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組織內不同支持來源
與員工情緒耗竭關係之研究

The Effects of Different Sources of Support within the
Organization on Employees Emotional Exhaustion

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Abstract

Using the Job Demands – Resources Model, this study investigates the moderating role of support in the organization, such as coworker, supervisor, and perceived organizational support, in attenuating the relationship between emotional job demand and employees' emotional exhaustion.

A series of hierarchical regression analysis on 237 respondents indicate that emotional job demand is negatively related to emotional exhaustion. With respect to the moderating role of support variables, although both instrumental and emotional support from supervisors are shown to moderate the relationship between emotional job demand and emotional exhaustion, only instrumental support is associated with lower levels of emotional exhaustion. This finding provides evidence for the buffering effect. Findings indicate several promising theoretical and managerial implications, and suggestions for future research.

Keywords: Occupational Stress, Coworker Support, Supervisor Support, Perceived Organizational Support, Job Demands, Job Resources

Acknowledgements

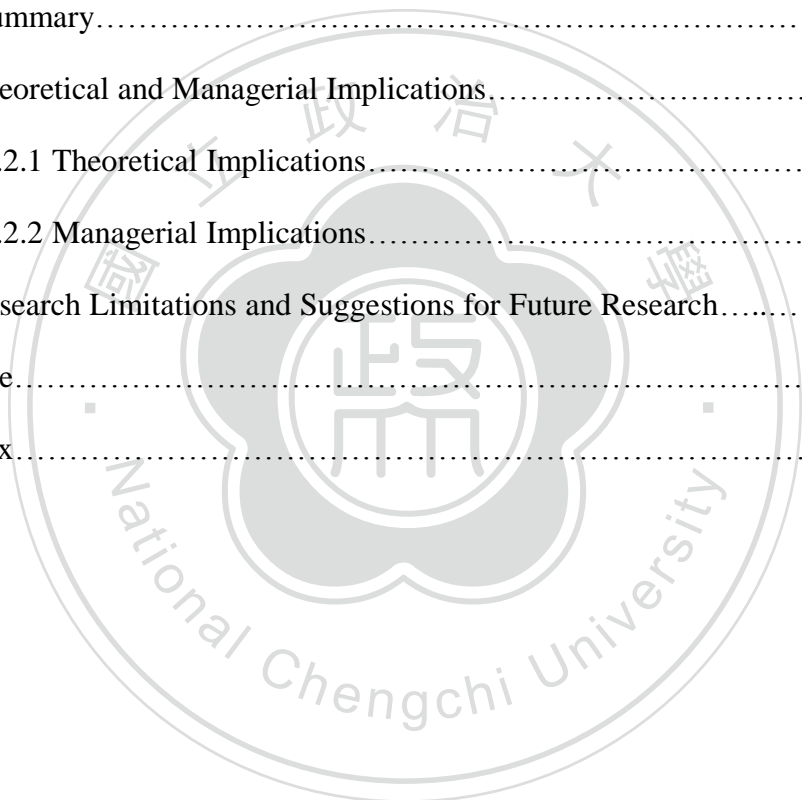
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Chapter 1 Introduction

1-1 Research Background and Motives

Along with the drastic technology innovations and the constantly changing environment, many organizations place great demands on employees in order to maintain competitiveness in the market. At the workplace, employees are not only met with job demands, but they also have to confront emotionally demanding situations. The pressure related to emotional job demands may lead employees to experience greater levels of stress (Bakker, Demerouti, & Verberke, 2004).

Literature has well established the stressor-strain relationship where job stressors such as physical work environment and roles in the organization have negative consequences on organizational outcomes including job performance and commitment (Cooper, Dewe, & O'Driscoll, 2001). It is also well accepted that occupational stress has a negative effect on job satisfaction, employee turnover, emotional exhaustion, and burnout (Cooper, Dewe, & O'Driscoll, 2001). Due to its unfavorable impacts on both employee and organizational outcomes, reducing stress has become an important topic in both academic research and organizational practices.

The effect of support in the workplace on reducing experienced strain and negative outcomes caused by stressors is plausible because assistance and encouragement from others fulfills employees' need for belongingness and task accomplishment (House, 1981). Scholars use the term "buffering hypothesis" to describe the interactions between stressors and support by stating that the relationship between stressor and strain will be weaker for individuals receiving a higher degree of

social support (Caplan et al., 1975). However, the buffering effect of supportive behaviors has been subject to controversial debate due to inconsistent findings (Ganster, Fusilier, & Mayes, 1986). Such inconsistency indicates a need to further investigate the role of support in the stressor-strain relationship. Therefore, the main purpose of this study is to examine the buffering hypothesis in the emotional job demand-strain relationship.

First, the present study seeks to fill a number of research gaps. Support in the workplace may come from various sources such as coworkers, supervisors, and the organization itself. Support from the former two sources, which are generally perceived as “social support” in literature, have received the most attention in this domain of research. However, research concerning the buffering effect of perceived organizational support (POS) in the stressor-strain relationship is limited. The same attention should be given to POS because only then would it provide an encompassing view on how support in the workplace operates to reduce occupational stress. In addition, investigating the effects of support from three different internal organizational sources can make room for comparisons and practical implications on the effectiveness of each source.

Second, social support, defined as “an interpersonal transaction that involves emotional concern, instrumental aid, information, or appraisal” (House, 1981), can be further divided into emotional and instrumental types of support. With respect to the role of support in the stressor-strain relationship, past research have focused mostly on social support as a whole, supervisor support, or coworker support. For example, LaRocco, House, and French (1980) combined separate measures of emotional and instrumental support into a single social support index; whereas other researchers (Chisholm, Kasl, & Muller, 1986; Jayaratne & Chess, 1984) have focused only on

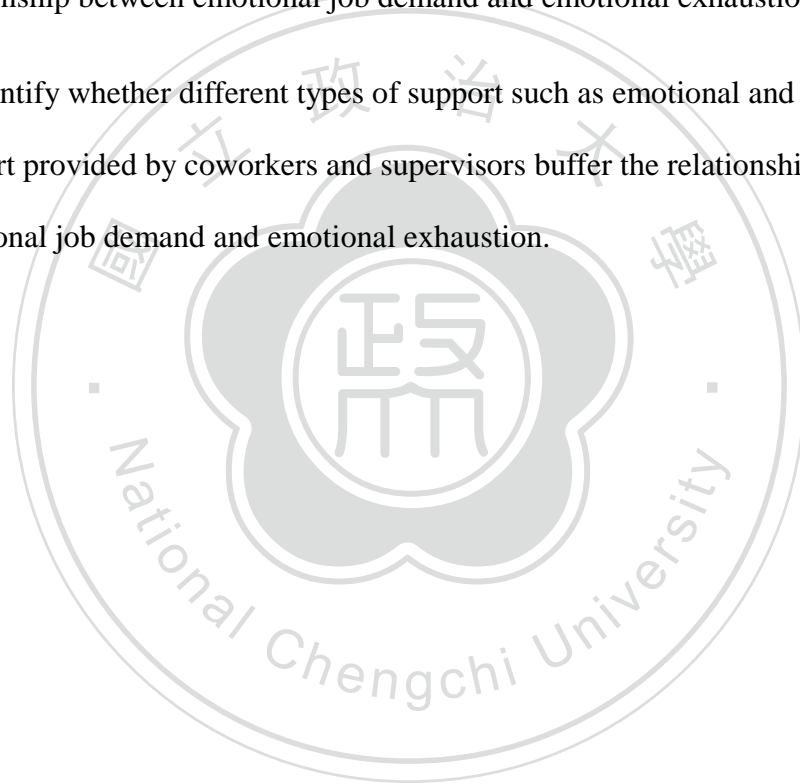
emotional or instrumental support. In short, the types of social support have not always been clearly distinguished in past research, not to mention the additional differentiation between coworkers and supervisors as sources. Investigating the effects of different types of support provided by both coworkers and supervisors contributes to understanding which specific type of support provided by a particular source is the most beneficial for reducing the level of strain.



1-2 Research Objectives

As an attempt to contribute to the search for mechanisms that reduce the negative effects of emotional job demand, the objectives of this study are:

1. To study the effect emotional job demands on emotional exhaustion.
2. To identify whether different sources of support such as coworker support, supervisor support, and perceived organizational support (POS), buffer the relationship between emotional job demand and emotional exhaustion.
3. To identify whether different types of support such as emotional and instrumental support provided by coworkers and supervisors buffer the relationship between emotional job demand and emotional exhaustion.



Chapter 2 Literature Review

This chapter concerns the theoretical background of this study. Section 2.1 defines occupational stress and the occupational stress model adopted in this study. Section 2.2 and Section 2.3 introduces social support and perceived organizational support (POS) and their roles in alleviating emotional exhaustion. The research framework is presented in Section 2.4.

2-1 Occupational Stress

Although increasing attention has been placed on occupational stress research over the past few decades, there is no single and consistent definition of occupational stress. This discrepancy between different definitions is attributable to the various approaches adopted by researchers. This section attempts to clarify the definition of occupational stress adopted in the present study.

2-1-1 The Definition of Occupational Stress

The attempt to define and conceptualize stress can be dated back to the 1950's where Dr. Hans Selye first termed stress as being a "non-specific response of the body to any demand made upon it" (Selye, 1956). Advocates of this response-based approach treated stress as a dependent variable, a response to disturbing or threatening stimuli (Sutherland & Cooper, 1990). Increased industrialization led to the identification of stress sources that are important determinants of optimizing work environments. This resulted in the development of the stimulus-based approach, whereby stress was treated as an independent variable that causes a response from an individual, and defined as "an external force operating on a system" (Hall & Mansfield, 1971).

As stress research has matured over the last half a century, it is currently well understood that stress cannot be as simple as the response and stimulus based definitions. Contemporary views on stress, such as the interaction and transaction approaches, indicate that stress is a dynamic process whereby the individual interacts with the environment and produces psychological or physiological consequences. These approaches focus on the importance of both environmental and individual process variables. For example, McGrath (1976) states that stress occurs when individuals are met with situations or conditions that cannot be dealt with by their capabilities. Advocates of this person-environment fit perspective propose that stress is experienced when individuals perceive or appraise that they are not able to meet the demands of the environment. Similar to McGrath's definition, stress has also been defined as a "misfit between a person's skills and abilities and demands of the job" (French, Rogers, & Cobb, 1974).

In addition, Schular (1980) pointed out that stress is a result of the interaction between an individual and his/her environment in general. First, factors in the external environment such as demands and opportunities, cause stress to an individual when they are perceived to exceed their capabilities and resources. Second, the outcomes to such demands and opportunities must be perceived to be important for the individual in order for stress to occur. From the above analysis, it is clear that stress is caused by factors in the environment that individuals perceive to be hindering their achievements of important goals.

In accordance with Beehr and Newman's (1978) extensive review and definition of stress as "a condition wherein job related factors interact with the worker to change his/her psychological or physiological condition such that the person is forced to deviate from normal functioning", this study defines occupational stress as the core

relationship between stressor and strains. Adopted from Beehr (1998), occupational stress is defined as an overall transactional process consisting of two aspects – stressor and strains. Stressors are events or conditions that are encountered by individuals in the environment; strains are the individual's psychological, physical, and behavioral responses to stressors.

2-1-2 The Job Demands – Resources Model

Following the definition and conceptualization of occupational stress, various stress models have been developed. Whereas some models focus on the individual's perception of environmental demands and their capabilities of dealing with stressors, such as the Person-Environment Fit Model (French, 1973), others point out the importance of the cognitive aspects of appraisal and decision making processes, such as McGrath (1976) Stress Cycle Model and Beehr and Newman's (1978) Meta-Model of Stress.

However, literature review indicates another line of research that focuses on work environments and characteristics in relation to occupational stress. Popular models include the Institute of Social Research (ISR) Model (French & Kahn, 1962) and the Job Characteristics Model (Hackman & Oldham, 1980). These models place much emphasis on the subjective perception of environmental and job stressors such as role ambiguity, conflict, skill variety, job security and workload, and the role of situational and personal variables that moderate these perceptions to lead to health outcomes (Kompier, 2003). The Demands-Control Model (DCM) (Karasek, 1979), which focuses on psychosocial job characteristics such as job demands and job control, is currently the most influential model in this line of stress research (Kompier, 2003). According to this model, individuals with high job demands and low job

control experience significant strain; however, high job control moderates the negative effect of job demands. Nevertheless, this model has been criticized for its simplicity and failure to incorporate the complexity of work environments. In addition, Johnson and Hall (1988) have indicated that job control is not the only variable or resource that individuals use to cope with job demands. Other variables, such as social support, have been found to attenuate the experience of strain caused by job demands (Johnson & Hall, 1988). This led to the development of the Job Demands – Resources Model (JDR) (Demerouti et al., 2001), which argues that every occupation involves two general factors that contribute to the experience of stress – that is, job demands and job resources.

In the Job Demands – Resources Model (Figure 2.1), work characteristics associated with stress are classified into job demands and job resources categories. Job demands refer to physical, psychological, social, or organizational aspects of the job or stressors that require individuals to engage in physical or psychological efforts. These efforts, in turn, are associated with physiological and psychological costs, or exhaustion (Demerouti, et al., 2001). Examples of job demands include physical workload, time pressure, and physical work environment.

Job resources, on the other hand, refer to physical, psychological, social, or organizational aspects of the job. These job resources are further defined to be (a) functional in achieving work goals, (b) reduce job demands and related physiological and psychological costs, or (c) stimulate personal growth and developments (Demerouti et al., 2001). Bakker, Demerouti, and Verbeke (2004) later classified the types of resources into four different levels: (a) organizational level resources (e.g. salary, career opportunities, job security); (b) interpersonal and social relations (e.g. supervisor and coworker support, team climate); (c) organization of work (e.g. role

clarity, participation in decision making); and (d) task level (e.g. performance feedback, skill variety, task significance, autonomy).

Consistent with the previous literature review, job demands are aspects of the work environment or job that require effort from individuals. Although the Job Demands – Resources Model (Demerouti et al., 2001) focuses on the objective characteristics of job demands such as physical workload and time pressure, it neglects the subjective aspect of job demands such as emotional job demand. This study focuses on the subjective emotional measure of job demands and defines emotional job demand as the degree to which a job requires individuals to experience emotions regarding the work itself, and attitudes and behaviors towards others internal and external to the organization (Grandey & Fisk, 2005). When applied to the Job Demands – Resources Model (Demerouti et al., 2001), emotional job demand, which is a type of job demand, will be positively related to emotional exhaustion. Past researches have indicated the positive relationship between emotional job demand and emotional exhaustion (Bakker, Demerouti, & Verberke, 2004). Hence, it follows that:

Hypothesis 1: Emotional job demand will be positively associated with emotional exhaustion.

With respect to job resources, this study chooses to investigate resources from two different levels: organizational level and social level. Support from the overall organization itself is studied at the organizational level; whereas, the social level includes emotional and instrumental supports from coworkers and supervisors. The remaining literature review in this section will further elaborate on these supportive variables.

2-2 Social Support

Literature review offers an abundant amount of studies indicating the effects of social support on individual's level of well-being and psychological strain (Cooper, Dewe, & O'Driscoll, 2001). There have been, however, debates over the definition of social support and how it impacts the stressor-strain relationship. This section offers a definition of social support and its effect on individual's experience of stress.

2-2-1 The Definition of Social Support

The term, social support, has been used broadly to refer to three aspects of social relationships: (a) the existence or quantity of social relationships; (b) its formal structure; and (c) the functional content or the degree to which support involve flows of affect or emotional concern, instrumental or tangible aid, and information (Gottlieb, 1985; House & Kahn, 1985). Cobb (1976), on the other hand, identifies three components of social support including information that an individual is cared for and loved, esteemed and valued, and belongs to a network of communication and mutual obligation. While another researcher, Gore (1974), prefers to define social support as “socially legitimate roles which provide for the meeting of dependency needs”.

House (1981) identified the common association to functional contents, namely the emotional and instrumental-aid aspects of a given social relationship, and defines social support as “an interpersonal transaction that involves emotional concern, instrumental aid, information, or appraisal”. The present study adopts this narrower definition as it is widely accepted in occupational stress research and also differentiates between the different types of social support. With respect to the types of social support, the present study focuses on emotional and instrumental supports. First, emotional support takes the form of caring, and showing sympathy and

understanding for another individual's difficulties. Second, instrumental support is characterized by providing tangible assistance or direct help, and often takes the form of advice or knowledge needed to complete a task (House, 1981).

2-2-2 Social Support and Stress

Much evidence can be found on the benefits of social support on individuals' well-being. For example, research indicates that individuals with access to social support and psychological and material resources are in better health than those with lower social support (Broadhead et al., 1983; Leavy, 1983; Mitchell, Billings, & Moos, 1982). More importantly, Dewe and Guest (1990) view social support as a method of coping with stress. In their investigation of 63 coping strategies, social support was found to be one of the main six strategies that individuals adopt when dealing with occupational stress. Although perspectives may differ across studies, it is generally understood that social support serves as a resource in reducing job-related strain (Cohen & Wills, 1985).

In addition to the direct effects of social support on strain, literature review also reveals a considerable amount of studies on the moderating or buffering role of social support in stressor – strain relationships. This “buffer hypothesis” was first conceptualized by a team of researchers at the Institute of Social Research (ISR) in the University of Michigan (Caplan et al., 1975), and it explains the interactions between stress and support by asserting that the relationship between stressor and strain will be weaker for individuals receiving a higher degree of social support. Accordingly, Pinneau (1975) found evidence for the interaction of social support with stressors on strain. Following, LaRocco, House, and French (1980) investigated the moderating effects of coworker, supervisor, and family support on the relationship

between stressors (such as role conflict, underutilization, and work load) and job-related strains and organizational outcomes. Results justified the buffering hypothesis in which social support moderated the relationship between job stressors and strains such as depression, irritation, and anxiety. However, no buffering effect was found for organizational outcomes such as job dissatisfaction and boredom.

Consistent with the buffering evidence for social support provided above, this study investigates the effects of emotional and instrumental support provided by different sources in the organization, namely, coworkers and supervisors. Thus, it follows that:

Hypothesis 2a: Emotional and instrumental support provided by coworkers will moderate the relationship between emotional job demand and emotional exhaustion, such that the relationship between emotional job demand and emotional exhaustion will be weaker for employees with higher support.

Hypothesis 2b: Emotional and instrumental support provided by supervisors will moderate the relationship between emotional job demand and emotional exhaustion, such that the relationship between emotional job demand and emotional exhaustion will be weaker for employees with higher support.

2-3 Perceived Organizational Support

In addition to coworker and supervisor supports, another type of support, related to the organization as a whole, has also been shown to exist in the workplace. This variable, known as perceived organizational support (POS), was conceptualized in the late 1980's, when Eisenberger and Huntington (1986) found evidence that employees form beliefs about the degree to which organizations value and care for their well-being.

2-3-1 The Definition of Perceived Organizational Support

Perceived organizational support (POS) is defined as employees' "global beliefs concerning the extent to which the organization values their contributions and cares about their well-being" (Eisenberger & Huntington, 1986). The formation of POS by employees is attributable to their tendency of personifying the organization (Eisenberger & Huntington, 1986). Factors that determine POS include the organization's legal, moral, and financial responsibility for its employees; organizational policy, norm, and culture; and the power that individuals in the organization have over each other (Levinson, 1965). Based on these factors, employees personify the organization and view their favorable or unfavorable treatment as an implication of POS.

According to social exchange theorists, such as Grouldner (1960) and Blau (1964), a reciprocal relationship exists between actors and agents in the social environment. When an individual treats another well, there is an obligation for the return of this favorable treatment. In other words, the relationship between individuals is viewed as "actions contingent on rewarding action from others" (Blau, 1964). Thus, when applied to the organizational setting, employees tend to commit and identify

with the organization when they perceive support from the organization (Roades, & Eisenberger, 2002). This, in return, leads to beneficial outcomes for both employers and employees. Indeed, studies have shown that POS is positively related to job involvement, organizational commitment, and desire to remain (Shore & Tetrick, 1991; Eisenberger et al., 1999; Witt, 1991).

2-3-2 Perceived Organizational Support and Stress

Similar to social support, POS fulfills individuals' needs for emotional support, affiliation, esteem, and approval (Roades, & Eisenberger, 2002). Thus, POS serves as a resource that reinforces employees' ability to cope with job demands (Lazarus, 1991). Employees who perceive the organization as being supportive and care for their well-being are likely to experience lower levels of burnout, as indicated by past research (Cropanzano et al., 1997; Armstrong-Stassen, 2004).

In accordance with the buffering hypothesis mentioned earlier (Caplan et al., 1975), George et al. (1993) propose that POS affects the stressor-strain relationship in a number of ways. First, such support can serve an informational purpose and help employees cope practically with stressors. Second, support can increase employees' self-esteem and result in attempts to deal with strains. Lastly, POS signify the availability of coping resources. Literature review indicates a few studies concerning the moderating role of POS in the stressor-strain relationship and organizational outcomes, but findings have been inconsistent. For example, Richardson et al.'s (2007) study found no support for the moderating effect of POS on the relationship between workload and physical strains; whereas, other studies indicated that POS reduces the negative relationship between nurses' degree of contact with patients and negative mood (George et al., 1993), and the negative effect of workplace violence on

employees' experienced well-being (Leather et al., 1998). Consistent with the buffering hypothesis and in addition to filling in a research gap regarding the moderating role of POS between emotional job demands and emotional exhaustion, this study proposes that:

Hypothesis 2c: Perceived organizational support will moderate the relationship between emotional job demand and emotional exhaustion, such that the relationship between emotional job demand and emotional exhaustion will be weaker for employees with higher support.



2.4 Research Framework

The research framework of this study is based on Demerouti et al.'s (2001) Job Demands – Resources Model because the objective is to understand how job resources can contribute to alleviating the experience of stress.

First, this model assumes that although every occupation may involve its own specific work characteristic associated with exhaustion, they can be divided into two broad categories – job demands and job resources (Demerouti et al., 2001). Here, this study investigates emotional job demand, which corresponds to job demands in the model; and social and organizational support, which corresponds to job resources in the model.

Second, the model expands on Karasek's (1979) Demand-Control Model of stress and assumes that *several different* job resources may buffer the impact of *several different* job demands (Demerouti et al., 2001). In our case, several different job resources, such as social and organizational support, are investigated for their buffering effects on emotional job demand.

Demonstrated in Figure 2.2, the research framework of this study was constructed based on the literature review and hypothesis provided in this chapter.

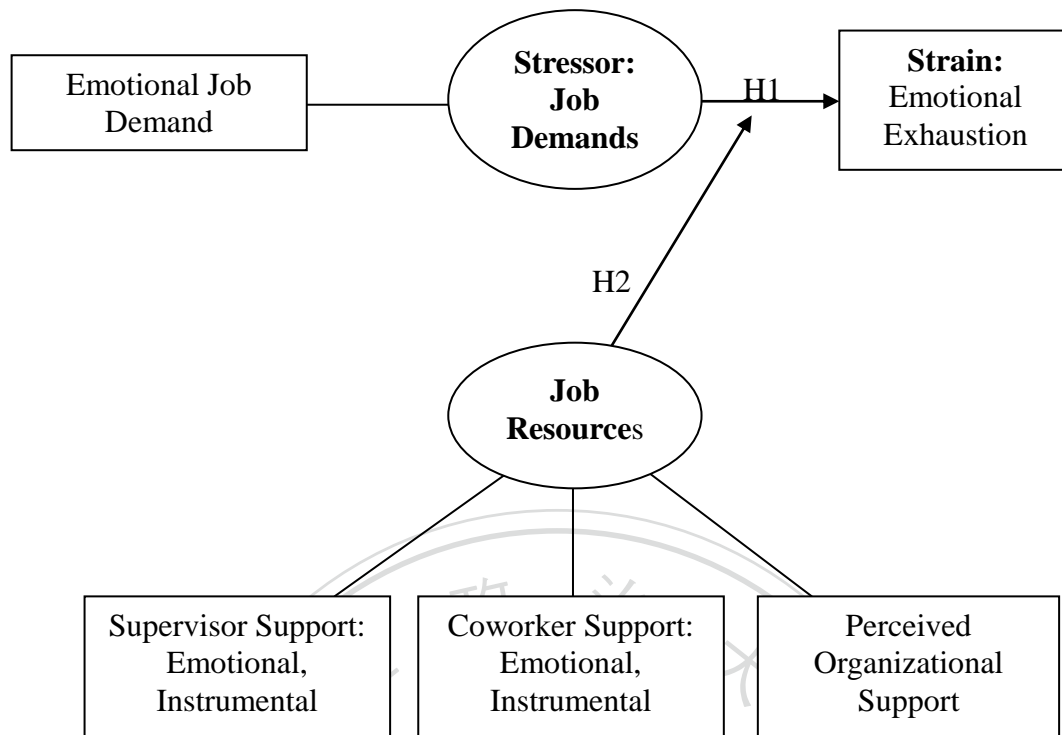


Figure 2.2 Research Framework



Chapter 3 Research Methodology

This chapter illustrates the research methodology adopted in this study. Section 3.1 presents the sample and research procedures; Section 3.2 details the measurement tools included in the questionnaire; Section 3.3 involves the statistical procedures performed in data analysis.

3-1 Sample and Procedure

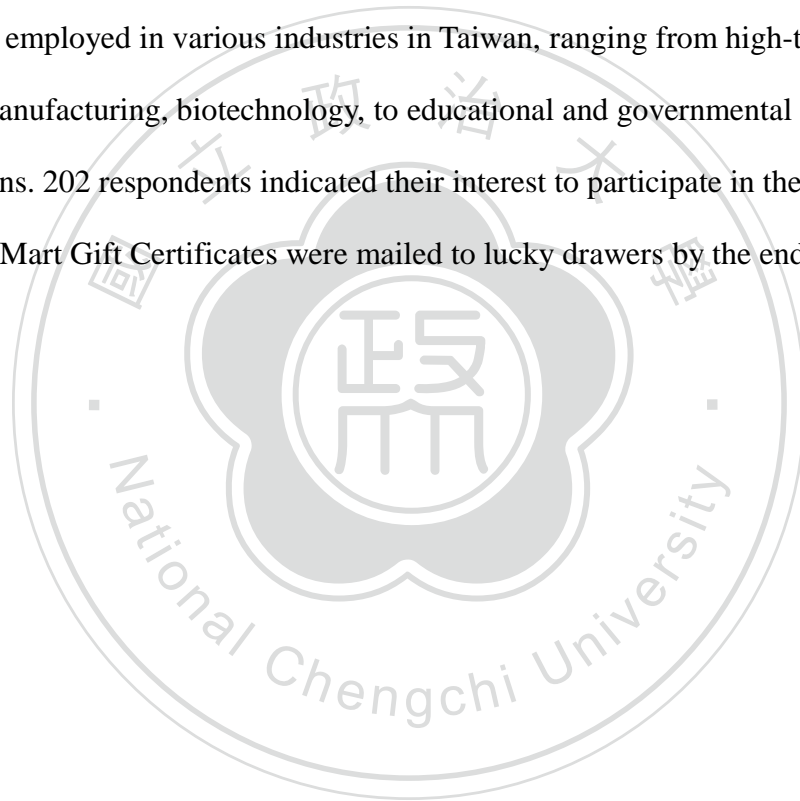
This study adopted the online questionnaire method and used convenient sampling as the basis of obtaining responses. The selected measurement tools mentioned in section 3.2 were used to construct an online questionnaire using Survey Monkey¹. In addition, the questionnaire was designed to offer respondents the opportunity to enter a raffle draw for FamilyMart Gift Certificates as an incentive to participate in the research. The generated questionnaire link (<http://www.surveymonkey.com/s/DWLC5NM>) was distributed to respondents through the use of the worldwide web near mid-April to the end of April.

Capitalizing on the advantages of the internet, surveys were distributed to respondents through various methods and channels. First, the questionnaire link along with a letter explaining the purpose of the study was sent through e-mail by the researcher directly to family and friends who are currently employed. In order to obtain a diversified sample, family and good friends were further asked to forward the questionnaire to their colleagues at work and employed friends. Second, managers and acquaintances in a few industries were approached directly by the researcher and asked to distribute the questionnaire to employees through internal e-mail in their

¹ SurveyMonkey (<http://www.surveymonkey.com>).

respective organizations. Third, classmates with past work experience or who have acquaintances in the industry were also approached to distribute the questionnaire to employed individuals. Finally, the questionnaire link was made available on Facebook² by the researcher and a few good friends to include friends in the social network that are currently employed in Taiwan.

A total of 237 samples were collected before the questionnaire link was closed at the end of April. Demographic variables indicate that the sample consists of individuals employed in various industries in Taiwan, ranging from high-tech, services, manufacturing, biotechnology, to educational and governmental organizations. 202 respondents indicated their interest to participate in the raffle draw; and FamilyMart Gift Certificates were mailed to lucky drawers by the end of May.



² Facebook (<http://www.facebook.com>).

3-2 Measurement Tools

In accordance with the research framework, the questionnaire consisted of measurement tools related to emotional job demand, coworker support, supervisor support, perceived organizational support, and emotional exhaustion (see Appendix). As the study is conducted in Taiwan, all measurement tools were translated from English into Mandarin. Back translation (Brislin, 1970) was performed to ensure conceptual equivalence. This section elaborates on the scales adopted for each measure.

1. Emotional Job Demand

Seven items developed by Van Veldhoven and Meijman (1994) were used to measure emotional job demand. In order to be consistent with the semantic structure of items in the questionnaire, original questions such as “Does your job demand a lot from you emotionally?” were modified into statements and scored on a 4-point intensity scale (1 = never to 4 = always). Examples include “My work demands a lot from me emotionally” and “My work puts me in emotionally upsetting situations” ($\alpha = .77$).

2. Coworker Support

Emotional and instrumental support provided by coworkers were measured with ten items developed by Ducharme (2000), and scored on a 7-point Likert-type scale (strongly disagree = 1 to strongly agree = 7). Five items related to the emotional aspect of coworker support include “My coworkers really care about me” and “I feel appreciated by my coworkers” ($\alpha = .91$). The remaining five items such as “My coworkers would fill in while I’m absent” and “My coworkers are helpful in getting the job done” measured instrumental support ($\alpha = .93$).

3. Supervisor Support

Supervisor support was measured by eleven items adopted from Chou (2008) and Cheng, Luh, and Guo's (2002) study, and scored on a 7-point Likert-type scale (strongly disagree = 1 to strongly agree = 7). Six of these items measuring emotional support provided by supervisors include statements such as "My supervisor cares about me as a person" and "My supervisor is concerned about the welfare of those under him" ($\alpha = .94$). Examples of instrumental support are "My supervisor is helpful in getting the job done" and "My supervisor pitches in to help when necessary" ($\alpha = .95$).

4. Perceived Organizational Support

The nine-item perceived organizational support scale developed by Eisenberger, et al. (1986) was used to measure employees' perception of support provided by their respective organizations. Items including "The organization really cares about my well-being" and "The organization cares about my general satisfaction at work" were scored on a 7-point Likert-type scale (1 = strongly disagree to 7 = strongly agree) ($\alpha = .89$).

5. Emotional Exhaustion

Five items developed by Maslach and Jackson (1981) were scored on a 5-point Likert-type scale (strongly disagree = 1 to strongly agree = 5) to assess respondents' emotional exhaustion. Examples of these items include "I feel emotionally drained from my work," and "I feel fatigued when I get up in the morning and have to face another day on the job" ($\alpha = .92$).

6. Demographic Variables

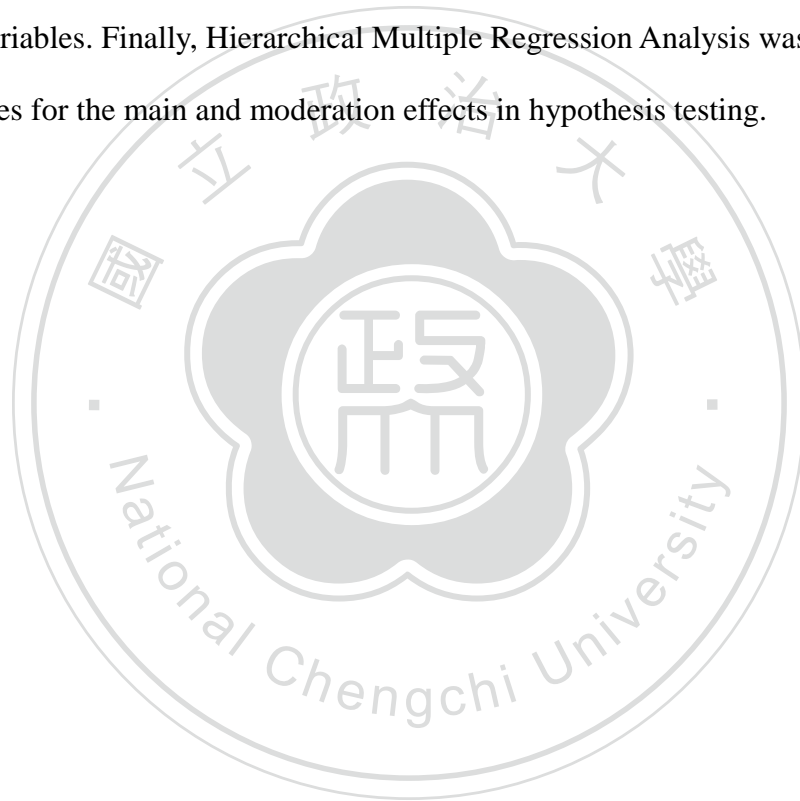
Demographic variables such as gender, age, educational level, length job tenure and work experience, and position, were included in the study. Past research

indicates that abilities and experience can affect the level of experienced stress (McGrath, 1976). Therefore, these demographic variables serve as control variables in the present study.



3-3 Data Analysis

Several analyses were performed with SPSS 17.0 to ensure the reliability of measurement tools and to further obtain descriptive statistics and hypothesis testing variables. Frequency distribution analysis was first applied to demographic variables to examine the general sample distribution. Next, the reliability of measurement tools and sample were determined using the reliability analysis of Cronbach's Alpha. This was followed by the Correlation Analysis, which investigated the relationship between variables. Finally, Hierarchical Multiple Regression Analysis was performed several times for the main and moderation effects in hypothesis testing.



Chapter 4 Results

Congruent with the research model and respective research methodologies in previous chapters, this chapter concerns the results obtained in this study. First, the sample demographic distribution and characteristics is described in Section 4.1; Section 4.2 explores the results obtained from correlation analysis; and results for hypothesis testing are presented in Section 4.3.

4-1 Demographic Characteristics

Demographic variables collected include gender, age, educational level, work experience, job tenure, and position that respondents are currently employed in. Table 4.1 provides a summary of the demographic characteristics of the 237 respondents who participated in this study.

From the total sample size of 237, 58.2% were female (N=138) and 41.8% (N=99) were male. More than half of the respondents are aged between 21 and 30 years old (56.5%, N=134), 16.5% (N=39) are aged between 31 and 35 years old, 9.3% (N=22) between 36 and 40, 8% (N=19) between 41 and 45 years old, and 10% (N=23) are 46 years old and above. With respect to years of work experience, the majority have been employed for five years and less (56.5%, N=134). Consequently, 64.9% (N=154) of respondents have a job tenure in the current organization of 3 years and less, 16% (N=38) with 4 to 6 years, 6.3% (N=15) with 7 to 9 years, 3.8% (N=9) with 10 to 12 years, 3.4% (N=8) with 13 to 15 years, and 5.5% (N=13) with 16 years and above job tenure in the same organization. Taken together, these results indicate that the majority of respondents are relatively young and have experienced a few years of employment their current organization.

A large proportion of respondents are well-educated, with 48.9% (N=116) and 42.6% (N=101) holding a bachelors degree and masters degree respectively. With respect to organizational positions, 28.6% (N=68) hold managerial positions in their current organizations, whilst 71.4% (N=169) are non-managers. However, approximately 47.3% (N=80) of non-managers are professional personnel.



Table 4.1 Summary of Demographic Characteristics

Demographic Variable	Response Category	Percentage (%)	Number
Gender	Male	41.8	99
	Female	58.2	138
Age	21 - 25 years old	17.7	42
	26 - 30 years old	38.8	92
	31 - 35 years old	16.5	39
	36 - 40 years old	9.3	22
	41 - 45 years old	8	19
	46 - 50 years old	3	7
	51 years old and above	6.8	16
Educational Level	High school and below	4.6	11
	College	3.8	9
	University	48.9	116
	Masters and above	42.6	101
Work Experience	5 years and below	56.5	134
	6 - 10 years	19.4	46
	11 - 15 years	8.9	21
	16 - 20 years	5.5	13
	21 years and above	9.7	23
Job Tenure	Less than 1 year	33.3	79
	1 - 3 years	31.6	75
	4 - 6 years	16	38
	7 - 9 years	6.3	15
	10 - 12 years	3.8	9
	13 - 15 years	3.4	8
	16 years and above	5.5	13
Position	High-level manager	5.9	14
	Mid-level manager	12.2	29
	Entry-level manager	10.5	25
	Professional personnel	33.8	80
	General personnel	37.6	89

4-2 Correlation Analysis

Correlation analysis was performed to obtain the correlation coefficients of study variables. Table 4.2 provides a summary of these results, including reliability coefficients, means, and standard deviations.

4-2-1 Descriptive Statistics

In general, respondents encounter emotional job demands frequently during their work ($M = 2.79, SD = .47$). However, they remain slightly neutral to the experience of emotional exhaustion ($M = 3.24, SD = .93$). With regards to support received or experienced at work, respondents on average indicate that they receive relatively high emotional and instrumental support from coworkers ($M = 5.10, SD = 1.05; M = 5.26, SD = 1.16$). Emotional and instrumental support from supervisors, on the other hand, is obtained less frequently by respondents ($M = 4.76, SD = 1.36; M = 4.61, SD = 1.50$). Overall support from respective organizations (POS) is also perceived to be relatively limited ($M = 3.95, SD = 1.10$).

4-2-2 Correlation Coefficients

Analyses of the correlation coefficients indicate that emotional job demand is positively related to emotional exhaustion ($r = .47, p < .01$). This signifies that the greater the emotional job demand inflicted upon an individual, the greater the emotional exhaustion experienced. In addition, emotional job demand is negatively associated with both emotional and instrumental support from supervisors, and POS ($r = -.16, p < .05; r = -.16, p < .05; r = -.15, p < .05$). This interesting finding suggests that individuals who receive lower emotional and instrumental support from supervisors and perceive weak organizational support are subject to high emotional

demand.

With respect to the different sources of support and their effects on emotional exhaustion, results show that both emotional and instrumental support from coworkers and supervisors are negatively associated with emotional exhaustion ($r = -.13, p < .05$; $r = -.23, p < .01$; $r = -.18, p < .01$; $r = -.18, p < .01$). POS is also negatively correlated with emotional exhaustion ($r = -.34, p < .01$). Taken together, these results imply that different sources and types of support are effective in reducing emotional exhaustion. Specifically, individuals who receive or perceive more support from coworkers, supervisors, and the organization, experience lower levels of emotional exhaustion.

In terms of demographic characteristics, older employees with more work experience and longer job tenure in their current organization tend to experience little emotional exhaustion ($r = -.26, p < .01$; $r = -.28, p < .01$; $r = -.14, p < .05$). This indicates that the experience of emotional exhaustion decreases with age and the length of job tenure at the organization.

Table 4.2 Correlation Coefficients

Variables	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Gender	1.58	.49	-												
2. Age	2.87	1.69	-.38**	-											
3. Educational Level	3.30	.75	-.18**	-.09	-										
4. Work Experience	1.92	1.32	-.26**	.86**	-.12	-									
5. Job Tenure	2.48	1.67	-.14*	.62**	-.13*	.64**	-								
6. Position	.29	.45	-.33**	.50**	.01	.50**	-.32**	-							
7. Emotional Job Demand	2.79	.47	-.12	.04	.10	.03	.00	-.14*	.77						
8. Coworker Support (Emotional)	5.10	1.05	-.02	.03	.10	.08	.13*	-.18**	.05	.91					
9. Coworker Support (Instrumental)	5.26	1.16	.00	.02	.10	.07	.10	-.08	-.07	.71**	.93				
10. Supervisor Support (Emotional)	4.76	1.36	-.05	.02	.09	.05	.01	-.11	-.16*	.41**	.55**	.94			
11. Supervisor Support (Instrumental)	4.61	1.50	-.09	-.01	.06	.04	-.03	-.09	-.16*	.34**	.55**	.89**	.95		
12. Perceived Organizational Support	3.95	1.10	.02	.04	.13*	.10	.02	-.19**	-.15*	.43**	.45**	.56**	.53**	.89	
13. Emotional Exhaustion	3.24	.93	.06	-.26**	-.05	-.28**	-.14*	.17*	.47**	-.13*	-.23**	-.18**	-.18**	-.34**	.92

Note: N=237, ** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed). Cronbach's α appears on the diagonal.

Gender : 1 = male, 2 = female; Age: 1 = 21 to 25 years old, 2 = 26 to 30 years old, 3 = 31 to 35 years old, 4 = 36 to 40 years old, 5 = 41 to 45 years old, 6 = 46 to 50 years old, 7 = 51 years old and above; Educational level: 1 = high school and below, 2 = college, 3 = university (bachelor's degree), 4 = master's degree and above; Work experience: 1 = 5 years and below, 2 = 6 to 10 years, 3 = 11 to 15 years, 4 = 16 to 20 years, 5 = 21 years and above; Job tenure: 1 = less than 1 year, 2 = 1 to 3 years, 3 = 4 to 6 years, 4 = 7 to 9 years, 5 = 10 to 12 years, 6 = 13 to 15 years, 7 = 16 years and above; Position: 0 = non-managerial, 1 = managerial. Emotional job demand is measured on a 4-point intensity scale: 1 = never, 2 = sometimes, 3 = often, 4 = always. Coworker support (emotional and instrumental), supervisor support (emotional and instrumental), and perceived organizational support are measured on a 7-point agreement scale: 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neutral, 5 = slightly agree, 6 = agree, 7 = strongly agree. Emotional exhaustion is measured on a 5-point agreement scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

4-3 Hypothesis Testing

4-3-1 Analysis of the Relationship between Emotional Job Demand and Emotional Exhaustion

Results from the regression analysis between emotional job demand and emotional exhaustion are shown in Table 4.3. The degree of emotional job demand experienced by individuals has a positive relationship with emotional exhaustion ($\beta = .45, p < .01$). In other words, the greater the emotional job demand encountered by individuals, the higher the level of emotional exhaustion experienced.

According to the result presented above, Hypothesis 1 is receives full support.

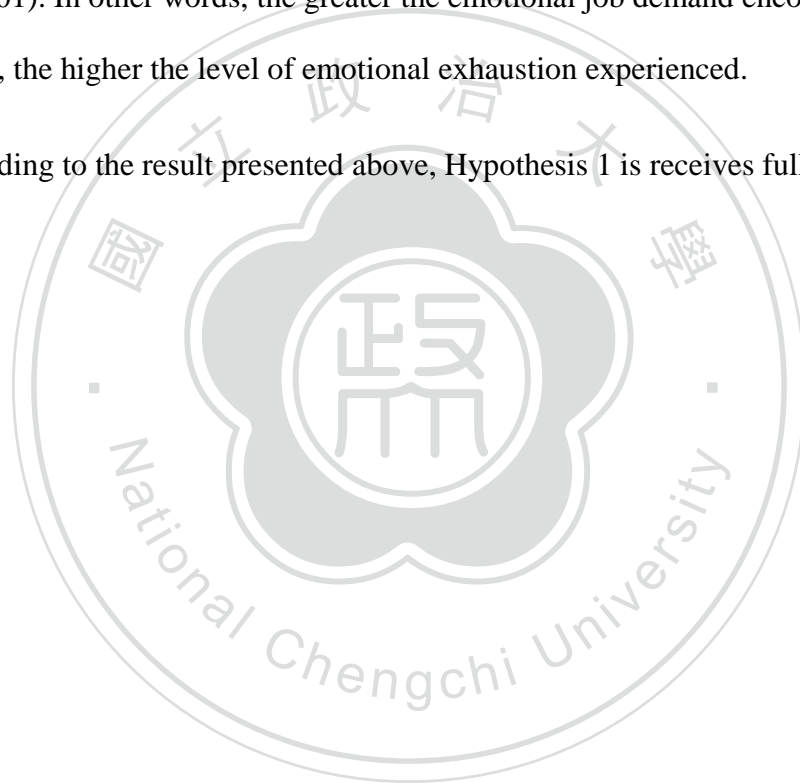


Table 4.3 Regression analysis between emotional job demand and emotional exhaustion

	Emotional Exhaustion (Standardized Coefficient β)	
	Model 1	Model 2
Step 1		
Gender	-.09	-.15
Age	-.08	-.07
Education	-.12	-.16*
Work Experience	-.19*	-.18*
Job Tenure	.04	.05
Position	.15	.03
Step 2		
Emotional Job Demand		.45**
R ²	.10	.32
ΔR^2	-	.22**
Adj. R ²	.07	.30
F value	4.14**	15.2**

* $p < .05$; ** $p < .01$

4-3-2 Analysis of Support Variables as Moderators between Emotional Job Demand and Emotional Exhaustion

Results from the hierarchical regression analysis of support variables as moderators between emotional job demand and emotional exhaustion are presented in Table 4.4. It is evident that both emotional and instrumental support from coworkers do not have a moderating effect on emotional exhaustion ($\beta = -.00, p = 1.0; \beta = .03, p = .75$). Similarly, POS also did not show the hypothesized relationship ($\beta = -.10, p = .07$). Emotional and instrumental support from supervisors, on the other hand, serve as significant moderators between emotional job demand and emotional exhaustion ($\beta = .29, p < .05; \beta = -.31, p < .05$). These moderating effects are further explained in the following paragraphs.

The positive relationship between emotional job demand and emotional exhaustion for individuals who receive high and low emotional support from supervisors are shown in Figure 4.1. The lines indicate that the more emotional job demands encountered at work, the more an individual will feel emotional exhaustion. Although there is a moderating effect of emotional support from supervisors on emotional job demands, this effect is inconsistent with the proposed hypothesis. That is, individuals who receive high emotional support from supervisors show higher levels of emotional exhaustion when compared to their counterparts who receive little emotional support. Hence, instead of weakening the effects of emotional job demand on emotional exhaustion, emotional support from supervisors appears to strengthen this relationship.

Figure 4.2 presents the positive relationship between emotional job demand and emotional exhaustion for individuals who receive high and low instrumental support from supervisors. Although the degree of emotional exhaustion increases as emotional

job demand increases, individuals with high instrumental support from supervisors show lower levels of emotional exhaustion than those with low instrumental support. This finding is in line with the proposed hypothesis that instrumental support from supervisors weakens the relationship between emotional job demand and emotional exhaustion.

Taken together, support was found for the moderating effects of emotional and instrumental support from supervisors. However, with respect to the buffering hypothesis, only instrumental support from supervisors was found to weaken the relationship between emotional job demand and emotional exhaustion. Therefore, only Hypothesis 2b was partially supported.

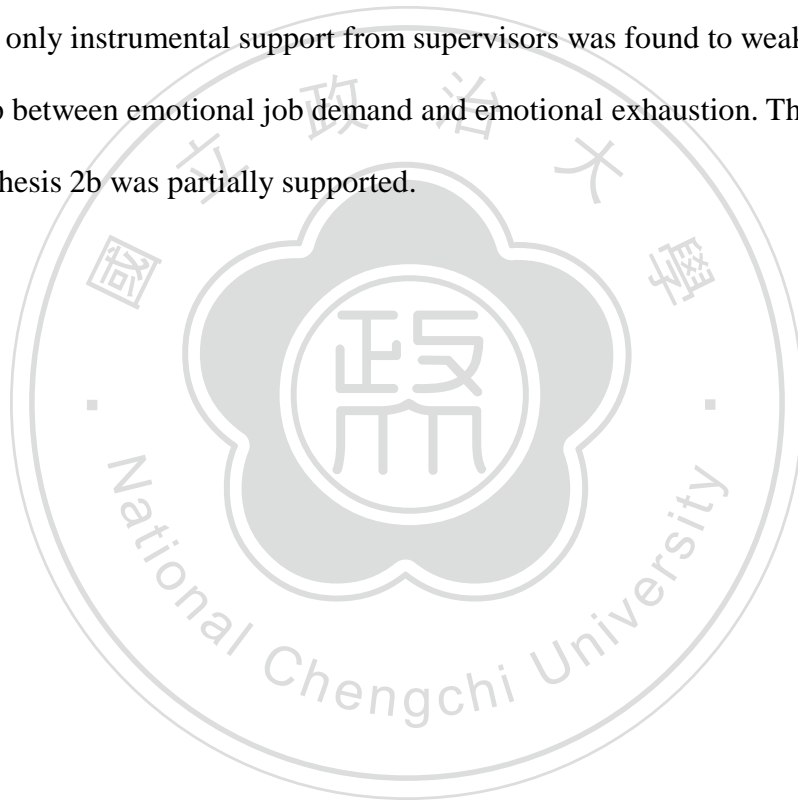


Table 4.4 Hierarchical regression analysis of support variables as moderators between emotional job demand and emotional exhaustion

	Emotional Exhaustion			
	Model 1	Model 2	Model 3	Model 4
<i>Control Variable</i>				
Gender	-.09	-.02	.02	.00
Age	-.08	-.07	-.10	-.15
Education	-.12	-.16*	-.10	-.10
Work Experience	-.19*	-.18*	-.13	-.13
Job Tenure	.04	.05	.05	.07
Position	.15	.03	.09	.08
<i>Independent Variable</i>				
Emotional Job Demand		.45**	.41**	.38**
<i>Moderator</i>				
Coworker Support (E)			.01	-.03
Coworker Support (I)			-.15	-.12
Supervisor Support (E)			.12	.09
Supervisor Support (I)			-.02	.01
POS			-.22**	-.21**
<i>Interaction</i>				
EJD x Coworker Support (E)				.00
EJD x Coworker Support (I)				.03
EJD x Supervisor Support (E)				.29*
EJD x Supervisor Support (I)				-.31*
EJD x POS				-.10
R ²	.10	.32	.39	.42
ΔR ²	-	.22**	.07**	.03
Adj. R ²	.07	.30	.35	.37
F value	4.14**	15.2**	11.7**	9.11**

* $p < .05$; ** $p < .01$

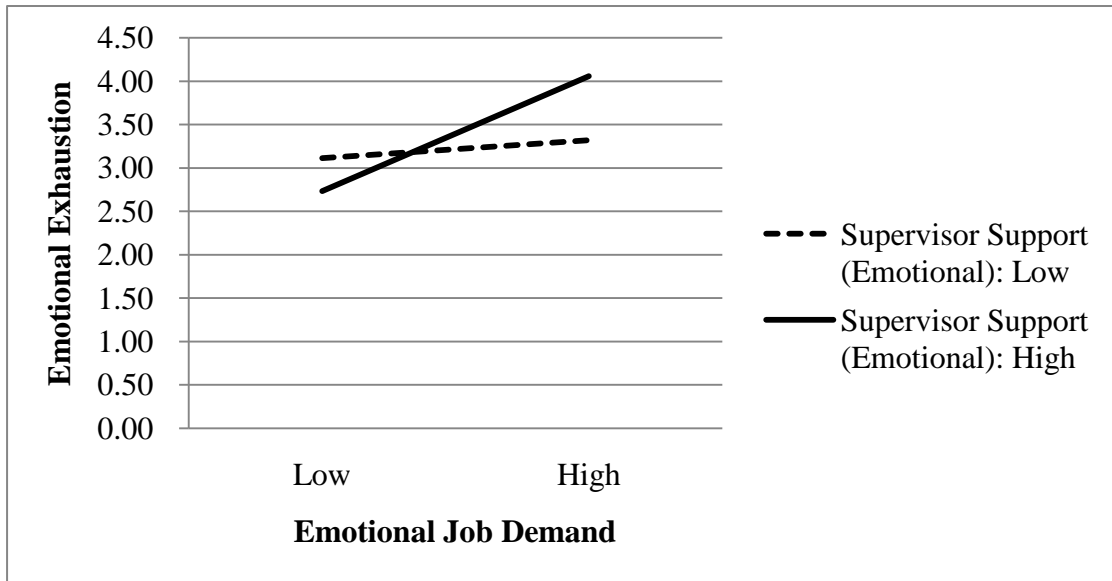


Figure 4.1 Moderating effect of supervisor support (emotional) on emotional job demand and emotional exhaustion

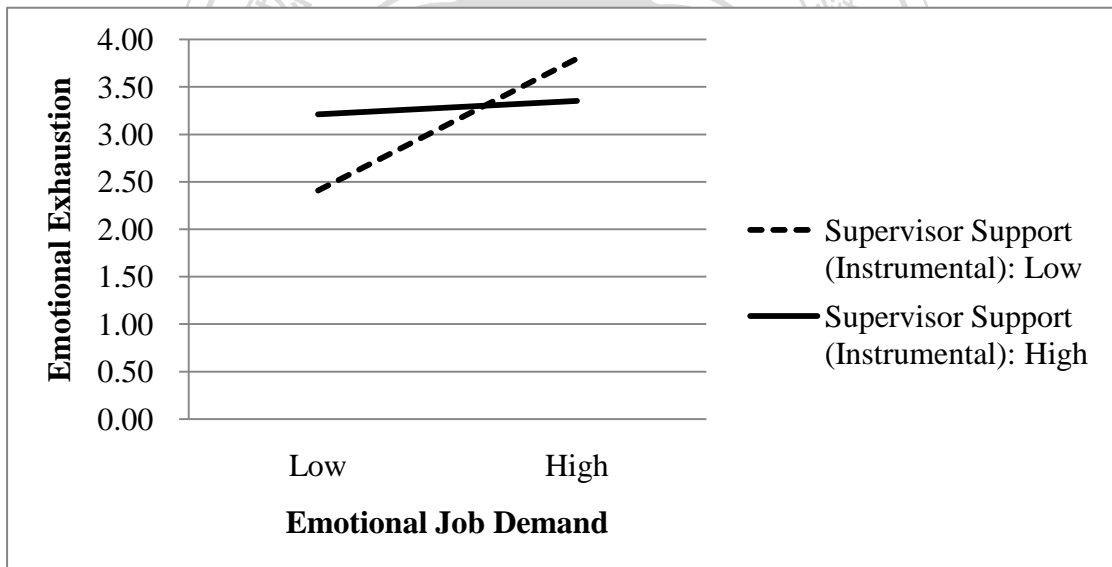


Figure 4.2 Moderating effect of supervisor support (instrumental) on emotional job demand and emotional exhaustion

Table 4.9 Summary of Results

Hypothesis	Results
<p>Hypothesis 1: Emotional job demand will be positively associated with emotional exhaustion.</p>	Supported
<p>Hypothesis 2a: Emotional and instrumental support from coworkers will moderate the relationship between emotional job demand and emotional exhaustion, such that the relationship between emotional job demand and emotional exhaustion will be weaker for employees with higher support.</p>	Not Supported
<p>Hypothesis 2b: Emotional and instrumental support from supervisors will moderate the relationship between emotional job demand and emotional exhaustion, such that the relationship between emotional job demand and emotional exhaustion will be weaker for employees with higher support.</p>	Partial Support
<p>Hypothesis 2c: Perceived organizational support will moderate the relationship between emotional job demand and emotional exhaustion, such that the relationship between emotional job demand and emotional exhaustion will be weaker for employees with higher support.</p>	Not Supported

Chapter 5 Discussion

5-1 Summary

Drawing on previous research on the effect of resources on the stressor-strain relationship, this study proposes that supportive resources in the organization buffer the negative relationship between emotional job demand and emotional exhaustion.

First, consistent with previous research, emotional job demand is negatively related to emotional exhaustion (Bakker, Demerouti, & Verberke, 2004). Second, with respect to the buffering effect of supportive resources on emotional job demand, this study finds that supervisor instrumental support serves as an effective resource in decreasing strain caused by stressors. That is, employees with higher levels of supervisor instrumental support experience lower levels of emotional exhaustion caused by emotional job demand. Similarly, the study also identified a significant moderating effect of emotional support from supervisors; however, this finding contradicts the buffering hypothesis. Employees with higher supervisor emotional support experience higher levels of emotional exhaustion caused by emotional job demand. This negative or reverse buffering phenomenon proposed by Beehr (1985) indicates that individuals in the organization may alter other employees' perception of a situation from positive to negative or even intensify an already negative appraisal. This exacerbating effect of supervisor emotional support can be explained by evidence indicating that discussions between individuals in the organization may actually result in individuals to dwell on the difficulties encountered in work, which may in turn result in higher levels of strain (Jenkins, & Elliot, 2004). In our case, it is the emotional aspect of supervisor support that increases emotional exhaustion because emotional support takes the form of caring, and showing sympathy and

understanding for another individual's difficulties. It is more subjective to discussions of feelings and positive or negative appraisals when compared to the direct tangible form of instrumental support. More importantly, such support from supervisors who represent higher positions and authority within the organizational hierarchy may be accepted with greater weight by individuals when compared to emotional support from coworkers.

Regarding the unsupported outcomes in this study, a few explanations can be offered. No moderating or buffering effect was found for coworker support and POS. This result is inconsistent with studies that found several job resources were effective in alleviating the impact of job demand on emotional exhaustion (Bakker et al., 2003). The non-significant moderating effect in this study can be attributed to the specific demand and resources included. Resources such as coworker support and POS simply do not function to buffer the relationship specifically between emotional job demand and emotional exhaustion.

First, with respect to coworker support, this type of support may not be perceived as "support" at all by recipients. Past research indicate that, compared to supervisor support, coworker support is more susceptible to negative interpretations because their behaviors are often viewed as political or self-enhancing (Fandt & Ferris, 1990; Ferris & Kacmar, 1992). In addition, accepting support from coworkers may suggest incompetence because coworkers are generally regarded as equal; hence, support from coworkers suggests a lack of ability or independence (Peeters, Buunk, & Schaufeli, 1995; Ng & Sorensen, 2008). Thus, compared to support from supervisors, coworker support is more susceptible to negative perceptions which may erode the supportive function that such sources can provide. Second, although the present study found no support for emotional job demand and POS interaction effect, POS has a

significant main effect. This indicates that POS is more likely to serve as an overall situational variable in which other supportive behaviors may form.

Overall, this study found support for the buffering effect of supervisor support on emotional job demands. More specifically, instrumental rather than emotional types of support are more effective in decreasing emotional exhaustion.



5-2 Theoretical and Managerial Implications

5-2-1 Theoretical Implications

Based on the study results, several theoretical implications can be noted. First, this study uses the Job Demands – Resources Model (Demerouti et al., 2001) and identifies potential resources, in the form of support, that moderate the impact of a particular stressor on strain. This provides empirical support for the buffering effect of job resources on job demands (stressors), and also contributes to the job-demands resource literature as little research in this domain concern emotional job demand and the buffering effect. Second, supervisor emotional support is related to higher levels of emotional exhaustion caused by emotional job demand. This finding suggests that resources in the organization do not always have favorable impacts on employee outcomes.

5-2-2 Managerial Implications

Consistent with previous research, emotional job demand is positively related to emotional exhaustion (Bakker, Demerouti, & Verberke, 2004). Our research findings suggest that organizations can decrease employees' level of emotional exhaustion caused by emotional job demand by increasing social support resources. With respect to who should provide such support, research results indicate that supervisors appear to be the most effective. However, this is only true for the instrumental form of support. Therefore, organizations can encourage supervisors to provide instrumental support to their subordinates. For example, frequent meetings about work progress and problems combined with practical solutions to dealing with work-related problems can help subordinates on-the-job, and decrease emotional exhaustion.

5-3 Research Limitations and Suggestions for Future Research

Several limitations can be identified in this research. First, this research was adopted the cross-sectional method and is vulnerable to the common method variance; thus the findings are tentative until replicated in studies with longitudinal designs. Second, sample characteristics such as job tenure may cause bias in generalization. For example, more than half of the sample has job tenures between less than one year and three years. This may affect job familiarity, and cause problems in generalization. Third, only emotional job demands were incorporated in the study; however, the workplace involves a lot more stressors or demands that are not considered in this study.

The failure to find support for the buffering effect of coworker support and emotional support suggests that future research can make a closer match between job demand and job resources. First, the present study investigated individuals' overall emotional job demand; however, emotional job demand may be further divided into those that are internal and external to the organization. Hence, future studies can attempt to differentiate emotional job demand into those that are internal and external to the organization, and investigate the role of different supportive variables. For example, support provided by individuals within the organization may be more effective in dealing with emotional job demand internal to the organization.

Second, another potential direction for future research is to investigate the relationship between POS and employees' supportive behavior towards others, and how these behaviors are appraised. As mentioned earlier, the reciprocity of POS leads to a felt obligation to help the organization reach its objectives. For example, employees' felt obligation to the organization was found to mediate a positive relationship between POS and extra-role behavior such as helping coworkers and

supervisors (Eisenberger et al., 2001). POS can “trickle-down” (Masterson, 2001) the organizational hierarchy and enhance supportive behaviors performed by employees. Hence, future research can look into the possibility of decreasing the amount of strain through increased supportive behaviors caused by POS.

Third, with respect to the different effect of supervisor’s emotional and instrumental types of support, it must be noted that there was a high correlation between supervisor emotional and instrumental support. The significantly different moderating effect of emotional and instrumental support variables rule out the possibility that the two sub-measures of supervisor support were insufficiently distinguished by respondents. However, the high correlation may be attributable to cause and effect outcomes. For example, instrumental support may be positively associated with emotional support, such that individuals who experience a high level of a particular type of support are likely to experience the same for the other. Future research should investigate the relationship between different types of support and attempt to distinguish between the two.

This study is the first to our knowledge that compares different sources and types of support in the job demands – resources domain, and future research should be directed towards understanding just how these supportive variables operate on specific job demands.

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Appendix

施測說明

您好！

本研究欲探討「組織內不同社會支持與員工工作態度之關係」。您幾分鐘的幫忙，將對本研究有莫大的幫助。

整份問卷填答時間大約 10-15 分鐘，答案並無所謂「對」或「錯」，請詳細閱讀每一部分的答題說明，再**根據您個人真實的感受或想法來作答**。整份問卷填答完畢，將有機會參加抽獎活動，獲得便利商店禮卷 100 元乙張(總共 20 張)。

本問卷所取得一切資料僅供學術研究之用，而您個人的填答結果**絕不做個別的處理**或披露，所有的**資料完全保密**，絕不對外公開或另做他用，請您放心如實地填答。若您對本研究有任何問題，歡迎您跟我們聯繫。謝謝您的合作。

敬祝

身體健康、工作愉快！

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指導教授：胡昌亞 博士

研究生：張齡之 敬上

聯絡方式：phoebe1588@gmail.com

第一部分：情緒負荷量

本部分欲瞭解您工作的特性。請針對下列敘述進行評估，並在右邊欄位中（1 到 4）圈選出您對這些敘述的同意程度。數字越大，表示這個敘述越能夠描述您的工作。

*在工作中，我會遭遇到以下狀況的頻次為：

- | | 從
不
(1) | 有
少
(2) | 有
時
(3) | 總
是
(4) |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 我的工作有很多情緒上的負擔。----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 在工作中，我會面臨到影響我個人的事物。----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 其他人會在我工作時請我協助他們。----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 在工作中，我會覺得受到人身攻擊或威脅。----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 在工作中，我必須與難應付的客戶或病患接觸。----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 在工作中，我必須去說服或勸說他人。----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 我的工作會使我處於心煩意亂的狀況。----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

第二部分：同事社會支持

本部分欲瞭解您同事所給您的支持及你對同事的感受。請針對下列敘述進行評估，並在右邊欄位中（1 到 7）圈選出您對這些敘述的同意程度。數字越大，表示這個敘述越能夠描述您的工作。

*對於同事所給我的支持，我覺得：

- | | 非
常
不
同
意
(1) | 有
點
不
同
意
(2) | 有
點
同
意
(3) | 有
點
同
意
(4) | 同
意
(5) | 非
常
同
意
(6) | 非
常
同
意
(7) |
|--------------------|------------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 我的同事們很在乎我。----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2.	我覺得我和同事們很親近。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	我的同事們會關心我。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	我覺得我被同事們稱讚。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	我的同事們對我很友善。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	我的同事們會在我不在的時候，代理我的工作。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	我的同事們都有助於我完成工作。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	我的同事們會在我工作所遭遇的問題上，提供有用的意見。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	我的同事們會協助我處理在工作上遇到的罕見問題。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	我的同事們會盡力支援與協助我。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

第三部分：主管社會支持

本部分欲瞭解您主管或上司所給您的支持及您對他的感受。請針對下列敘述進行評估，並在右邊欄位中（1 到 7）圈選出您對這些敘述的同意程度。數字越大，表示這個敘述越能夠描述您的工作。

*對於主管或上司所給我的支持，我覺得：

	非常不同意 (1)	有點不同意 (2)	沒意見 (3)	有點同意 (4)	非常同意 (5)
1. 我的主管很尊重我。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 我的主管能了解我偶爾會因個人或家庭因素必須請假。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我的主管很關心我。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 我的主管會傾聽我的意見。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 我的主管會察覺到部屬在工作上額外的努力。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 我的主管會關心部屬的福利。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 我的主管會確認我知道我被賦予的期望為何。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 我的主管在解釋管理措施與決策時做得很好。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 當有必要時，我的主管能盡力幫忙。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 我的主管對我的工作是有幫助的。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 我的主管能成功的組織部屬一起工作。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

第四部分：知覺組織社會支持

本部分欲瞭解您對公司所給您的支持及您對公司的感受。請針對下列敘述進行評估，並在右邊欄位中（1 到 7）圈選出您對這些敘述的同意程度。數字越大，表示這個敘述越能夠描述您的工作。

*對於組織所給我的支持，我覺得：

	非常不同意 (1)	有點不同意 (2)	沒意見 (3)	有點同意 (4)	非常同意 (5)
1. 公司重視我的貢獻。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 公司並不會重看我額外付出的努力。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 公司會忽略我的抱怨。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 公司真正會關心我們的福祉。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 即便我把工作做到最好，公司也不會注意到。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 公司會關心我們對工作的滿意度。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 公司對我很少關心。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 公司會以我工作的成就為榮。-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

第五部分：工作感受

本部分欲瞭解您在工作時的感受。請針對下列敘述進行評估，並在右邊欄位中（1到5）圈選出您對這些敘述的同意程度。數字越大，表示這個敘述越能夠描述您的工作感受。

*請您依照個人感受和實際情況，依您同意的程度作答：

非常
不同意(1)
不同意(2)
沒意見(3)
同意(4)
非常同意(5)

1. 我的工作讓我感到在情緒上精疲力竭。-----□□□□
2. 在工作一整天後，我感到精疲力盡。-----□□□□
3. 每天早上起床想到又要面對一天的工作，就覺得無精打采。-----□□□□
4. 整日工作真的使我精神緊繃心力交瘁。-----□□□□
5. 我的工作讓我覺得疲憊不堪。-----□□□□

第六部分：基本資料

1. 性別：男性 女性
2. 年齡：21-25 26-30 31-35 36-40 41-45 46-50 51以上
3. 教育程度：高中(職)含以下 專科 大學 研究所含以上
4. 工作年資：5年(含)以下 6-10年 11-15年 16-20年 21年(含)以上
5. 於目前所屬公司的年資：
未滿1年 1-3年 4-6年 7-9年 10-12年 13-15年 16年以上
6. 您在公司的職級是：
高階主管 中階主管 基層主管 專業人員 一般人員
7. 您所屬部門為：
研發 生產或作業 知識管理 人力資源 財務會計 行銷業務
行政管理 其他
8. 貴公司所屬產業別為：
資訊、電子、科技、生技 其他製造業(例：鋼鐵、汽車) 金融、保險
傳播、公關、廣告 文教、出版 其他服務業(例：餐飲、休閒、零售)
醫療、製藥 公營機構

問卷結束

本問卷到此結束，再次感謝您的用心填答！

敬祝您 身體健康、工作愉快！

若欲參加抽獎活動，請填寫e-mail聯絡方式。問卷關閉以後，會對「確實完成問卷」的e-mail進行抽獎。屆時得獎名單將會以e-mail通知。

聯絡方式：_____