

*Original Research Article*

# Moderators of the Relationships between Stress and the Effects on Job Satisfaction and Job Performance Relationship

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**So much research has been conducted to test the relationship between stress and job satisfaction and job performance. The role of age and gender as potential moderators remains unclear. This study examines the moderating effects between stress and the effects on job satisfaction and performance relationship. A series of quantitative scales such as the Minnesota Satisfaction Questionnaire, Dyadic Adjustment Scale, and Yerkes-Dodson Law is implemented in the study to quantify the stressors, satisfaction, and performance. Thus, the developed hypotheses testing the relationship of the moderating effects whereby referring to the inverted U relationship of arousal stages.**

**Keywords:** Moderators, Stress, Job satisfaction, Job performance, Relationship, Effects.

## INTRODUCTION

Despite the fact that micro-organizational behavior, as psychological studies of organizations have reported the robustness of the traditional categories of work motivation, performance and stress factors that might affect individuals' or managers' performance in organizations, the period used to review a body of research is probably the greatest determinant of whether we observe change or stability.

Old but yet prominent theories to-date that affect motivation (Maslow, 1954; McGregor, 1960) were substituted by motivational schemes. Those schemes are grounded in rational calculation and "cognitive decision-making." For example, Barley's et al. (1992) investigated the cycles, trends in managerial thought from the 1870s until the study took place, and the alternative cycles of rational were reported. The rational cycles identified were scientific management, and normative and human relations.

Fleishman et al. (1955) found a tendency for organizational divisions experiencing a high degree of time pressure to have supervisors who were high on initiating structure and low on consideration. In research on small groups, Torrance (1961) found that moderate stress produced greater task orientation and improvements in job satisfaction and job performance, whereas severe stress led to disorganized behavior, demotivation, and slower job satisfaction and job performance.

Selye's original ideas regarding what he later came to refer to as stress arose in his early days as a medical student (Selye, 1956, 1964) when he noticed that virtually all disease states shared a basic set of signs and symptoms in addition to those, which led to differential diagnoses. Selye avoided using a single term such as stress for some time tending to use terms such as "nocuous" to denote outside agencies that may lead to the "syndrome of just being sick." This syndrome of just being sick was Selye's original term for the stereotypical response of an organism to a wide range of chemical, biological, or physical stimuli (Selye, 1936, 1956). Robert Hooke also adopted the term stress in an engineering context, where stress referred to the application of a load to an area of a given material, and strain represented the resulting change or deformation in that material (Cooper et al., 2004).

However, Selye has been criticized for employing the term stress and it has been assumed that Hooke's use of the term was the prime reason for Selye's adoption of it. Yet the word stress has been used to denote hardship, adversity, and various forms of affliction, or force or pressure used on a person to compel or extort since at least the early fourteenth century. Likewise, strain has had the multiple connotations of rising to a high emotional pitch, exerting oneself, being used beyond one's endurance. It has carried the meanings of pressure of "adversity, trouble, sickness, pain, sorrow, anguish

or affliction affecting the body, spirit or community" since at least the late thirteenth century.

Therefore, stress is "a real or interpreted threat to the physiological or psychological integrity of an individual that results in physiological and/or behavioral responses" (Fink 2000, p. 508). A stressful experience is very subjective and depends on how an individual interprets consciously or subconsciously, the significance of a harmful, threatening, or challenging event arousal (Lazarus, 1984).

Furthermore, three major models have been proposed to explicate the relationship between arousal stress, and job satisfaction and job performance. The first and the oldest one is the Yerkes-Dodson law (YDL; Yerkes and Dodson, 1908). The second model postulates a positive relationship between stress and performance since the perceived job stress interpretation is likely to be a challenging task that leads to higher job satisfaction and job performance outcomes (Schuler, 1982; McGrath, 1976). The third model is the negative linear model, where it postulates stress as detrimental to job satisfaction and job performance (Fisher et al., 1983; Jackson et al., 1985; Tubre et al., 2000). These researchers demonstrated that role ambiguity, role conflict, role overload and job insecurity have a negative relationship to job satisfaction and job performance.

Since much research has been conducted and tested the relationship between stress and job satisfaction and job performance. The role of age and gender as potential moderators remains unclear. Thus, the primary objective of this research is to clarify the role of age, and gender as potential moderators of the job performance relationship. Hence, this paper intends to study the latter based on a variation of the YDL. The YDL is generally interpreted as predicting a negative quadratic relationship between arousal and performance (the 'inverted-U' hypothesis), and that the optimal level of arousal for a more difficult task will be lower than for an easier task (Jamal, 1984; Jex, 1998). Although YDL originally demonstrated these relationships empirically in the context of a learning experiment, the use of a nonlinear arousal construct as an explanatory variable for human performance is a theoretically attractive notion for examining relationships.

Figure 1 depicts the different phases of arousal/stress and performance under organizational division, where too much or too little change will work against the performer. Hence, midlevel of arousal provides the necessary motivation to an optimal level of performance. Therefore, too little arousal has an inert effect on the performer, while too much has a hyperactive affect. Either lower for more difficult or intellectually cognitive tasks categorizes the optimal levels of arousal for the performer, or higher for tasks requiring endurance and persistence. Where the former requires higher levels of concentration and the latter requires a higher level of motivation. For the purpose of this study, the figure 1 will be modified to include satisfaction with performance.

## LITERATURE REVIEW AND HYPOTHESES

### **Job Satisfaction**

A lot of research on organizational stress has emphasized that there is a relationship between job satisfaction, job performance and organizational stress. This has been documented in relation to the components of job satisfaction, which include feelings regarding supervision, pay, and co-worker relations (Hulin et al., 1965; Locke, 1969). Moreover, much of this research involved correlational studies that have deployed the role of stressors like, role ambiguity and role

conflict to operationalize stress. To the degree, that overall satisfaction is great; employees should evidence a strong tendency to respond to specific work problems with voice or loyalty and should display a weak tendency to react with exit or neglect. In other words, these studies indicated that stress and job satisfaction are inversely correlated (Hollon et al., 1976; Miles, 1976; Miles et al., 1975). Factors such as job involvement in decision making, skill variety, and whether the work was subject to the whims of supervisors; possible contributor to role ambiguity, role conflict, and role overloads and job insecurity, have effects on job satisfaction, Kemery et al. (1985). Moreover, analysis of different factors showed that there are relative effects of different sources of stress on job satisfaction.

The viewpoint that satisfaction causes performance has its roots in human relations theory, which emerged from the Hawthorne studies of the late 1920s and early 1930s (Kerr et al., 1976; Schwab et al., 1970). Vroom stated, "It was typically assumed by most people associated with the human relations movement that job satisfaction was positively associated with job performance. In fact, human relations might be described as an attempt to increase productivity by satisfying the needs of employees." (Vroom, 1964)

### **Job Performance**

Sullivan et al., (1992) examined the relationship between organizational stress, job satisfaction, and job performance that existed over two decades. They listed four major hypotheses concerning this relationship, the first being the "inverted U" relationship usually attributed to Yerkes and Dodson (1908), the intuitive appeal of which fails, as they point out, to be supported by empirical evidence. The second is that stress and performance have a positive linear relationship. "This hypothesis suffers from some conceptual inadequacies especially its failure to consider the dysfunctional aspects of stress and individual differences." (Sullivan et al., 1992)

The third suggests a negative linear relationship between stress and performance, interpreting stress as essentially dysfunctional, one of its problems being that it fails to take account of any possible positive aspect of stress. The fourth suggests there is no relationship between job stress and performance at all. The basic premise underlying this hypothesis is that people behave rationally and can ignore stressors while they are concerned with performance, because reward is based on performance. The authors conclude that job autonomy is more important than the nature of the job in precipitating job-based role stress or affective outcomes, and made recommendations for the future research agenda to include qualitative and process based approaches. The authors also point out that studies in this area, and their outcomes, are profoundly influenced by the way stress is defined and operationalized.

### **Role Conflict, Role Ambiguity, and Role overloads**

According to the Classical Organization Theory, whereby every position in a formal organizational structure should have a specified set of tasks or position responsibilities. Such specification includes clear division of labor, Hierarchical arrangement of positions, Formal rules and regulations, Impersonal relationships, Employment based entirely on technical competence. Role theory is images held for an individual's relational behavior in a particular position. For example, Parsons (1951) and Merton (1957) offered the classical theoretical discussions of role theory.

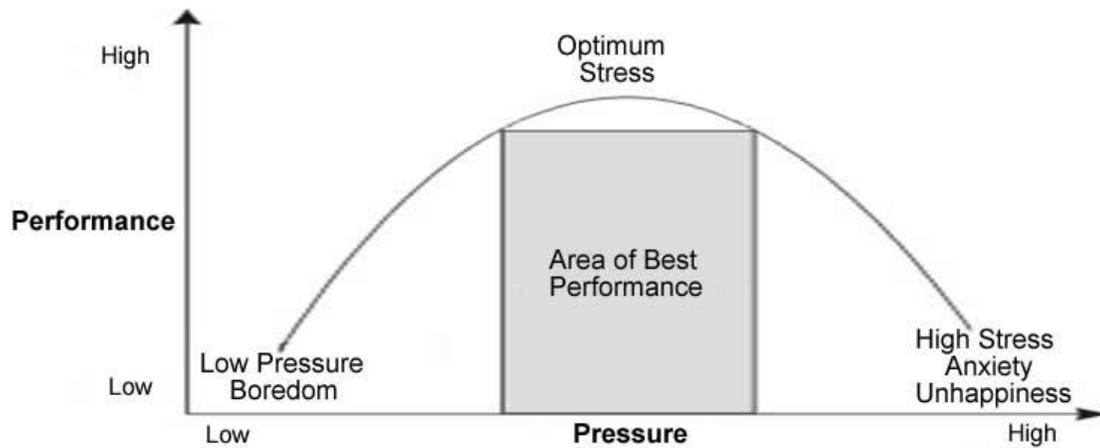
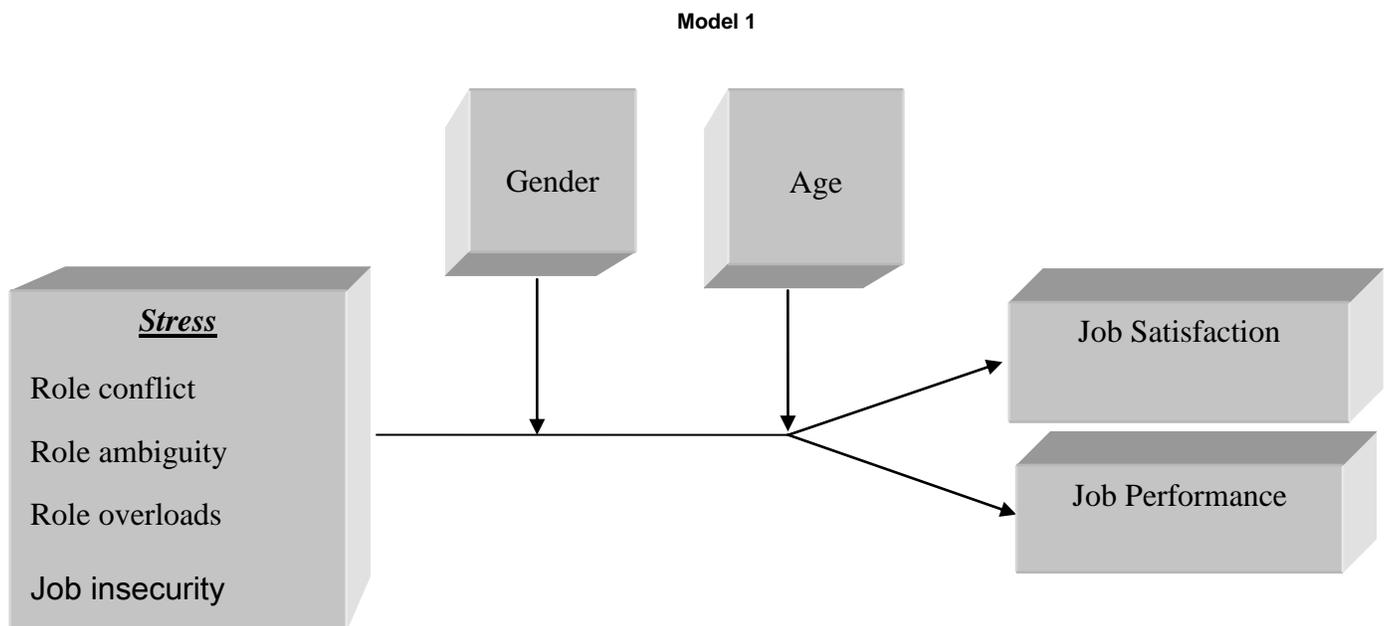


Figure 1. The Inverted-U relationship between pressure and performance  
(Source: Mindtools.com)



However, Kahn et al. (1964) had the credit for the formal recognition of the role concepts into organizational research. Role theorist assumes different leading definitions to role theory where some theorists assume that expectations are norms, others assume to be beliefs, and still others view them as preferences. Nevertheless, “Most versions of role theory presume that expectations are the major generators of roles, that expectations are learned through experience, and that persons are aware of the expectations they hold” (Biddle, 1986).

Role conflict can be seen as the mutual contradictory expectations for a role occupant’s behavior, which consists of an Intra-role and Inter-role conflicts. The former provides conflicting expectations for a role incumbent by two or more role definers. The latter provides mutual contradictory expectations, which are held for two roles, both of which are held by the same individual. Consequently, role stressors like

role conflict can be seen as resulting from violation of the two classical principles and causing decreased individual satisfaction, decreased organizational effectiveness, and most importantly a decreased level of performance (Berkowitz, 1980; Biddle, 1979).

Both classical organization theory and role theory deal with role ambiguity. Role ambiguity is a condition in which expectations are incomplete or insufficient to guide behavior or it is the uncertainty about what actions to take to fulfill a role. Thus, the objective role conflict and ambiguity are actual, verifiable conditions in the work environment, and subjective role conflict and ambiguity are internal states of the focal person that was found to affect levels of performance (Biddle, 1986). Furthermore, Babin and Boles (1998) provided direct evidence of the differential effect of stress on performance among males and females. They found that the relationship between ambiguity and performance was negative overall, but

significantly more negative among females than among males. Finally, Cohen (1991) postulated that since employees accumulate relevant work experience, both their autonomy and their performance also grow.

Role overloads is best defined as an individual's lack of the personal resources needed to fulfill commitments, obligations, or requirements. In other words, it is involving demands that exceed what an employee can reasonably accomplish in a given time. Consequently, either it arises from work events or role structure stresses best resolved through multiple-source discussions. (Cammann et al., 1983; Kahn et al., 1964; Rousseau, 1977)

### **Job Insecurity**

Job security provides a strong indication of perceived organizational support especially when downsizing is prevalent during financial or economic uncertainties. However, "job insecurity is a discrepancy between the security employees would like their jobs to provide and the level they perceive to exist." (Lazarus, 1966) On the one hand, Feldman (1995) postulated that job insecurity is a common feature of life in organizations of the world developed economies and thus, there will be continued effects on both individuals and organizations levels that produce favorable effects on outcomes conditioned by the augmentation of both work efforts and job involvements.

On the other hand, O'Driscoll et al. (1996) have found that job insecurity produces stress and decreased performance. Hence, Loseby (1992) found that trust in organizations decrease as well as decrease trust in organizational loyalty, which lead to the perception of employees to have less faith in perceived organizational support (Ruvio et al., 1999). Job insecurity also affected organizational commitment, resistance to change, and the intention to leave (Van Dyne et al., 1994; Podsakoff et al., 2000; Mitchell et al., 2001; Tepper et al., 2004). Finally, perceived work performance, but not the objective work performance, was negatively associated with job insecurity (Ruvio et al., 1999).

### **Demographic Moderators**

The Moderating Impact of age and Gender in Job Performance and Job Satisfaction

#### **Developing Hypotheses about Moderators**

A moderator is a variable that affects the strength degree or direction form, of a relationship between an independent variable and a dependent variable (Baron et al., 1986). A moderator's impact on the strength of a relationship is usually tested by examining explained variance. Moderation of the form of a relationship is detected by looking for interaction effects in analyses of variance (Baron et al., 1986), significant regression coefficients for interaction terms (Sharma et al., 1981), or significant differences in regression coefficients across subgroups (Arnold, 1982). Therefore, understanding the moderating effect of age, and gender upon stress and job satisfaction and job performance relations are of critical concern for both empirical and theory researchers.

#### **Age as a moderator**

Job satisfaction and job performance are associated with age. According to Herzberg et al., (1957) age had a U shape relationship. The explanation is that individuals at early stages

of recruitment, usually experience low job satisfaction acquainted with low job performance due to unfulfilled work expectations. However, when individuals advance in their careers, they gain a more realistic level of work experience and expectation. Thus, experience is associated with age as it leads to higher job satisfaction and better job performance.

Contrarily, empirical evidence suggests that higher job satisfaction and involvement, internal work motivation and organizational commitment are relative to younger workers (Rhodes, 1983). Inconsistent with this argument, Sparrow et al. (1988) reported that the "strength of the relationship between age and the quality of job satisfaction and job performance depended on the level of a job's complexity." Meaning, that an optimal level of performance took place at significantly higher mean age in jobs involving greater levels of task complexity.

Thus, stressors differ in their relationship of age, and job satisfaction and job performance. Implementing the YDL (1908), this represents the inverse curvilinear relationship between stimulus-stress and job satisfaction and job performance, in sum,

**Hypothesis 1a:** Age moderates the relationship between role ambiguity and job satisfaction, such that as age increases, the effect of role ambiguity on job satisfaction decreases. The same holds true for job performance.

**Hypothesis 1b:** Age moderates the relationship between role conflict and job satisfaction, such that as age increases, the effect of role conflict on job satisfaction decreases. The same holds true for job performance.

**Hypothesis 1c:** Age moderates the relationship between role overloads and job satisfaction, such that as age increases, the effect of role overloads on job overloads decreases. The same holds true for job performance.

**Hypothesis 1d:** Age moderates the relationship between job insecurity and job satisfaction, such that as age increases, the effect of job insecurity decreases. The same holds true for job performance.

#### **Gender as a moderator**

For the purpose of this study, gender will be coded 1 for female and 2 for male. Three different gender theories have been developed by gender researchers, though it is not the purpose of this paper to discuss the different types, it helps in formulating the understanding of the effects of gender on stress and job satisfaction and job performance, whether as a direct effect or as a moderator effects. First, the macro-level patriarchy theory, perceives that the organization and the profession are embedded in the gendered nature of society.

Thus, a certain gender maybe more independent in both occupational mobility and economic status. Therefore, certain gender's work attitudes and performance should not be affected by their job insecurity status. (Gatiker et al., 1997) Second, is the theories of gendered occupations and jobs, is the perception of the differences in gender, which includes the segregation gender and the theory of the gendered occupations. Third, is the theory of gendered organizations, which precisely holds gender affecting work attitudes (Bem, 1981). Meaning that the domination of males' ethics and codes despite the fact that it is mainly female oriented organization.

Thus, from the three different gender theories, gender researchers suggest that either females experience life differently, leading to different outcomes in cognition, affect or

behavior (Harriman, 1985). Since earlier studies found no relationships or consistent relationships between genders, stress, job satisfaction and job performance and the levels of organizational commitment, investigating gender differences as a possible moderator variable is valuable. If gender acts as a moderator, a major reason may be the recurring finding that males, unlike females place lower importance on social relationships (Goldsmith, 1991).

Thus, leading females to report lower self-confidence than males (Swan et al. 1978), this can produce gender differences in the role of supervision (Schul et al., 1990). Nevertheless, due to females' nature of being more susceptible relying on and seeking managers for feedback and socialization than males, satisfaction with supervisors should strongly influence job performance attitudes for females than for males. In sum,

**Hypothesis 2a:** Gender moderates the relationship between role ambiguity and job satisfaction, such that males are less negatively affected by role ambiguity when it comes to job satisfaction. The same holds true for job performance.

**Hypothesis 2b:** Gender moderates the relationship between role conflict and job satisfaction, such that males are more negatively affected by role conflict when it comes to job satisfaction. The same holds true for job performance.

**Hypothesis 2c:** Gender moderates the relationship between role overloads and job satisfaction, such that males are more negatively affected by role overload when it comes to job satisfaction. The same holds true for job performance.

**Hypothesis 1d:** Gender moderates the relationship between job insecurity and job satisfaction, such that males are more negatively affected by job overloads when it comes to job satisfaction. The same holds true for job performance.

### **Research Design and Measure**

#### **Evaluation**

To examine the impact of individual difference moderator variables, typically requires studies conducted in a single setting so as to avoid confounds from situational moderator variables. To test the hypotheses, the intention is to survey two different groups; employees that work in operations departments from selected corporation as well as the management level within the selected department in each organizations. The survey is intended to measure moderating effects of age and gender on role conflict, role ambiguity, role overloads, and job insecurity on job satisfaction and job performance. Therefore, each participant has to respond to a questionnaire. This questionnaire requests participants to include age and gender of the respondents, including their names for additional follow up.

#### **Sample**

#### **Organization**

Respondents will be chosen from organizations that have operations departments. It could be a chain company that has retail stores owned by a single company or different companies that share similar characteristics with operations departments.

### **Respondents**

Respondents for this study are all employees of the operations department. The study is intended to be performed only on those who either currently or previously received a verbal or a written warning. Age and gender of importance to this study, each participant is to be given the choice to participate in the research as stated in the informed consent form handed to each participant.

### **Role stressors**

#### **Role conflict, role ambiguity and role overloads**

Implementing the developed role perception scales by Rizzo et al. (1970), found in the appendix table 1. Role conflict is the degree to which expectations of a role are incompatible or incongruent with the reality of the role stressors Rizzo et al (1970). Whereas role ambiguity is the extent, to which an individual is unclear about the role expectations of others. Thus, both; role conflict and ambiguity are measured by using the standard eight and seven item scales, respectively (Schuler et al., 1977), and all items are measured on 5-point scales (1 = strongly disagree, 5 = strongly agree). Furthermore, role overload is measured by a four-item scale from Beehr et al. (1976) and all items are measured on a 5-point scales (1= strongly disagree, 5 = strongly agree).

#### **Job insecurity**

Using Ashford et al.'s (1989) instrument that is operationalized by Greenhalgh et al., (1984) conceptualization. The instrument included two parts. The first is the total job sub-scale. This measure comprised a 5-item describing the loss of various aspects of the job as a whole, such as layoffs, cut in work hours, and undesirable changes in work schedule. The second is the job features sub-scale. This measure comprised 21 items describing specific job features mentioned by (Hackman et al., 1980), found in appendix table 2. Satisfaction

It is intended to utilize the Minnesota Satisfaction Questionnaire (MSQ) to measure the overall job satisfaction. This instrument produces a general satisfaction score computed as a summation of one item selected from each of the twenty a priori scales. Weiss et al., (1967) have reported reliability and validity data for the MSQ, found in appendix table 3.

### **Performance**

Many studies have been compiled in which variables and stress are shown related to job performance-type variables (e.g., Andrews and Farris, 1972; Drabek and Haas, 1969; McGrath, 1976). One laboratory experiment (Sales, 1970) has studied both job performance; on an anagrams task, and some human consequences; tension and heart rate. Sales (1970) found that overloaded subjects decoded more anagrams, but they made more errors and decoded a smaller percentage of the anagrams given them. Thus, YDL and Selye's approach; that provide specific information on the three stages indicated by YDL, the measures are based on an assessment based on the quantity of work, quality of work, job knowledge, job judgment, job initiative, adaptability, cooperation, and innovativeness during stressful periods.

## Gender

Gender is to be coded with a 1 (female) or 2 (male).

## Age

The sample age will continue with full time employment in the operations department of the selected organizations.

## Analysis techniques

First, the implementation of a hierarchical moderated regression analysis (HMRA) to test for moderator effects. Secondly, after HRMA analysis, the sample is to be split into groups comparisons (by gender and age); using Cohen et al. (1983) significance tests, and then run separate regression for each group to explore and depict moderating effects. Moreover, for HRMA, gender is to be used as dichotomous variable and age is to be used as continuous variables. To reduce multicollinearity with interaction terms, Cronbach (1987) technique will be used for both the independent and the moderator variables.

## DISCUSSION AND CONCLUSION

The anticipation of this study may result in providing support for age and gender as moderators; especially by including the YDL and Selye's approach, of the stress and job satisfaction and job performance relationship. This fills the gap of clarifying the relationship between stress and job satisfaction and job performance. Gender differences as a moderator in job insecurity explain that there could be other potential moderators such as age to influence the relationship between stress and performance, stress and satisfaction. Thus, the proportion of individuals assigning top rank to job insecurity might decrease over time. Consequently, gender differences in work values might decline with the length of experience; and age, in the occupation. Another factor that might be related to differences is the psychology experienced by both males and females. That leads to the psychological contract that reflects the reciprocal obligations between the individual and the organization (Rousseau, 1989).

Contrary to the perceived norms that females are more fragile under stress and might not perform as well as males, females tend to recognize a low organizational commitment to their continued employment. Thus, withdraw expectations of job security and avoid the experience of job insecurity altogether and becomes less susceptible under stress and maintain an arousal that reflects optimal levels of performance. The results of the study may reveal that gender as a moderator might have had a significant effect not only on the experience of job insecurity but on job satisfaction and job performance attitudes as well. Females unlike males may be found more committed than males for the perception of their job satisfaction and job performance and organizational support. Thus, it is suggested that females had more positive attitudes toward work than males. The high resistance to change among females runs counter to the "optimistic" explanation, but this specific difference may or may not be statistically insignificant.

This study might be in a position to suggest that females suffer lower levels of job related stress than males, and that male and female may respond differently to different types of stressors especially under measured stress that could cover the three different types of YDL. Further investigation is in order to identify and clarify potential moderator variables on the stress and job satisfaction and job performance relationship.

Given the myriad of evidence to date linking both stress and job satisfaction and job performance to numerous valued organizational outcomes, there is clear justification for continued research.

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## APPENDIX

TABLE 1. QUESTIONNAIRE ITEMS AND FACTOR LOADINGS

Statement	Role		
	Conflict	Ambiguity	Overload
1. I have enough time to complete my work.			
2. I feel certain about how much authority I have.			
3. I perform tasks that are too easy or boring.			
4. Clear, planned goals and objectives for my job.			
5. I have to do things that should be done differently.			
6. Lack of policies and guidelines to help me.			
7. I am able to act the same regardless of the group I am with.			
8. I am corrected or rewarded when I really don't expect it.			
9. I work under incompatible policies and guidelines.			
10. I know that I have divided my time properly.			
11. I receive an assignment without the manpower to complete it.			

12. I know what my responsibilities are.			
13. I have to buck a rule or policy in order to carry out an assignment.			
14. I have to "feel my way" in performing my duties.			
15. I receive assignments that are within my training and capability.			
16. I feel certain how I will be evaluated for a raise or promotion.			
17. I have just the right amount of work to do.			
18. I know that I have divided my time properly.			
19. I work with two or more groups who operate quite differently.			
20. I know exactly what is expected of me.			
21. I receive incompatible requests from two or more people.			
22. I am uncertain as to how my job is linked.			
23. I do things that are apt to be accepted by one person and not accept it by others			
24. I am told how well I am doing my job.			
25. I receive an assignment without adequate resources and materials to execute it			
26. Explanation is clear of what has to be done.			
27. I work on unnecessary things.			
28. I have to work under vague directives or orders.			
29. I perform work that suits my values.			
30. I do not know if my work will be acceptable to my boss.			

**TABLE 2. JOB INSECURITY QUESTIONNAIRE**

(negative change very unlikely, 1; negative change unlikely, 2; negative change neither nor likely,3; negative change likely, 4; negative change very likely, 5)

1. You may lose your job and be moved to a lower level within the organization?
2. You may lose your job and be moved to another job at the same level within the organization?
3. The number of work hours the company can offer you to work may fluctuate from day to day?
4. You may be moved to a different job at a higher position in your current location?
5. You may be moved to a different job at a higher position in another geographic location?
6. You may be laid off for a short while?
7. You may be laid off permanently?
8. Your department or division's future may be uncertain?
9. You may be fired?
10. You may be pressured to accept early retirement?
11. Your potential to get ahead in the organization?
12. Your potential to maintain your current pay?
13. Your potential to attain pay increases?
14. The status that comes with your position in the company?
15. Your current freedom to schedule your own work?
16. Your current freedom to perform your work in the manner you see fit?
17. Your current access to resources (people, materials, information) in the organization?
18. Your current sense of community in working with good coworkers?
19. The amount of feedback you currently receive from your supervisor?
20. The supervision you receive?
21. The physical demands your job places on you?

**TABLE 3. JOB SATISFACTION QUESTIONNAIRE**

A 1-5 rating response to the question: "how satisfied are you with your life off the job?" was used to measure the construct of life satisfaction. One item measures requiring 1-5 rating responses were also used to measure satisfaction with occupational choice and career progress. To obtain information related to possible variables the individual considers when evaluating his/her job satisfaction, two open-ended questions were asked. These were:

1. I would like to know all the things you consider when someone asks you—Are you satisfied or dissatisfied with your job?  
After listing the facets, the interviewer stated: I would like you to rate your satisfaction with each item. If (1) means very dissatisfied and (5) means very satisfied, how satisfied are you with (X)?
2. I would like you to think of an ideal job for yourself—one which would be very satisfactory, or completely satisfactory, and one which would be realistically possible to have. Think of all the things that you will need to be very satisfied or completely satisfied with the job. My question is—what are all the things that you would like to get on the job or from the job which would make it an ideal job for you?