concluded that intervention like training programs on stress management, work-life balance policies, co-worker support and sabbatical leaves are among the management techniques used to prevent stress.

Regarding their performance, it can be deduced that stress management programs for staff members would enable them to operate effectively and efficiently and maintain timeliness in the operations, which is a good indicator of a service business like education. It is further concluded that employees would be punctual at work and relate well with one another. Again, it can be concluded that in measuring the performance of employees in the education sector, one can include how punctual, skillful, effective, efficient, competent and time conscious employees are.

Additionally, it is stated that employees would perform well in terms of relationships with coworkers, the nature of work, working conditions, and advancement within the firm when stress is handled by adopting preventive measures. It was discovered that there is a favorable correlation between the

two factors when it comes to the question of how stress management affects employees' performance. However, there was a weak change in employees' performance. In this respect, the study concludes that a positive but weak association exist between stress management interventions and employee performance at University of Cape Coast. Concluding, in views of these findings, preventive stress management intervention is a key concept to look at in the education sector as it will enhance employee performance.

Recommendations

Based on the study's conclusions, the following recommendations were hereby made.

1. The results for stress management techniques were closer to their median values than to their maximum values. Hence it is recommended that management of the university should strive hard to enhance their strategies to resolve stress issues. For instance, training programmes, sabbatical leave, assistance to colleagues and redesigning of jobs to reduce the level of monotony and safeguard the employees.
2. It was found that the performance level of the employees was moderate and it is recommended that management of the university encourage staff members on their punctuality, presenteeism, and meeting deadlines to help the institution as a whole to achieve its overall purpose.
3. Since it has been discovered that a weak change in employees' performance was explained by stress management interventions, it is suggested that management of University of Cape Coast put in more measure in their management of stress in order to obtain high level of

performance from employees. This can be achieved through designing flexible work schedules to relief employees from tighter and rigid work assignment and enable them balance the demands placed on them and hence boost their performance on the job.

4. In addition, it is recommended that management of University of Cape Coast continue the education of managing stress as it would sensitize them and make them be on guard to avoid stressful situations. This can be achieved by organising workshops, seminars and lectures to enlighten staff on stress management strategies to enable them alleviate stressful work schedule.

Suggestion for Further Studies

The participants in this study were only employees of University of Cape Coast, College of Distance Education. Because of this, future research can be expanded to include additional staff of the university and other staff of other tertiary institutions. In order to further understand the relationship between the variables under examination, the study also suggests that future research might explore the impact of stress management techniques on employee performance in a longitudinal manner.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

SCHOOL OF BUSINESS



QUESTIONNAIRE

Dear Sir/Madam,

I am a final year Post Graduate Student of the University of Cape Coast, pursuing Master of Business Administration (HRM Option). As a requirement, I am carrying out a dissertation on the topic: “stress management strategies and employee performance at the University of Cape Coast.” I would be grateful if you could fill the questionnaire for the study. You have the decision to participate and is entirely yours. Information provided would be treated as strictly confidential and for academic purposes.

PART 1: Demographic Data (Please tick where appropriate)

1. What is your gender? a. Male [] b. Female []
2. State your Age
3. What is your highest professional qualification?
 - a. Certificate [] b. Diploma [] c. Degree [] d. Masters [] e. Others, specify.....
4. How long have you served in this organisation?.....

PART 2: Stress Management Interventions

Your response to the following questions determine the extent to which stress management interventions are used in your institution. The responses will be measured numerically such that one (1) represents the least agreement to the issues while five (5) represents the highest level to the issues.

Statement	1	2	3	4	5
Training programmes are provided to help solve stress issues					
I have been provided sabbatical leave to help me do other things other than work					
I am provided assistance by my colleagues at work					
There are policies at work that help balance work and life roles					
Jobs are redesigned to reduce the level of monotony					
Workloads are regulated to reduce burden on us					
Hours of work are managed to reduce stress					

Section C: Employee performance

Your response to the following questions determines the extent to which you perform your job as a result of stress management strategies in place. The responses will be measured numerically such that one (1) represents the least agreement to the issues while five (5) represents the highest level to the issues.

Performance Indicators	1	2	3	4	5
Demonstrate effective positive client service					

Present at work always					
Punctual at work					
Demonstrate willingness to learn new skills					
Enthusiastic with new Assignments					
Shares of information					
Develop professional working relationships with co-workers					
Use Initiatives Well					
Maintain professional working relationships with co-workers					
Perform the full range of duties and responsibilities associated with the job					
Meet deadlines in a timely and efficient manner					
Use resources well					
Develop and implements effective solutions					

APPENDIX B: Sample Size Determination Table

Table 1: Table for Determining Minimum Returned Sample Size for a Given Population Size for Continuous and Categorical Data

Population size	Sample size					
	Continuous data (margin of error = .03)			Categorical data (margin of error = .05)		
	alpha = .10 t = 1.65	alpha = .05 t = 1.96	alpha = .01 t = 2.58	p = .50 t = 1.65	p = .50 t = 1.96	p = .50 t = 2.58
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	196	250
500	72	96	147	176	218	286
600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	363
900	76	105	170	209	270	382
1,000	77	106	173	213	278	399
1,500	79	110	183	230	306	461
2,000	83	112	189	239	323	499
4,000	83	119	198	254	351	570
6,000	83	119	209	259	362	598
8,000	83	119	209	262	367	613
10,000	83	119	209	264	370	623

NOTE: The margins of error used in the table were .03 for continuous data and .05 for categorical data. Researchers may use this table if the margin of error shown is appropriate for their study; however, the appropriate sample size must be calculated if these error rates are not appropriate. Table developed by Bartlett, Kotrlík, & Higgins.