

**CHALLENGE STRESS, HINDRANCE STRESS AND WORK RELATED OUTCOMES:
A CROSS CULTURAL STUDY**

Shima Husen

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ABSTRACT

CHALLENGE STRESS, HINDRANCE STRESS AND WORK RELATED OUTCOMES: A CROSS CULTURAL STUDY

Shima Husen

This study examined the relationship of challenge-related stress and hindrance-related stress with motivation, work satisfaction and burnout among health care professionals in Canada (N=84) and the Middle East (N=245). A model was proposed where two cultural dimensions (Individualism and Uncertainty Avoidance) and social support were proposed as moderators. A structured questionnaire was used to collect data from Canadian health care professionals working in hospitals in Montreal and their Arab counterparts working in hospitals in three Middle Eastern countries (Egypt, Jordan and United Arab Emirates). Standardized scales with proven psychometric properties were used for all the variables in the study. To analyze the data, Pearson correlation and moderated multiple regression were used. Challenge stress and hindrance stress were both significantly positively related to burnout in the Canadian and Middle Eastern sample. Some differential effects were found in terms of the relationship between the two types of stress and work satisfaction and motivation. The proposed moderator effects were generally supported by the data. Relationships were compared in both samples. Potential implications and directions for future research were highlighted.

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To my beloved homeland ...

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Chapter One: Literature Review and Model

“One man’s stress is another man’s challenge”
-unknown.

It has long been assumed that stress is bad and that it should be prevented or even eliminated as much as possible. The belief that work stress is associated with multiple physical and mental disorders, as well as negative organizational outcomes such as reduced productivity has gained widespread acceptance in the stress literature (Schaubroeck & Ganster, 1991). However, is stress entirely bad, or could there be a positive side to it?

As literature on stress evolved, researchers started questioning whether stress has any potential benefits. It has been claimed that stress might not always be negative, and a certain level of stress might even be associated with positive gains for individuals (Yerkes & Dodson, 1908; Scott, 1966). This idea was intuitively appealing and attracted a lot of attention but found little support anywhere other than in laboratory studies and special work settings (Jamal, 1984, 1985, 2007).

More recent researches went further in their investigations for potential gains and have stated that it might not be the level of stress that results in positive outcomes, but rather the type of stress. And from there, the study by Cavanaugh, Boswell, Roehling & Boudreau (2000) found that feelings of stress associated with challenging and rewarding job experiences related differently to different work outcomes than feelings of stress that were associated with hindering job experience. Lepine, Lepine & Jackson (2004) presented another study that showed how the two different kinds of stress affected

learning performance in opposite directions. Given these studies, further exploration needs to be done on this dual dimension of stress.

Cross-cultural research on stress is also rich (Xie, 1996; Laungani, 1996; Lu, 1999; Jamal, 1999, 2006, 2007), but it is unknown of any study that applied the dual dimension of stress in other cultures. Another issue to consider is that the limited research there is on the challenges and hindrances of stress has not been applied to all types of jobs. For example, health care professionals face stress as a natural part of their job, but would these professionals classify this stress as good or bad? The health care sector particularly might respond differently to these two dimensions of stress than would another career field.

This study will try to look at the different effects of challenge and hindrance stress on the health care professions. Using samples from developed (Canada) and developing (Middle East) countries, it will try to see if a similar relationship would be found for these professions in both cultures. Thus, bringing added empirical evidence to convergence and divergence hypotheses in cross cultural management research.

1.1 Work Stress

Although research on stress has been around for about a century, systematic research took off about 60 years ago. Stress and its relation to different antecedents and consequences has been one of the most researched areas ever since (Baba, Jamal, & Tourigny, 1998). There has been great development over the years in terms of the clarity of the definition of stress and the sophistication of the measures used to test it (Baba, Jamal, & Tourigny, 1998). Several models of job stress have been proposed over time,

but there is still controversy around their applicability whether in the work field or in other countries.

Many of the earlier models of stress explored the antecedents of stress, and these models have had their share of development over time. In the 1960's research at the University of Michigan's Institute for Social Research aroused interest in the study of work stress. This was mainly through the work of Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) on role stressors such as role conflict, role ambiguity and role overload (Ganster & Schaubroeck, 1991; Baba, Jamal, & Tourigny, 1998). Ganster & Schaubroeck (1991) in their review reported that at least 200 studies have since tried to analyze the relationship between role conflict, role ambiguity and their outcomes. These same role stressors were also used and applied in cross-cultural studies of stress (e.g. Elloy & Smith, 2003; Baba, Galperin & Lituchy, 1999).

In the 70's the person-environment (P-E) fit theory became prominent in the work stress literature (Ganster & Schaubroeck, 1991). This theory is based on the fact that stressfulness is experienced when there is a poor fit between the individual and the job environment around him (Ganster & Schaubroeck, 1991; Jamal, 1999). The review by Ganster & Schaubroeck (1991) summarized two types of misfits that were theoretically developed; the first is a misfit between the outcomes provided and the preferences and needs of the worker, the other being the misfit between the demands of the job and the skills and abilities of the worker. Later empirical evidence did not discriminate between the two types (Ganster & Schaubroeck, 1991). This theory was also employed to explain job stress in cross-cultural research (e.g. Jamal, 1999).

Methodological problems have limited the use of this theory, therefore, it lost its popularity by the late 70's and was no longer the dominant theory used in the job stress literature (Ganster & Schaubroeck, 1991). That's when the Karasek model, otherwise known as the job demand; job decision latitude model appeared in 1979.

This model assumes that stress doesn't result from one single aspect in the environment, but rather results from the combined effect of the job demand of the work situations and the range of decision-making freedom (job decision latitude) that the worker has, to face those demands (Karasek, 1979). Ganster & Schaubroeck (1991) defined and gave examples for both job demands and job decision latitude. Job demands were stressors such as the requirement to work fast and hard, having a big load, little time and conflicting demand. Job decision latitude on the other hand included two components that were then combined into one measure, these were: the worker's authority to make decisions or the decision authority, and the other was the skills the worker needed to use on the job or the skill discretion. The Karasek model then predicts that if job demands are high, and the decision latitude is less than what is needed to achieve those high demands, then this will result in stress. The Karasek model has also been studied and supported cross culturally as in the study by Xie (1996) that found support for this model in China.

Most of the work on the antecedents of stress seems to emphasize the notion of fit as being an important part in defining stress. So stress is the result of an imbalance either between the individual and the environment or between the demands of the job and the resources needed to carry out those demands (Baba, Jamal, & Tourigny, 1998).

Another approach in the stress literature is to determine the consequences of stress. Most important of these is the relationship between stress and performance. Four

types of relationships of job stress and performance were proposed: a negative relationship, a positive relationship, a curvilinear/ U-shaped relationship, and no-relationship (Jamal, 1984, 1985, 2007; Muse, Harris & Field, 2003).

The reasoning behind the negative relationship is that stress, at any level, reduces productivity by distracting the worker and taking from his resources to deal with this stress (Jamal, 1985). The positive relationship is based on the fact that stress is more of a challenge that an individual faces and so causes motivation and increased effort (Muse, Harris & Field, 2003). These two relationships together, form the much more appealing theory of the inverted U-shaped relationship. It explains the two consequences of stress as a possibility of having “good” versus “bad” stress, where good stress is seen as stress that is not too high (i.e. stress on the upward sloping section of the inverted U shaped relationship between stress and performance), and bad stress as very high stress on the downward sloping section of the curve (Lepine, Padsakoff, & Lepine, 2005). But it was only through laboratory studies or through specific work settings that this relationship was supported (Jamal, 1985).

Most of empirical results however supported the negative linear relationship (Jamal 1984, 1985). The review by Muse, Harris & Field (2003) looked at 52 studies, of which 24 (46%) supported the negative linear theory and only 2(4%) supported the inverted U-shaped theory.

Even cross culturally the empirical examination of the relationship between job stress and job performance performed by Jamal (2007) in two collectivist countries (Pakistan and Malaysia) gave similar results, having only 10% of the comparisons

supporting the inverted U-shaped relationship, whereas 90% of the support went to the negative linear relationship.

1.2 Challenge and Hindrance stress

It might not be the level of stress that is affecting performance, but rather the type of stress. Recently some researchers have tried to divide stress into two dimensions, a positive and a negative one. The positive dimension of stress or stress that is related to positive outcomes, is called “challenge stress”. This type is beneficial and can be motivating. Whereas the other dimension, or stress related to negative outcomes, is called “hindrance” stress. This type hinders progress and causes anxiety and dissatisfaction. Differentiating between the two depends on how an individual feels about his work (Shellenbarger, 2004).

In the study by Cavanaugh, Boswell, Roehling & Boudreau (2000), they used items from several popular measures to divide stress into these two groups. First, challenge stress included demands such as high responsibility, job scope, higher work load, and time pressures that were seen as obstacles that were possible to overcome in order to achieve the required objective (Lepine, Podsakoff, & Lepine, 2005). When faced with challenge stress the employee’s performance objectives are stretched, but still possible to reach through hard work, know how, and a reasonable level of risk taking. Hindrance stresses on the other hand included demands that seem threatening, and have the potential to harm personal growth or gain (Lepine, Podsakoff, & Lepine, 2005). When faced with hindrance stress the employee feels loss of control over the end results of his job.

The Cavanaugh et al., (2000) study showed that feelings of stress associated with challenging and rewarding job experiences related differently to different work outcomes than feelings of stress that are associated with hindering job experience. Challenge stress among U.S. managers was positively related to job satisfaction, and negatively related to job search and voluntary turnover, whereas hindrance stress was negatively related to job satisfaction and positively related to voluntary turnover. Another study among university students by Lepine, Lepine & Jackson (2004) also supported the hypotheses that challenge stress was positively related to motivation to learn, exhaustion and learning performance, while hindrance stress was positively related to exhaustion but negatively related to both motivation to learn and learning performance.

Studies of this kind have been conducted mainly in the United States or in the West, and it is unknown of any study that tried to test the applicability of these relationships in non-Western countries. The role of culture in stress literature cannot be denied, and with the recent globalization trend it has become even more important to study. How different cultures might perceive this dual dimension of stress is still to be explored.

1.3 Culture

Culture plays a crucial role in shaping work-related values, attitudes and behaviors of individuals in different societies. Different cultural groups may behave differently under similar circumstances because of these differences in values and attitudes (Brown & Atalla, 2002). That is why a theory that is supported and can be applicable to one culture, might not necessarily be so in another culture.

This study is trying to apply the effect of challenge and hindrance stress on the Middle Eastern culture, and examine how health care professionals in the Middle East might differ in their reaction to these two types of stress than their counterparts in Canada.

Egypt is included in the group of Middle Eastern countries (Brown & Atalla, 2002), along with Jordan and the United Arab Emirates. These three nations have also been placed with others into a category labeled the “Arab World” (Kalliny, Cruthirds, & Minor, 2006; Hofstede, 1984). While some empirical research on Arab countries is found in the literature, there is still room for more, particularly in Egypt where very little has been done (Brown & Atalla, 2002). These Middle Eastern countries differ from Canada in two very important cultural dimensions, the first is Individualism/ Collectivism and the second is Uncertainty Avoidance (Hofstede, 1991).

1.3.1 Individualism/Collectivism

Individualism/ Collectivism theory has the power of predicting behavioral, value and attitudinal results in different cultures (Triandis, 1994; c.f. Triandis 1988b). Over the past decades this cultural dimension has gained attention above all others (Bond, 1994). It was also tested by Hui & Triandis (1986) and found to be a universal concept that is not culturally bounded. Therefore, its definition is agreed upon among researchers worldwide. As a result the cultural dimension of Individualism/ Collectivism has been the most commonly used dimension in comparing stress outcomes among other cultures (e.g. Jamal 2005, 2007; Xie, 1996; Xie, Schaubroeck & Lam, 2008).

Individualism versus Collectivism is the extent to which the interest of the individual comes over and above the interest of a group (Hofstede, 1983; Triandis, 1994; Fletcher & Perry, 2001). In societies with high level of Individualism, the ties between the individuals are very loose, and people feel responsible only to themselves and immediate family members (Hofstede, 1980; House et al., 2004). Whereas those of a more collectivist culture are more tightly knitted together, and value in-groups, to which they offer their loyalty in return for protection and support (Hofstede, 1980; House et al., 2004).

According to Hofstede (1980) Arab countries attained a national score of 38 on Individualism while Canadians attained 80. Triandis (1994) argues that at the individual level both Collectivism and Individualism coexist, but are emphasized in each culture depending on the situation. The difference here would be that in some cultures the probability of sampling more collective values, attitudes and behavior would be higher than in the other cultures (Triandis, 1994). So it is expected to find more collectivists in Arab countries than in Canada, and consequently values, attitudes and behavior will differ between these two cultures, which might cause differences in reaction to the different types of stress. The coming sections of this chapter will discuss in more details the moderating effect of Collectivism on the relationship between the dependent variables, motivation, work satisfaction and burnout, and the two types of stress, challenge and hindrance stress.

1.3.2 Uncertainty Avoidance

The dimension of Uncertainty Avoidance is another dimension that could be used to explain the diverse reaction of cultures to the different kinds of stress. This dimension tries to explain how society deals with uncertainties (Hofstede, 1983). According to House et al., (2004) using a continuum for Uncertainty and Certainty might be more useful than either or. This continuum will offer degrees to which people accept or avoid Uncertainty, and this degree determines their tolerance level (House et al., 2004).

Societies low on Uncertainty Avoidance accept the unknown as part of life, and for them “what is different, is curious” (Pan & Tse, 2000). In these societies people are more likely to take risks. High Uncertainty Avoidance on the other hand refers to the unwillingness to take risks (Medonca & Kanungo, 1996). These societies try to make life as certain as possible because “what is different is dangerous” (Pan & Tse, 2000). Hence, members of high Uncertainty Avoidance nations will be more threatened by uncertain and unknown situations than members of low Uncertainty Avoidance nations (Bhardwaj, Dietz & Beamish, 2007).

According to Hofstede (1980) Arabs attained a national score of 68 for Uncertainty Avoidance, and Canadians 48. The resulting national score still suggests that Arab countries will tend to be higher on Uncertainty Avoidance than Canadians. Considering the difference in these two dimensions, this study will try to look for differences in the relationship of challenge and hindrance stress to motivation, work satisfaction and burnout in Canada and the Middle East. The moderating effect of Uncertainty Avoidance on the relationship between these three dependent variables and

both challenge and hindrance stress will be more thoroughly addressed in the coming sections.

1.4 Motivation

Motivation is the willingness and desire of the individual to exert effort towards attaining job outcomes (Ivancevich, Konopaske, & Matteson, 2005). The motivational process is seen by most researchers to be goal directed (Ivancevich, Konopaske, & Matteson, 2005). So everything effecting goals and their acceptance would be expected to affect motivation as well. Therefore challenge and hindrance stress are expected to have different effects on motivation.

1.4.1 Motivation and Challenge Stress

Challenge stressors should be associated with motivation because people are likely to believe that there is a positive relationship between putting in more effort and the likelihood of achieving the required goals (Lepine, Podsakoff, & Lepine, 2005). Through higher goals individuals gain positive outcomes such as an increase in perceived competency, and career and life success in addition to the feelings of pride in accomplishment (Latham, 2007). The study of university students by Lepine, Lepine & Jackson (2004) found support of a positive relationship between challenge stress and motivation to learn. It is expected that the current study will also find a positive relationship between challenge stress and motivation among our sample of health care professionals.

HYPOTHESIS 1(a): Challenge stress will be positively related to motivation.

However, this relationship between challenge stress and motivation is expected to be moderated in the Middle Eastern society. The Middle East is generally a collectivistic society where work is not the focus of life but rather just a way to develop social relationships that are important both at work and in private settings (Kalliny, Cruthirds, & Minor, 2006). In a qualitative study conducted by Brown & Ataalla (2002), two thirds of the expatriate managers living in Egypt agreed that importance of family interest for the Egyptians was higher than that of career enhancement. Canadians on the other hand, are more individualistic and live their lives as a nuclear family (Kalliny, Cruthirds, & Minor, 2006). So while Arabs define themselves primarily based on their role in the family and their belonging to in-groups, the Canadians define themselves primarily through their job and personal achievements.

Another area of difference between the two countries is in Uncertainty Avoidance. While everyone craves security, security can mean different things to different people. In Canada, a country low on Uncertainty Avoidance, security will mean being flexible and having portable skills that can be used anywhere. In this society they accept the unknown, and are willing to take risks in return for higher expected returns. Arab countries on the other hand are higher on Uncertainty Avoidance, and so its individuals will be less willing to take risks; they like life to be as certain as possible. A challenge is something that will seem to have unguaranteed results. They think more of what they might lose than what they might gain. Contrary to the Canadian society, they are more after job security and keeping their job, than they are after fulfilling higher needs of self achievement. Thus, they are less motivated by a challenge.

According to Maslow before a higher level need can influence behavior, a lower level need must be satisfied (Barrett & Bass, 1976, c.f. Maslow, 1954). Enriching the worker's job so that it is more satisfying was not supported cross culturally as being correlated with an increase in motivation (Barrett & Bass, 1976). While those from rich and developed countries often had the desire for more challenging work and autonomy so they can satisfy more of their higher level needs for self achievement, poor and developing countries express stronger need for job security (Barrett & Bass, 1976). Accordingly it is expected that the relationship between challenge stress and motivation will be moderated by culture and will be weaker in the Middle Eastern sample.

HYPOTHESIS 1(b): Cultural dimensions will moderate the relationship between challenge stress and motivation, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

1.4.2 Motivation and Hindrance Stress

For hindrance stress the relationship is expected to be different. "Hindrance stress will provide all the pain but none of the gain" (Boswell et al. pg. 167). When faced with hindrance stress individuals feel that the demands are out of their control and that no matter how much effort they exert they will not be able to achieve the required job performance. In this case it is expected that hindrance stress would be correlated with lower motivation.

HYPOTHESIS 2(a): Hindrance stress will be negatively related to motivation.

Culture is also expected to moderate the relationship between hindrance stress and motivation. In a study by Hseigh (2004) it was demonstrated that individual level influences, which are internal factors related to the worker himself, could affect work stress. Some people seem to be less effected by external stress factors than others, and this is due to difference in certain individual characteristics (Hseigh, 2004). Culture is expected to be a source of these individual characteristics.

For the same reason mentioned earlier, since work is not the center of life in collective societies such as those in the Middle East, feeling that it is harder to achieve one's goal because of some obstacles will have less of a negative impact on the individual's motivation than in an individualistic society like Canada.

According to the buffer model, social support moderates the relationship between external environmental characteristics and outcomes (Kinicki, McKee, & Wade, 1996). Research data also showed that social support is a moderator of stress (Ivancevich, Konopaske, & Mattes, 2005). Social support was defined by Cobb (1976) as "information leading the subject to believe that he is cared for, loved, esteemed, and a member of a network of mutual obligations". Arabs as members of a collective culture are expected to be much more socially supported than members of an individualistic culture like Canada. Culture and social support are expected to moderate the relationship between hindrance stress and motivation, making it a weaker link in the Middle Eastern sample.

Uncertainty Avoidance on the other hand might have an opposite effect. Members of society high on Uncertainty Avoidance might feel threatened by this hindering stress, as they fear it will cause them to lose their job. So Middle Eastern countries scoring higher on Uncertainty Avoidance might suffer a more negative reaction to this stress, and

so the negative relationship between hindrance stress and motivation is exaggerated. However, it is expected that the difference between Canada and the Middle East is greater in terms of Collectivism and social support than it is in terms of Uncertainty Avoidance, and also that the effect of Collectivism and social support on individuals in response to perceived stress is stronger than the effect of Uncertainty Avoidance. Therefore, the moderating effect of Collectivism and Social support are expected to offset the effect of Uncertainty Avoidance so that the negative relationship between hindrance stress and motivation is stronger in the Canadian sample as compared to the Middle Eastern sample.

HYPOTHESIS 2(b): Cultural dimensions and social support will moderate the relationship between hindrance stress and motivation so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

1.5 Work Satisfaction

Job satisfaction is the attitude people have about their jobs (Ivancevich, Konopaske, & Matteson, 2005). Extrinsic aspects of a job are important in maintaining satisfaction, but intrinsic factors as well can increase satisfaction by increasing feelings of fulfillment and achievement (Cavanaugh, Boswell, Roehling & Boudreau ,2000).

Job satisfaction is a broad term and according to the Job Description Index it encompasses five aspects: pay, co-workers, work itself, supervision and promotion. In the present study job satisfaction will be used interchangeably with the term work satisfaction and will only refer to the aspect of satisfaction with the nature of work itself as measured by the JDI developed by Smith, Kendaly & Hulin (1969).

1.5.1 Work Satisfaction and Challenge Stress

Individuals are likely to feel more self-satisfaction when the attainment of the goal is more challenging. The feeling of challenge gives the idea of having potential for growth, mastery and gain, which adds to the individual's satisfaction towards his job (Boswell, Olson-Buchanan & Lepine, 2004). Challenge here acts as an intrinsic factor that increases satisfaction. In their study Cavanaugh et al., (2000) found that challenging stress is positively related to job satisfaction and negatively related to both job search and voluntary turnover. Therefore, challenge stress is expected to be positively related to work satisfaction.

HYPOTHESIS 3(a): Challenge stress will be positively related to work satisfaction.

But again we expect a difference in the magnitude of the relationship when comparing the two samples. Like the case of motivation, the role of self-fulfillment adds less to work satisfaction in a developing country than it does in a developed country.

For Canadians self-fulfillment from succeeding in a challenging job can have a greater effect on their feeling of self-worth and therefore increases their work satisfaction. Whereas in the more collective nature of the Middle Eastern culture being recognized and having a good job title can be a source of pride in society and so is important and adds to self worth. However, having feelings of challenge in the job if not recognized and praised will not increase work satisfaction.

As the case with motivation, scoring higher on Uncertainty Avoidance will mean that individuals are less satisfied by a challenge, because they seek job security rather

than seek self by accomplishing more challenging tasks. So Uncertainty Avoidance is also expected to moderate the relationship by decreasing the correlation between challenge stress and work satisfaction.

Thus it is expected that the relationship between challenge stress and work satisfaction will be moderated by Collectivism and Uncertainty Avoidance so that the sample scoring generally higher on these dimensions, which is the Middle Eastern sample will have a weaker correlation between challenge stress and work satisfaction as compared with the Canadian sample.

HYPOTHESIS 3(b): Cultural dimensions will moderate the relationship between challenge stress and work satisfaction, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

1.5.2 Work Satisfaction and Hindrance Stress

Contrary to challenge stress, hindrance stress gives a sense of loss of control over performance. When the individual is faced with things, such as red tape, this hinders performance without allowing for the individuals increased effort to change the situation. Having a job that is stressful in that sense might certainly be related to lower work satisfaction. The Cavanaugh, et al. (2000) study supported this when they found that among the managers in their sample, hindrance stress was negatively related to job satisfaction. Therefore, hindrance stress is expected to be negatively related to work satisfaction in our sample of health care professionals.

HYPOTHESIS 4(a): Hindrance stress will be negatively related to work satisfaction.

As previously explained social support offered by the collective society would play a role in buffering the negative effect of hindrance stress on job satisfaction. It is also a matter of individual difference. In a collective society, like that in the Middle East, more satisfaction might be gained from social relationships at work than from perceived pride in accomplishment, and career success. This is not the case in Canada, where feelings of self-achievement are more important.

Again for the same reasons mentioned before Uncertainty Avoidance is expected to moderate this relationship, but probably in a direction opposite to that of Collectivism and social support. Scoring higher on Uncertainty Avoidance will increase the negative correlation between hindrance stress and work satisfaction. However, here also, the combined moderating effect of Collectivism and social support should offset the effect of Uncertainty Avoidance and result in a stronger relationship in the Canadian sample.

HYPOTHESIS 4(b): Cultural dimensions and social support will moderate the relationship between hindrance stress and work satisfaction, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

1.6 Burnout

Burnout was defined in Pines and Guendelman (1995) as "...a state of physical, emotional, and mental exhaustion caused by long term involvement in emotionally demanding situations". Burnout is most common among helping professions and professions that continuously work with people (Maslach & Jackson, 1981). This might explain why health care professionals are particularly vulnerable to burnout (Armstrong, Marjorie, Cameron & Horsburgh, 1994), and why burnout is a universal phenomenon in

these professions (Armstrong et al., 1994). Burnout is manifested by emotional exhaustion, depersonalization and diminished personal accomplishment (Maslach & Jackson, 1981).

Maslach & Jackson, (1981) defined these three states as follows. Emotional exhaustion occurs when there is great emotional demand and the individual starts to feel that his emotional resources are being depleted and so they start feeling they have nothing left to give. Depersonalization refers to a person experiencing negative attitudes and feelings towards his clients, and starting to treat them as objects. Feelings of low personal accomplishment occur when workers feel dissatisfied with their performance and work, and feel as if their efforts are not producing the hoped for results.

1.6.1 Burnout and Challenge Stress

Challenge stress among health care professionals causes exhaustion, but the sense of challenge will increase their feelings of personal accomplishment. This will overcome the exhaustion, resulting in a negative relationship between challenge stress and burnout.

HYPOTHESIS 5(a): Challenge stress will be negatively related to burnout.

Feelings of self-accomplishment in the collective culture of the Middle Eastern sample are less important than in the Canadian culture. That is to say in the Middle East feelings of self-accomplishment might not be high enough to greatly overcome exhaustion, although they might to a limited extent. Being high on Uncertainty Avoidance could also mean that exhaustion is greater from the challenge stress, because of the fear factor. Together, Collectivism and Uncertainty Avoidance are expected to

moderate the relationship so that the correlation between challenge stress and burnout would be weaker among the Middle Eastern sample of health care professionals.

HYPOTHESIS 5(b): Cultural dimensions will moderate the relationship between challenge stress and burnout, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

1.6.2 Burnout and Hindrance Stress

Hindrance stress is threatening stress, which is perceived as having the potential to harm personal gain, and trigger negative emotions (Lepine, Padsakoff & Lepine, 2005). This type is more likely to cause burnout, because it will cause emotional exhaustion that will lead to burnout. Emotional exhaustion is the feeling of inadequacy in meeting demands (Lituchy, Tourigny, Baba, Monserrat & Mayoral, 2007). In response to emotional exhaustion the individual will distance himself from others in order to avoid interpersonal contact (Lituchy et al., 2007). Having these feelings of being inadequate for the job the individual will experience diminished personal accomplishment (Lituchy et al., 2007). This fulfills the three dimensions of burnout, and so hindrance stress is expected to be associated with burnout.

HYPOTHESIS 6(a): Hindrance stress will be positively related to burnout.

In collective societies such as those in the Middle East, the emotional exhaustion resulting from hindrance stress might be limited due to the social support received by its members. Belonging to a group and feeling supported by it, is all an essential part of a

collective society. Therefore, health care professionals working in the Middle East are expected to be receiving more social support from family members, friends and even peers. This will help decrease the emotional exhaustion caused by hindrance stress on the job.

In the study of Argentinean nurses by Lituchy et al., (2007), it was found that nurses with children suffered less depression. A possible explanation was that those nurses with children experienced higher fulfillment in their lives (Lituchy et al., 2007), and so they were less vulnerable to feelings of inadequacy at work. Another explanation was that they might be better surrounded by friends and family in their daily lives which helps get rid of the negative emotions. Pines & Guendelman (1995) point out that in searching for causes and cures of burnout, the most important thing are the different aspects of people's life that can provide them with meaningfulness and significance. Both the explanations given fulfill this point, and are more likely to be present in collective societies. So the hindrance stress and burnout relationship would be expected to weaken among the Middle Eastern sample.

On the other hand, Uncertainty Avoidance increases the emotional exhaustion resulting from hindrance stress. Being faced with hindrance stress and at the same time fearing the consequences of poor performance will increase emotional exhaustion among those high on Uncertainty Avoidance as is the case with the Middle Eastern sample. We also expect the joint effect of Collectivism and social support to offset the opposing effect of Uncertainty Avoidance so that the correlation between hindrance stress and burnout is weaker among the Middle Eastern sample.

HYPOTHESIS 6(b): Cultural dimensions and social support will moderate the relationship between hindrance stress and burnout, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

1.7 Proposed Model

In summing up, the following hypotheses have been proposed as the model that will be tested in the following chapters:

HYPOTHESIS 1(a): Challenge stress will be positively related to motivation.

HYPOTHESIS 1(b): Cultural dimensions will moderate the relationship between challenge stress and motivation, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

HYPOTHESIS 2(a): Hindrance stress will be negatively related to motivation.

HYPOTHESIS 2(b): Cultural dimensions and social support will moderate the relationship between hindrance stress and motivation so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

HYPOTHESIS 3(a): Challenge stress will be positively related to work satisfaction.

HYPOTHESIS 3(b): Cultural dimensions will moderate the relationship between challenge stress and work satisfaction, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

HYPOTHESIS 4(a): Hindrance stress will be negatively related to job satisfaction.

HYPOTHESIS 4(b): Cultural dimensions and social support will moderate the relationship between hindrance stress and work satisfaction, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

HYPOTHESIS 5(a): Challenge stress will be negatively related to burnout.

HYPOTHESIS 5(b): Cultural dimensions will moderate the relationship between challenge stress and burnout, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

HYPOTHESIS 6(a): Hindrance stress will be positively related to burnout.

HYPOTHESIS 6(b): Cultural dimensions and social support will moderate the relationship between hindrance stress and burnout, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

All the previously argued hypotheses are shown in the conceptual model provided in Figure 1.

Chapter 2: Methodology

2.1 Subjects

Data for this study were collected through a field survey. Participants were full time health care professionals. The first sample was drawn from health care organizations across the city of Montreal. This sample will be called the Canadian sample. The second sample was also collected from health care organizations but across the Middle East (Egypt, Jordan, and United Arab Emirates). This sample will be referred to as the Middle Eastern sample. Table 1 shows the job title breakdown across both samples.

Approximately 620 questionnaires were distributed in Montreal and Middle East countries and 395 were returned for a total response rate of 63.7%. This is a relatively high response rate, and two probable reasons are: first, contacts working inside the workplace were asked to help with the distribution and the follow up, and so helped to encourage respondents' participation. And second, the questionnaires were distributed and collected by the researcher herself, which was more practical than having the respondents themselves mail back completed questionnaires. However, not all completed questionnaires were useable. Five from the Canadian, 23 from the Egyptian and 38 from the Jordanian sample were rejected because they were answered by employees who held administrative jobs. Table 2 shows the response breakdown across the two samples.

In the Canadian sample, 78.6 percent of the respondents were female, while 21.4 percent were male. Ages ranged from 19 to 61 with a mean of 35.1 years (SD=10.9). Experience ranged from less than one year to 35 years with an average of 7.6 years (SD=8.8). 57.1 percent of the respondents held a health related Diploma or Certificate, 18.2 percent held a Bachelor Degree, and 24.7 percent held a Master Degree or higher.

In the Middle Eastern sample, 49 percent of the respondents were male, and 51 percent female. Ages ranged from 18 to 61 with a mean of 30.6 years (SD=8.5). Experience ranged from less than one year to 35 years with a mean of 7.0 years (SD=7.3). Of these respondents, 27.4 percent held a health related Diploma or Certificate, 57.7 percent held a Bachelor Degree, and 14.9 percent held a Master Degree or higher. Table 3 shows a full demographic breakdown across both samples.

It was advisable to combine the three Middle Eastern samples in order to increase the power of the results. A one-way ANOVA (Table 4) was used to test the equivalence of the Egyptian, Jordanian and UAE samples in terms of demographic variables. Significant differences were found between the samples by age, gender and experience. Therefore these variables were controlled for when testing the hypotheses of the study. The equivalence of the moderator variables, which are Collectivism, Uncertainty Avoidance and social support were also tested to make sure there are no significant differences between the three sample means on these variables, because we will be comparing this Middle Eastern sample to the Canadian sample when testing for moderation effects. No significant differences were detected for any of these moderators among the three Middle East countries.

2.2 Measures

2.2.1 The Questionnaire

Data were collected by means of a structured questionnaire. The primary English questionnaire was then translated into French and Arabic to suit employees working in

Quebec and the Middle East. Refer to Appendix A for the English questionnaire, Appendix B for the French translation and Appendix C for the Arabic translation.

Potential respondents in both samples either received their copies individually by the researcher, or by a colleague at their work place. They were instructed to seal the completed questionnaires in the envelopes provided. These envelopes were then collected in the same manner they were distributed. This method was found to be more practical than the mailing of the questionnaire, and asking respondents to mail them back.

A consent form was prepared to explain the rights of the respondents and the intention of the study. It assured them that their responses would be kept anonymous and confidential. It advised them of the voluntary nature of the study, and served as an informed consent. The cover letter also provided this information, assured respondents that there are no right or wrong answers and encouraged them to be frank.

The questionnaire itself was made up of standardized published scales that had been tested and used in previous studies. Table 5 and 6 presents the means, standard deviations, and reliability coefficients (Cronbach's alpha) for all the study variables across the two samples, the Canadian sample and the Middle Eastern one respectively.

2.2.2 Outcome Variables

Work Satisfaction

The Job Description Index (JDI) developed by Smith, Kendal & Hulin (1969) is considered one of the most thoroughly developed measures of job satisfaction. It was also favored in other cross-cultural research (Jamal, 2006). This scale measures job satisfaction through five aspects: pay, co-workers, work itself, supervision and

promotion. In the present study only the (work itself) scale was used to assess work satisfaction. This is primarily due to practical considerations, the JDI is a lengthy scale, and using all of its dimensions would probably decrease the number of employees willing to participate. The work satisfaction scale includes 18 items that are used to measure the degree to which the respondent is satisfied with his work. Items included were “Frustrating”, “Respected”, and “Satisfying”. Items are scored on a 3-point scale consisting of yes, no and cannot decide. A higher score indicated higher work satisfaction.

Its reliability coefficients were .74 and .65 in the Canadian and Middle Eastern sample, respectively. Although the reliability for the Middle Eastern sample is relatively low, it is still within the minimally acceptable range.

Motivation

The short form of the Job Diagnostic Survey (JDS) developed by Hackman and Oldham (1975) was used to measure motivation. This survey was designed to measure three things. The first is the degree to which the design of the job enhances internal work motivation and satisfaction. The second is the reaction of the individual to their jobs and work setting as a whole. And finally it is used to measure the readiness of the individual to hold jobs with high potential for generating internal work motivation.

Examples of items are “The job is quite simple and repetitive”, “My job gives me considerable freedom in doing my work” and “Many people are affected by the job I do”. All items were scored on a five-point scale, ranging from (1=very non-descriptive) to (5=very descriptive). Scores were obtained on five dimensions: Skill Variety (SV), Task

Identity, Task Significance (TS), Autonomy (AU) and finally Feedback (FB). These scores are then used to calculate the MPS or the “Motivating Potential Score”, which reflects the potential that the job offers positive internal work motivation for the employee. A higher score indicated a higher level of motivation. It has 23 items in all, and its internal consistency for each of the Canadian and Middle Eastern sample was ($\alpha = .73$ and $\alpha = .70$ respectively).

Burnout

To measure burnout, the Maslach Burnout Inventory (MBI; Maslach & Jackson, 1981) was used. Although developed in the west, it was concluded as a reliable and valid measure of burnout for non-Western populations by Abu-Hilal and Salameh (1992) when they assessed the psychometric properties of it with a sample of Jordanian teachers. Armstrong et al., (1994) also used it in their study of nurses with a Canadian and Jordanian sample. This scale is used to measure three things: Emotional Exhaustion, Depersonalization and Lack of personal achievement. It consists of 22 items and internal consistency testing for this study showed a Cronbach coefficient of .87 for the Canadian sample and .80 for the Middle Eastern one. Example items are “I feel emotionally drained from my work”, “I feel very energetic”, and “I feel like I’m at the end of my rope”.

2.2.3 Predictor Variables

Challenge and Hindrance stress

For the challenge and hindrance stress, the items developed and assessed by Cavanaugh, Boswell, Roehling, Boudreau, (2000) were used. There are 11 items in all:

six challenge related items, and five hindrance related items. This measure indicates the amount of stress the circumstances in the items produced on a five point scale ranging from 1= no stress to 5= a great deal of stress. Challenge items included “The amount of responsibilities I have” and “Time pressures I experience”. Hindrance stress on the other hand included items such as “The degree to which politics rather than performance affects organizational decisions” and “The inability to clearly understand what is expected of me on the job”. Internal consistencies of the challenge and hindrance stress in the Canadian sample were reported to be ($\alpha=.91$ and $\alpha=.81$ respectively), and in the Middle Eastern sample were ($\alpha=.81$ and $\alpha=.60$).

Cronbach’s alpha for hindrance stress in the Middle Eastern sample was calculated to be lower than the generally accepted limit of .70, so a Varimax rotated factor analysis was performed. However it was found that no item could be removed to increase the reliability of the scale. Looking at the reliability of hindrance stress in the original study of Cavanaugh et al. (2000) Cronbach’s alpha was .75 for hindrance stress, compared to .87 for challenge stress. And in the Lepine et al. (2004) alpha for the hindrance was only .70, which is just at the limit, whereas for the challenge stress it was .85. Thus, it can be noted that hindrance stress generally tends to have a lower reliability coefficient and it was decided to keep the scale as is.

2.2.4 Moderator Variables

Culture

To measure culture, the Dorfman & Howell measure is used, because it extends the measurement of culture to the individual level (Dorfman & Howell, 1988). This scale

offers measurement of five recognized dimensions of national culture, Hofstede's four dimensions: Power Distance, Individualism, Uncertainty Avoidance, Masculinity, plus Paternalism. This scale consists of 38 items to measure for the five dimensions. In the present study, only the six Collectivism items and the five Uncertainty Avoidance items were used.

Only these two scales were used because these two cultural dimensions were proposed to moderate the relationship between challenge and hindrance stress and the outcome variables. According to the national score offered by Hofstede (1980), Arab countries score significantly different on these dimensions than Canada, and this is predicted to change the strength of the relationships proposed in the two cultures.

A five-point scale is used ranging from 1=agree to 5=disagree, where a lower score indicated higher Collectivism, and higher Uncertainty Avoidance. Items measuring Collectivism included "Group welfare is more important than individual rewards" and "Being accepted by members of your group is very important". Examples for items measuring Uncertainty Avoidance are "Managers expect employees to closely follow instructions and procedures" and "Standard operating procedures are helpful to employees on the job". The reliability coefficients for the Canadian sample were ($\alpha = .77$ and $\alpha = .89$) for Collectivism and Uncertainty Avoidance respectively, and for the Middle Eastern sample they were ($\alpha = .81$ and $\alpha = .83$).

Social Support

To assess social support, the items developed by House (1981) were used. They measure the emotional aspect of social support from four different sources. The first two

sources of support are work related and include work supervisor “immediate supervisor” and coworkers or “others at work”. The two non-work related sources of support included the spouse or partner, and another combined category of friends and relatives. The respondent is required to determine to what extent the different sources are willing to listen to his work-related problems. A four point scale is used ranging from 1=Not at all to 4= Very much. It would be irrelevant to measure the reliability of this scale, since the items here are relatively independent, and the relationship among them is weak. A person can perceive one source as being supportive but not the other.

2.2.5 Other Variables

The questionnaire also includes demographic and work related variables such as age, gender, marital status, mother tongue, highest level of education attained, job title, job experience and work shifts.

2.3 Analyses

Several types of analyses were performed to test the hypotheses in the present study. Since this is a comparative study comparing two cultures we have two data sets. The first from Canada and the second is a combined data set from the three Middle Eastern countries. To measure some of the hypotheses we would need a combined data set of the two. To do so, the equivalence of the samples was tested by one-way Anova (Table 7). Significant differences were found between the samples by age, gender, marital status, mother tongue, and shifts worked during the week. Therefore these demographic variables were controlled for when testing the combined sample.

To obtain more information about the variables, the means, standard deviations and reliability coefficients (Cronbach's alpha) were calculated for all the scales used in both samples. They are reported in Table 5 & 6. After combining the two samples, they were also calculated for the combined sample and are reported in Table 8.

Multivariate multiple regressions were calculated, controlling for all demographic variables, the results of which are presented in Table 9.

Hypotheses 1(a), 2(a), 3(a), 4(a), 5(a), 6(a) were all tested using Pearson's correlations. Partial correlation was performed on the combined data set, while controlling for the demographic variables in which significant differences were found. The same test was applied on each of the independent data sets, the Canadian and the Middle Eastern, in order to compare the outcomes. A correlation matrix of all the study variables was created for each data set and are presented in Tables 10, 11, 12.

The remaining hypotheses postulated Individualism/ Collectivism, Uncertainty Avoidance and social support as possible moderators to the relationships between stress and the various outcome variables. To measure the effect of these moderators the moderated hierarchical regression was used on the combined sample (Table 13). This method is preferred when measuring the moderating effect of a variable on another relationship (Cohen & Cohen, 1983). This analysis was performed by entering the outcome variable first, then entering the predictor variable (challenge or hindrance stress), a moderator and the interaction term of the predictor and moderator.

A sub group analysis was then performed for each moderator to determine the direction of moderation. For each moderator, the data set was divided into two groups, one consisting of the group scoring high (above average) on that moderator, and the

second low (below average). Pearson's correlations were then computed for each, and comparing the results we can see the effect of the moderator (Table 14).

In order to have a meaningful comparison of the Canadian and Middle Eastern sample to detect the effect of these moderators, we first used the ANOVA test to measure the equivalence of the means of these moderators in the two samples. Table 7 shows that the two samples had significantly different means on the three moderator variable. And so we compared the correlation coefficients from the two samples.

Chapter 3: Results

This chapter presents the results of the empirical tests of the proposed hypotheses. Additional analyses and findings are also presented. All of these results will be more thoroughly discussed in the following chapter.

3.1 General Findings

To understand the difference between the two cultures in study, in terms of moderating variables, we examined the ANOVA table (Table 7). It was found that the Canadian and Middle Eastern samples are significantly different in all three moderators proposed; Individualism/Collectivism, Uncertainty Avoidance and social support.

Tables 5 and 6 were used to compare the means of the two samples. The Middle Eastern sample scored higher on Collectivism with a mean of 2.18, while the Canadian sample had a mean of 2.81. The lower mean indicates a higher score on Collectivism and a lower score on Individualism. Uncertainty Avoidance was also higher in the Middle East, which had a mean of 1.81, while the Canadian sample's mean was 2.43. Once again, the lower score would indicate higher Uncertainty Avoidance. Contrary to what was expected the results of the both samples on the two cultural dimensions seem to be approximately equal. In other words, this study concluded that the difference between the two samples in terms of Individualism/Collectivism is not much greater than the difference in Uncertainty Avoidance.

However, for social support the Canadian sample scored higher with a mean of 11.69, while the Middle East had a mean of 10.40. Once again these results are contrary to our expectations. This will be explained further in the discussion chapter.

3.2 Hypotheses Testing

Test of Hypotheses 1(a) and 1(b)

Challenge stress will be positively related to motivation.

To test this hypothesis we look at the correlation matrix of the combined sample presented in Table 10. The correlation between challenge stress and motivation is very weak and insignificant ($r = .02, p > .05$), however it is still not a negative relationship. Thus the first hypothesis was not supported by the combined sample in the present study.

Cultural dimensions will moderate the relationship between challenge stress and motivation, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

The hierarchical moderated regression presented in Table 13 shows that Uncertainty Avoidance and not Collectivism acts as a moderator to the relationship between motivation and challenge stress. But this is irrelevant here since there is no significant correlation for these two variables in either of the two samples. From Tables 11, and 12 we see that for the Canadian sample it was $r = .02, p > .05$ and for the Middle Eastern sample it was $r = .001, p > .05$. Thus, it was concluded that hypothesis 1(b) was not supported as well.

Test of Hypotheses 2(a) and 2(b)

Hindrance stress will be negatively related to motivation.

As predicted, we find a significant negative correlation between hindrance stress and motivation ($r = -.21, p < .01$) in the combined sample. Therefore, this hypothesis is supported.

Cultural dimensions and social support will moderate the relationship between hindrance stress and motivation so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

Returning to the hierarchical moderated regression table we also find that both social support and Uncertainty Avoidance moderate the relationship. There are no significant results showing that Collectivism would have an effect. Contrary to what we expected, from the sub group analysis (Table 14) it can be seen that scoring higher on social support tends to increase the negative relationship between hindrance stress and motivation from $r = -.09, p > .05$ to $r = -0.25, p < .01$. And scoring higher on Uncertainty Avoidance also tends to increase the negative correlation between hindrance stress and motivation (from $r = -.17, p > .05$ to $r = -.24, p < .05$).

The Canadian sample scored lower on Uncertainty Avoidance but higher on social support compared with the Middle East. The correlation between hindrance and motivation for the Canadian sample is $r = -.24, p < .05$ which is higher than that for the Middle Eastern sample ($r = -.21, p < .01$). We also notice that the correlation for the Middle Eastern sample is more significant, but this is probably due to the fact that this sample is larger in size compared the Canadian one. Thus hypothesis 2(b) is supported.

Test of Hypotheses 3(a) and 3(b)

Challenge stress will be positively related to work satisfaction.

This hypothesis was not supported, since the opposite of what was expected occurred. Challenge stress was found to be negatively related to work satisfaction $r = -.16, p < .01$. But this relationship is relatively weak compared to that of hindrance stress and work satisfaction ($r = -.33, p < .01$).

Cultural dimensions will moderate the relationship between challenge stress and work satisfaction, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

Both Collectivism and Uncertainty Avoidance significantly moderated the relationship between challenge stress and work satisfaction. From Table 14 we can see that scoring higher on both moderators increases the negative relationship between challenge stress and work satisfaction. Comparing means, we found that the Canadian sample has a lower mean in both Collectivism and Uncertainty Avoidance. The correlation coefficient for the Canadian sample is insignificant and $r = -.19$, for the Middle Eastern sample we get a significant relationship ($r = -.19$). Again here we can add that the significance in the relationship of the Middle Eastern sample might simply be because of its much larger sample size. Thus, this hypothesis was only partially supported.

Test of Hypotheses 4(a) and 4(b)

Hindrance stress will be negatively related to work satisfaction.

This hypothesis was supported. The correlation matrix of the combined sample (Table 10) exhibited a correlation of $r = -.33$, $p < .01$.

Cultural dimensions and social support will moderate the relationship between hindrance stress and work satisfaction, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

This relationship was significantly moderated by all three of the moderators. But again contrary to our expectations, scoring higher on all three increased the relationship. Canada had a correlation coefficient of $r = -.35$, $p < .01$, while the Middle East had $r = -.36$, $p < .01$. This hypothesis was partially supported.

Test of Hypotheses 5(a) and 5(b)

Challenge stress will be negatively related to burnout.

Challenge stress was found to be positively related to burnout ($r = .36, p < .01$). Here also we notice the relationship is weaker than hindrance stress ($r = .10, p < .01$). This hypothesis was not supported.

Cultural dimensions will moderate the relationship between challenge stress and burnout, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

Table 13 shows that both cultural moderators, moderate the relationship between challenge stress and burnout. Scoring higher on Collectivism and Uncertainty Avoidance meant a stronger relationship between challenge stress and burnout. The Middle East scored higher on Collectivism and Uncertainty Avoidance. The relationship in Middle Eastern sample was higher $r = .37, p < .01$ compared to $r = .45, p < .01$ in the Canadian one. This hypothesis was only partially supported.

Test of Hypotheses 6(a) and 6(b)

Hindrance stress will be positively related to burnout.

This hypothesis was supported. For the combined sample $r = .40, p < .01$ (Table 10), which is a strong and significant relationship.

Cultural dimensions and social support will moderate the relationship between hindrance stress and burnout, so that the relationship will be stronger in the Canadian sample as compared to the Middle Eastern sample.

Social support and Uncertainty Avoidance have a moderating effect on this relationship. For the Middle East Eastern sample $r=.38$, $p<.01$ while in the Canadian sample $r=.52$, $p<.01$. The relationship is significantly stronger in the Canadian sample. Therefore this hypothesis was supported.

Additional Findings

Although social support was hypothesized to moderate the relationships related to hindrance stress, our results show that it significantly moderated the relationships related to challenge stress as well. The hierarchical moderated regression table presented in Table 13 shows that social support moderates all the relationships in the proposed model.

It was also found that Uncertainty Avoidance appeared to be a stronger moderator than Individualism/Collectivism for the proposed hypotheses. This was quite contrary to common expectations.

Conclusion

From the previous results we could see that all relationships relating to hindrance stress were supported. Relationships with challenge stress however were not supported. The relationships between challenge stress and the outcome variables seemed to be similar in direction to that of hindrance stress with the same dependent variables, although the relationships were weaker in case of challenge stress. And hypotheses

proposing moderators to the relationship such as cultural dimensions and social support were also supported. However the direction of moderation was contrary to what was expected. The discussion chapter will shed more light on these results.

The following table shows which hypotheses were supported, partially supported or not at all supported.

	<u>Hypotheses</u>	<u>Supported</u>	<u>Partially Supported</u>	<u>Not Supported</u>
(1)	Hypothesis 1(a)			√
	Hypothesis 1(b)			√
(2)	Hypothesis 2(a)	√		
	Hypothesis 2(b)	√		
(3)	Hypothesis 3(a)			√
	Hypothesis 3(b)		√	
(4)	Hypothesis 4(a)	√		
	Hypothesis 4(b)		√	
(5)	Hypothesis 5(a)			√
	Hypothesis 5(b)		√	
(6)	Hypothesis 6(a)	√		
	Hypothesis 6(b)	√		

3.3 Additional Analyses and Findings

In the study by Cavanaugh et al. (2000) testing the effect of challenge and hindrance stress for managers, the correlation matrix showed no significant relationship between self reported challenge stress and their outcome variables, where as in the hierarchal regression analysis a significant relationship was found. Additional analysis revealed that hindrance stress acted as a suppressor to this relationship. Accordingly, they suggested that to test the relationship between challenge stress and work related outcomes adequately, researchers should control for hindrance stress in their analyses.

In light of their suggestions, in the present study, we tested for the relationship between challenge stress and the outcome variables while controlling for hindrance

stress. Table 15 presents the results. These results do differ significantly from those found earlier and reported in our correlation matrix. Challenge stress correlates positively with motivation ($r=.15$, $p<.05$ in the combined sample). Work satisfaction has no significant relationship with challenge stress ($.02$, ns in the combined sample), unlike before where a negative relationship was found. As for burnout the relationship did not change direction but becomes much weaker compared to our previous results ($r=.20$, $p<.01$ compared to $r=.36$, $p<.01$ both in the combined sample).

In an attempt to understand more about the different effects of the two types of stress and controlling for one when testing the other, we also controlled for challenge stress and tested hindrance stress, thinking the magnitude of the negative relationships might increase. Surprisingly not all of them did, as a matter of fact; the negative relationship is only increased between hindrance stress and motivation ($r=-.26$ compared to $r=-.21$, both significant and both for the combined sample). For work satisfaction the relationship weakens from ($r=-.33$, $p<.01$) to ($r=.30$, $p<.01$) in the combined sample after controlling for challenge stress. For burnout, the relationship in the combined sample weakens from ($r=-.40$, $p<.01$) to ($r=-.28$, $p<.01$). Table 16 presents the results of hindrance stress with the outcome variables when challenge stress was controlled for.

Thus taking the suggestion offered by Cavanaugh et al. (2000) we found that challenge stress can be associated with some positive work outcomes to some degree. But apparently, hindrance stress can have more negative effects when combined with challenge stress. The following chapter will try to offer possible explanations for these results.

Chapter Four: Discussion

In this study, we proposed and tested a model in an attempt to learn more about the recent theory of dual dimensions of work stress. Challenge related stress and hindrance related stress were tested in relation to work motivation, work satisfaction and burnout amongst health care professionals. The moderating effects of Collectivism, Uncertainty Avoidance and social support were also tested, and compared in two different cultural settings; Canada and the Middle East. In this section we will review and discuss the obtained results, outline some of the limitations of the present study and offer potential managerial implications and directions for future research.

4.1 Challenge Stress and Work Outcomes

Hypotheses 1(a), 3(a), and 5(a) dealt with the relationship of challenge stress and motivation, work satisfaction and burnout, respectively. It was expected that contrary to hindrance stress, challenge stress would have a positive relationship with motivation and work satisfaction and a negative relationship with burnout. However, our primary results did not agree with our expectations. A positive but very weak and insignificant relationship between challenge stress and motivation was detected. There was a significant negative relationship between challenge stress and work satisfaction. This relationship was weak as compared to the relationship between hindrance stress and work satisfaction. As for burnout, there was a significant positive relationship, again weaker than in the case of hindrance stress.

These findings are in agreement with existing studies that showed that different stressors all result in negative effects. A study by Giloa et al. (2008) found a negative

correlation between dimensions of job performance measures and each of role ambiguity, role conflict, role overload, job insecurity, work–family conflict, environmental uncertainty, and situational constraints. Another study conducted in two Asian countries also found a negative relationship between job performance and four job stressors; work overload, ambiguity, conflict and resource inadequacy (Jamal, 2007). Both these studies include stressors, such as work or role overload, which can be categorized as challenge stressors. Nevertheless, they were still negatively correlated with job performance measures, and positively correlated with counterproductive behaviour such as absenteeism and turnover intention (Jamal, 2007).

Additional analyses were conducted, where the relationships with challenge stress were measured after controlling for hindrance stress. This suggestion was offered by Cavanaugh et al. (2000), when he stated that the relationship between challenge stress and various outcomes cannot be identified unless the variance common to both challenge and hindrance related stress is controlled. This analysis revealed some different results. Challenge stress became significantly positively correlated with motivation. There was no significant correlation between challenge stress and work satisfaction, and a significant positive but weaker relationship between challenge stress and burnout. These results do suggest that challenge stress on its own does not have as much negative effects as hindrance stress (i.e. its weaker relationship with burnout and absent relationship with work satisfaction) and in some cases it may even have positive effects such as its positive relationship with motivation.

Summing up these results we find that in the health care profession, challenge stress is significantly positively correlated with burnout whether we control for hindrance

stress or not. This outcome is consistent with other studies in the literature which explored the connection between helping professions, such as the health care workers examined in this study. A study conducted on nurses in the Caribbean found a positive relationship between role overload and burnout (Baba, Galperin & Lituchy, 1999). Similar results were found in another study using a sample of nurses from Argentina (Lituchy et al. 2007).

As for motivation and work satisfaction, controlling for hindrance stress alleviates the negative effect of challenge stress on these variables. In this case the absence of a relationship with motivation became positive, and the negative relationship with work satisfaction became insignificant. This is probably because feeling challenged and not suffering the stress of powerlessness from hindrance related stressors, will motivate the individual to exert more effort in order to achieve more. On the other hand this sense of challenge is neither positively nor negatively related to work satisfaction in either of the two cultures. However, it would be unrealistic to expect health care organizations to be entirely free of hindrance stress. In the real world both hindrance and challenge stress come hand in hand; it is very difficult to totally eliminate hindrance stress on its own.

4.2 Hindrance Stress and Work Outcomes

Hypotheses 2(a), 4(a), and 6(a) dealt with the relationship between hindrance related stress and motivation, work satisfaction and burnout, respectively. Primary results supported all three hypotheses for health care professionals in both societies. There was a negative and significant correlation between hindrance stress and motivation and work satisfaction, and a significant and positive correlation with burnout. These findings are

consistent with the other studies that showed hindrance to have negative direct effect on work outcomes and performance. A concept which was emphasized in the meta-analysis by Lepine et al. (2005).

In an attempt to see if the absence of challenge stress would aggravate the negative effect of hindrance stress, we controlled for challenge stress, and measured the correlations between hindrance stress and the different work outcomes in question. Results were contrary to what was expected, and challenge stress did not offset the negative effects of hindrance stress as was suggested by Lepine et al. (2005). Rather challenge stress increased the undesirable effects of hindrance stress, except in case of motivation. These findings could be specific to the health care sector. When a health care professional is faced with hindrance stress, the addition of challenge related stress, such as that caused by having a bigger work load or tight deadlines, will increase the negative correlation with work outcomes. The health of patients are probably much more important to a health care professional than the feeling of self-accomplishment. Therefore, challenge stress, in addition to existing hindrance stress, will cause the practitioner to fear that he will be unable to provide his patients with the required care. This will result in negative outcomes. However, using a sample from another career field might have given different results.

There was no significant difference detected between the Canadian sample and the Middle Eastern sample in terms of the relationships concerning hindrance stress and these outcomes. These findings are also consistent with previous studies on hindrance stress in western countries (Cavanaugh et al, 2000; Lepine, Lepine & Jackson 2004), as well as previous studies in Arab countries that showed a negative correlation between

hindering stressors such as job insecurity and role stressors, and different job performance measures and job satisfaction (Darwish 1998, Darwish 2002, Ballout 2009).

For both challenge and hindrance stress relationships there was no significant difference found between the two cultural settings tested in this study. Thus, the convergence perspective in the cross-cultural management research is supported here. Accordingly some practices and behaviors will become more similar across different cultures with the passage of time (Pedelko et al., 2006). Particularly in the health care sector today, differences across cultures are decreasing, and some theoretical frameworks were supported to be universally applicable (Armstrong et al. 1994).

4.3 Effect of Moderators

In the present study, Collectivism, Uncertainty Avoidance and social support were expected to moderate the relationship between stress type and various outcomes among health care professionals.

4.3.1 Moderators and Challenge Stress Relationships

Only cultural dimensions were hypothesized to moderate the relationship between challenge stress and the different work outcomes. Uncertainty Avoidance moderated all three relationships, while Collectivism moderated only the relationship with work satisfaction and burnout. The direction of the moderation however was sometimes contrary to expectations.

We expected Collectivism to alleviate the negative effects of challenge stress since members of a collective society are not just focused on their work, but also on

family and social relations. Taking into consideration this element, work related stress was expected to have a weaker negative effect. However scoring higher on Collectivism increased the negative relationship between challenge stress and job satisfaction, and increased the positive relationship between challenge stress and burnout. A probable explanation might be a third variable that was not tested in this study. One possibility might be that when using self-reports, Middle East participants scoring higher on Collectivism, will tend to bias their responses by emphasizing a high level of work dissatisfaction or burnout on all items of the scale if they feel they are not too happy with their job.

On the other hand, high Uncertainty Avoidance is expected to increase the burnout resulting from challenge stress, and decrease the motivation and work satisfaction. Results supported the increase in burnout with higher Uncertainty Avoidance. Motivation was insignificant at both the low and high level of Uncertainty Avoidance. As for work satisfaction, a negative relationship with challenge stress was initially found, and for those on the higher spectrum of Uncertainty Avoidance there was no significant relationship. This is contrary to what was first expected that Uncertainty Avoidance would weaken the positive effects associated with challenge stress. An alternative explanation could be that in societies high on Uncertainty Avoidance, job security is very important, so while employees were expected to prefer staying out of trouble by avoiding challenges, they also prefer not to admit when they are dissatisfied since doing so might put them in danger of losing their job.

The initial argument did not include social support as a moderator of challenge stress, but results show that social support significantly moderated the relationship

between challenge stress and work outcomes. The correlation between motivation and challenge stress was insignificant in both the lower and higher spectrum of social support. As for work satisfaction and burnout, scoring higher on social support caused the correlation between challenge stress and these variables to become insignificant. Thus, these results conclude that social support offsets the negative effects associated with challenge stress. This is consistent with the buffer model, which states that social support acts as an effective stress moderator by providing the individual with a degree of predictability. In other words, he will be supported no matter what the situation, hence, giving him a feeling of purpose outside of his work, and giving him hope when faced with upsetting situations (Ivancevich et al.,2005).

4.3.2 Moderators and Hindrance Stress Relationships

All three moderators assessed in this study were proposed to moderate the relationship between hindrance stress and motivation, work satisfaction and burnout. Those high on Uncertainty Avoidance are expected to feel more burnout, less motivation and less work satisfaction when faced with hindrance stress. This was supported by our results.

Collectivism exhibited opposite results in the direction of its moderation. A collective society, which would also enjoy higher social support, was expected to have less negative outcomes from hindrance stress, as the nature of their social life would buffer the negative effect of this stress. However, it was found that collectivism did not significantly moderate the relationship between hindrance stress and motivation at all. In fact, it increased the negative relationship with work satisfaction, and increased the

negative correlation with burnout. Again, a third variable that was not controlled for in the present study, could be an issue. A probable explanation might be that in collective societies, individuals socialize more often, share their emotions and ideas together more, and so if some members have negative feelings towards their work, or are burnt out, they will tend to complain to friends and peers who will soon start feeling similar emotions and thinking similar thoughts.

Like Collectivism, social support also gave contrary results to what was expected. Scoring higher on social support meant increase in the negative relationships with motivation and work satisfaction, and increase in the correlation with burnout. Not only that, but in this sample the mean for social support was higher in the Canadian society in comparison to the Middle Eastern society which scored higher on Collectivism.

It was surprising to find that a collective society would score lower on social support than an individualistic one. A probable explanation would be that this is a self-report, and so it measures the perception of the person responding to it rather than giving the actual results. Members of a collective society expect support from each other, and expect to be heard by one another, and so even if they are well supported by their group members, but these group members fail to reach their expectations they will tend to record that they are not well supported. Whereas in a more individualistic culture where one does not expect so much from others, one will feel he is receiving more than expected even if he is receiving little support, and will record it as higher.

Another explanation might be the type of scale we used, which asks the respondent to rate how much others are willing to listen to his work related problems. Listening to work related problems is not the only means of social support, consequently,

individuals of a collective society are actually more supported but in other manners. For example, having the support and being able to depend on family and friends when faced with a threatening situation. It could also be that this low tolerance of family and friends listening to work related problems is specific to health care professionals who spend more time at work than other professionals, and so their families are more frustrated by their long working hours and prefer not to listen to their work related problems. These explanations might also be the reason why we are detecting an inverse moderating effect from the social support variable.

4.4 Practical Implications

Practical implications based on the findings of the present study on hindrance stress are in line with those offered by Cavanaugh et. al (2000). Hospitals and health care settings interested in increasing the satisfaction and motivation of their employees, and lowering their burnout rate should focus on eliminating, as much as possible, of the hindrance related stress faced by these employees. They should change organizational policies to support this direction by offering employees clear understanding of what is expected of them, and giving them the chance to develop in their career based on their performance.

Results on challenge stress however, are mixed. Health care jobs are already high on challenge, but potential gains of this type of stress were only detected when hindrance stress was controlled for. Also the negative effects of hindrance stress were aggravated by the presence of challenge stress. That is to say unless we are sure we have totally eliminated hindrance related stress, having challenge stress might cause more harm than

good especially for health care professionals who are particularly vulnerable to burnout. In this case it is advisable that challenge stress be limited as well.

4.5 Limitations

This study has a number of limitations. First, its results depend on only one source of data, which are self-reports. Self-reports could result in biased results, either because people unintentionally can't express themselves accurately or because they intentionally wish to give a certain impression. We referred to this limitation a couple of times in the previous discussion when we were faced by results that may have seemed inaccurate because the respondents exaggerated or had certain expectations.

Second, since this is not an experimental design we cannot conclude causality. Thus, we are not sure that it is hindrance stress and challenge stress resulting in these outcomes, or possibly the reverse. For example more unsatisfied and less motivated people will tend to claim they are suffering a higher degree of stress at work.

The presence of a third variable which was not taken into consideration during the study could also be an issue. The existence of a third variable could have had an effect on both variables in a relationship thus, producing the unexpected findings. Examples were previously given in the case when collectivism increased the negative relationship between challenge stress and satisfaction, or when a lower mean for social support was detected in the more collective sample, and so the effects of social support as a moderator was reversed.

Another argument is that there are significant differences in the sizes of the two samples compared in this study. The Middle Eastern sample includes 245 participants

where as the Canadian sample size is only 84. This might affect the significance of the results. For example, we might get a more significant relationship in the Middle Eastern sample simply because of its bigger sample size.

Finally the generalizability of the findings in this study is limited because the sample used is that of health care professionals. These professions are of a particular nature, especially with respect to burnout. Burnout results most when work involves intense human relations, and is emotionally demanding (Leiter and Maslach, 1988). Therefore, the findings based on the present sample of health care professionals might not apply to other professions.

4.6 Future Research

Research on the two dimensions of stress is still limited. At this point, more empirical research, which would offer a better understanding of the possible potential gains from stress, is required. The development of other measures to measure challenge and hindrance related stress might offer different results.

Future research should study the relationship between challenge stress and psychosomatic health problems. In the literature we find numerous supports for the notion that job stress is related to psychosomatic health problems (Jamal 1990; Jamal & Badawi, 1993), but could challenge stress be an exception?

Moderators other than those proposed in this study could also be investigated further. One probability is the skill level of employees, where a higher skill level might increase the benefit of challenge stress. Another moderator could be Type-A personality. Type A personality has been thoroughly researched in the stress field (Jamal &

Baba,2003; Lee et al., 1996), but for challenge stress what role does it play? Finally, religiosity like social support acts as a buffer to stress (Jamal & Badawi, 1993), does it keep that same role with relation to both challenge and hindrance stress?

The cultural dimension of Individualism/Collectivism is the most studied dimension in the cross-cultural literature on stress (Xie, 1996, Lu et al. 1999& Jamal, 2005). The findings in this study show that Uncertainty Avoidance plays a role in the stress relationship that might be as equally significant. Further empirical testing of Uncertainty Avoidance in the cross-cultural research on stress is called for.

4.7 Contributions

This study expands the literature on the dual dimension of stress. It proposes a model that shows the difference between the two types of stress, challenge related stress and hindrance related stress in relation to work satisfaction, motivation and burnout. This model also tests the effects of three moderators; the cultural dimensions of Individualism/Collectivism, Uncertainty Avoidance, and social support.

It fills a gap in the stress literature by testing the different consequences of these two types of stress in developing countries in the Middle East and comparing these results to a Canadian sample. It is also the first to study the applicability of the dual dimension of stress on health care professions.

4.8 Conclusion

The findings were not in favor of challenge stress as much as we had expected, nevertheless differences between challenge stress and hindrance stress were also

detected. No differences were found between the two cultures tested in the study with regards to the relationship between challenge stress, hindrance stress and motivation, work satisfaction and burnout. The best way to work might not be in a stress free environment; the difference is in how one feels about their work.

FIGURES

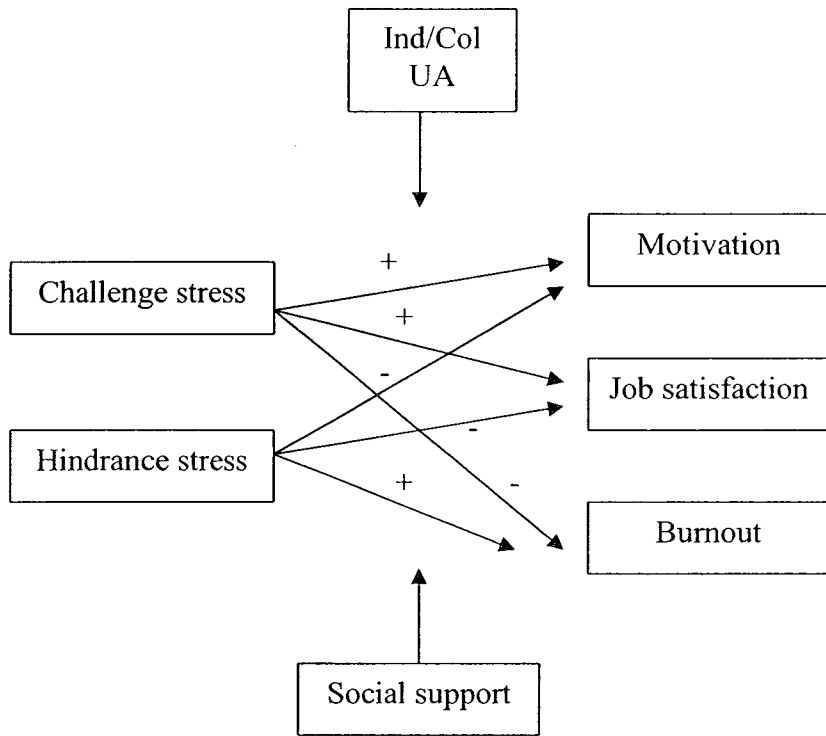


Figure 1: Conceptual Model

TABLES

TABLE 1
JOB TITLE BREAKDOWN ACROSS SAMPLES

	<u>Nurses</u>	<u>Medical Doctors</u>	<u>Therapists</u>	<u>Missing data</u>	<u>Total</u>
Canada	50	4	20	10	84
Egypt	69	72	15	6	156
Jordan	42	11	3	7	63
UAE	14	3	0	3	20
Total	175	90	38	26	329

TABLE 2
RESPONSE BREAKDOWN ACROSS SAMPLES

	<u>Distributed</u>	<u>Returned</u>	<u>Response Rate</u>	<u>Accepted</u>	<u>Rejected</u>
Canada	120	89	74%	84	5
Egypt	300	185	61.6%	162	23
Jordan	150	101	67%	63	38
UAE	50	20	40%	20	0
Total	620	395	63.7%	329	66

TABLE 3
DEMOGRAPHIC BREAKDOWN ACROSS SAMPLE

<u>Demographic Variables</u>	Canada		Middle East	
	<u>No.</u>	<u>Valid %</u>	<u>No.</u>	<u>Valid %</u>
Male	15	(21.4)	118	(49)
Female	55	(78.6)	23	(51)
Missing data	14		4	
Single	18	(27.3)	102	(42.1)
Married	30	(45.5)	132	(54.5)
Other	18	(27.3)	8	(3.3)
Missing data	18		3	
Arabic	11	(14.1)	226	(93.4)
English	13	(16.7)	3	(1.2)
French	47	(60.3)	0	(0)
Other	7	(9.0)	13	(5.4)
Missing data	6		3	
Diploma/Certificate	44	(57.1)	66	(27.4)
Bachelor	14	(18.2)	139	(57.7)
Master or higher	19	(24.7)	36	(14.9)
Missing data	7		4	
Fixed day	53	(63.9)	55	(22.6)
Fixed afternoon	4	(4.8)	6	(2.5)
Fixed nights	1	(1.2)	6	(2.5)
Rotate shifts	19	(22.9)	157	(64.6)
Other	6	(7.2)	19	(7.8)
Missing data	1		2	

n=329

TABLE 4
TEST FOR EQUIVALENCE OF THE MIDDLE EASTERN SAMPLES

<u>Control Variables</u>	<u>F-Ratio</u>
Age	23.75*
Gender	19.01*
Marital Status	4.22
Mother tongue	.38
Highest Education Level	.87
Years of experience with present employer	13.28*
Years of experience with present job	17.23*
Weekly shift	2.48
Job Title	4.58
Individualism/Collectivism	.80
Uncertainty Avoidance	1.07
Social Support	3.44

*p<.01

n=245

TABLE 5
MEANS, STANDARD DEVIATIONS & RELIABILITY COEFFICIENTS OF
STUDY VARIABLES (CANADIAN SAMPLE)

<u>Variable</u>	<u>Number of items</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Alpha</u>
Satisfaction	18	1.2	.33	.65
Motivation	23	37.05	16.35	.73
Burnout	22	2.6	.61	.87
Challenge stress	6	3.39	.97	.91
Hindrance Stress	5	2.84	1.01	.81
Collectivism	6	2.81	.81	.77
Uncertainty Avoidance	5	2.43	1.03	.89
Social support	4	11.69	2.35	

n=84

TABLE 6
MEANS, STANDARD DEVIATIONS & RELIABILITY COEFFICIENTS OF
STUDY VARIABLES (MIDDLE EASTERN SAMPLE)

<u>Variable</u>	<u>Number of items</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Alpha</u>
Satisfaction	18	.98	.35	.74
Motivation	23	34.42	16.15	.70
Burnout	22	2.79	.59	.80
Challenge stress	6	3.53	.93	.81
Hindrance Stress	5	3.16	.88	.60
Collectivism	6	2.18	.98	.81
Uncertainty Avoidance	5	1.81	.85	.83
Social support	4	10.40	2.64	

n=245

TABLE 7
TEST FOR THE EQUIVALENCE OF THE CANADIAN AND MIDDLE
EASTERN SAMPLES

<u>Control Variables</u>	<u>F-Ratio</u>
Age	11.73*
Gender	17.02*
Marital Status	20.38*
Mother tongue	242.60*
Highest Education Level	4.36
Years of experience with present employer	5.43
Years of experience with present job	.06
Weekly shift	54.63*
Job Title	.54
Individualism/Collectivism	27.29*
Uncertainty Avoidance	19.84*
Social Support	13.30*

*p<.01

n=329

TABLE 8
MEANS, STANDARD DEVIATIONS & RELIABILITY COEFFICIENTS OF
STUDY VARIABLES (COMBINED SAMPLE)

<u>Variable</u>	<u>Number of items</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Alpha</u>
Satisfaction	18	1.04	.36	.73
Motivation	23	35.08	16.22	.70
Burnout	22	2.74	.60	.82
Challenge stress	6	3.50	.94	.83
Hindrance Stress	5	3.08	.92	.66
Collectivism	6	2.34	.98	.81
Uncertainty Avoidance	5	2.11	.99	.88
Social support	4	10.73	2.63	

n=329

TABLE 9
MEAN DIFFERENCES OF SCALES BY CONTROL VARIABLES FOR THE
COMBINED SAMPLE

<u>Scale</u>	<u>Age</u>	<u>Gender</u>	<u>Marital</u>	<u>Lang</u>	<u>Edu</u>	<u>Exp.</u>	<u>Shift</u>	<u>Job</u>	<u>Sample</u>
SAT	.04	.33	.02	.88**	.04	.16	.02	.40	.00
MPS	108.25	1034.42	34.42	1000.11	144.16	595.87	215.69	90.89	2.24
BURN	.116	.05	.12	2.40*	.00	.02	.66	1.44	.03
CHAL	.06	1.71	4.15*	10.84**	6.75**	2.04	1.54	5.68**	.67
HIND	.20	.18	3.5*	.99	.14	.11	.78	3.61	.93
COLL	.10	4.46**	2.34	.04	.00	.30	.02	.34	8.26**
UA	.00	4.41**	3.0	.03	2.49	.06	1.42	.31	6.25**
SS	43.08	4.77	65.22**	28.90*	16.01	3.52	.12	.03	.26

*p<.05

**p<.01

n=329

F-ratios obtained from multivariate multiple regressions analysis, controlling for all demographic variables.

SAT=Work satisfaction; MPS=Motivation; BURN=Burnout; CHAL=Challenge stress; HIND=Hindrance stress; COLL=Collectivism; UA=Uncertainty Avoidance; SS=Social support; Lang=Language; Edu=Education; Exp=Experience.

TABLE 10
INTERCORRELATION AMONG VARIABLES FOR THE COMBINED
SAMPLE

	<u>Satisfaction</u>	<u>Motivation</u>	<u>Burnout</u>	<u>Challenge</u>	<u>Hindrance</u>
Satisfaction	---				
Motivation	.42**	---			
Burnout	-.53**	-.41**	---		
Challenge	-.16**	.02	.36**	---	
Hindrance	-.33**	-.21**	.40**	.50**	---

*p<.05 **p<.01 n=329

TABLE 11
INTERCORRELATION AMONG VARIABLES FOR THE CANADIAN SAMPLE

	<u>Satisfaction</u>	<u>Motivation</u>	<u>Burnout</u>	<u>Challenge</u>	<u>Hindrance</u>
Satisfaction	---				
Motivation	.44**	---			
Burnout	-.56**	-.45**	---		
Challenge	-.19	.02	.45**	---	
Hindrance	-.35**	-.24*	.52**	.53**	---

*p<.05 **p<.01 n=84

TABLE 12
INTERCORRELATION AMONG VARIABLES FOR THE MIDDLE EASTERN
SAMPLE

	<u>Satisfaction</u>	<u>Motivation</u>	<u>Burnout</u>	<u>Challenge</u>	<u>Hindrance</u>
Satisfaction	---				
Motivation	.41**	---			
Burnout	-.54**	-.39**	---		
Challenge	-.19**	.001	.37**	---	
Hindrance	-.36**	-.21**	.38**	.52**	---

*p<.05 **p<.01 n=245

TABLE 13
HIERARCHICAL MODERATED REGRESSION

Predictors	Outcome Variables					
	Satisfaction		Motivation		Burnout	
	R ²	Δ R ²	R ²	Δ R ²	R ²	Δ R ²
Challenge stress	.053**	.053**	.001	.001	.186**	.186**
Social support	.092**	.040**	.029	.027**	.242**	.055**
CHAL x SS	.092**	.000	.031	.002	.243**	.001
Challenge stress	.054**	.054**	.001	.001	.181**	.181**
Collectivism	.083**	.028**	.013	.012	.196**	.015*
CHAL x COLL	.083**	.000	.026*	.014	.198**	.002
Challenge stress	.054**	.054**	.001	.001	.240**	.240**
Uncertainty Avoidance	.123**	.069**	.064**	.063**	.283**	.042**
CHAL x UA	.124**	.001	.078**	.014	.288**	.005
Hindrance stress	.169**	.169**	.059**	.059**	.224**	.224**
Social Support	.186**	.017*	.072**	.013*	.253**	.029**
HIND x SS	.187**	.001	.079**	.007	.253**	.000
Hindrance stress	.165**	.165**	.063**	.063**	.226**	.226**
Collectivism	.180**	.015*	.069**	.006	.321**	.005
HIND x COLL	.180**	.000	.072**	.003	.232**	.001
Hindrance stress	.161**	.161**	.077**	.077**	.279**	.279**
Uncertainty Avoidance	.204**	.042**	.118**	.041**	.298**	.019*
HIND x UA	.204**	.001	.128**	.010	.306**	.008

* p<.05 ** p<.01 n=329

TABLE 14
SUBGROUP ANALYSIS FOR MODERATOR VARIABLES

Moderators			Satisfaction	Motivation	Burnout
Social Support	Low (<=10.73)	Challenge	-.180*	.132	.339*
		Hindrance	-.398**	-.085	.355*
Collectivism	High (>10.73)	Challenge	-.110	-.053	.382
		Hindrance	-.268**	-.245**	.396**
Uncertainty Avoidance	Low (>=2.34)	Challenge	-.087	.111	.183
		Hindrance	-.255**	-.027*	.320*
Social Support	High (<2.34)	Challenge	-.162*	-.033	.435**
		Hindrance	-.356**	-.186*	.418**
Collectivism	Low (>=2.11)	Challenge	-.330*	.126	.319*
		Hindrance	-.288	-.173	.287
Uncertainty Avoidance	High (<2.11)	Challenge	-.098	-.099	.476**
		Hindrance	-.320**	-.241*	.500**

* p<.05 ** p<.01 n=329

TABLE 15
CORRELATION BETWEEN CHALLENGE STRESS AND OUTCOME
VARIABLES WHEN CONTROLLING FOR HINDRANCE STRESS

	Work Satisfaction	Motivation	Burnout
Combined Sample	.02	.15*	.20**
Canadian Sample	-.01	.18	.25*
Middle Eastern Sample	-.01	.13*	.22**

* p<.05 ** p<.01

TABLE 16
CORRELATION BETWEEN HINDRANCE STRESS AND OUTCOME
VARIABLES WHEN CONTROLLING FOR CHALLENGE STRESS

	Work Satisfaction	Motivation	Burnout
Combined Sample	-.30**	-.26**	.28**
Canadian Sample	-.30**	-.29**	.39**
Middle Eastern Sample	-.30**	-.25**	.24**

* p<.05 ** p<.01

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**APPENDIX A:
English Consent Form
&
English Questionnaire**

CONSENT TO PARTICIPATE IN A CROSS CULTURAL RESEARCH ON THE RELATIONSHIP BETWEEN JOB STRESS AND RELATED WORK OUTCOMES

This is to state that I agree to participate in a program of research being conducted by Dr. Muhammad Jamal, the lead investigator supervising Shima Husen, a graduate student who is doing a master's thesis in the Management Department of Concordia University.

Phone: (514) 848-2424 ext. 2935

E-mail: mjamal@jmsb.concordia.ca

A. Purpose

I have been informed that the purpose of the research is to see whether and how stress can have both positive and negative effects on work outcomes, and how this might differ across cultures.

B. Procedures

Questionnaires will be distributed to employees working in hospitals and other health care settings. It will require about 10 minutes to complete the questionnaire. After completion, participants will be required to seal the questionnaire in the envelope provided, and these envelopes will then be collected. The answers will be held strictly confidential and anonymous because no single person can be identified since no one is required to put their name on the questionnaire.

A summary of the results will be available to all interested respondents.

C. Risks and Benefits

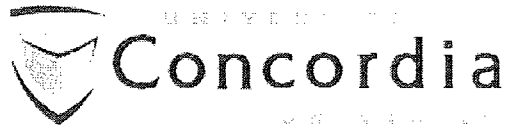
There are no potential risks of participation, while the benefits would be helping to expand the knowledge about stress and its related work outcomes.

D. Conditions of Participation

- I understand that I am free to withdraw my consent and discontinue my participation at anytime without negative consequences.
- I understand that my participation in this study is CONFIDENTIAL and FULLY ANONYMOUS (my identity can not be identified).
- I understand that the data from this study will not be published.

I HAVE CAREFULLY STUDIED THE ABOVE AND UNDERSTAND THIS AGREEMENT. I FREELY CONSENT AND VOLUNTARILY AGREE TO PARTICIPATE IN THIS STUDY.

If at any time you have questions about your rights as a research participant, please contact Adela Reid, Research Ethics and Compliance Officer, Concordia University, at (514) 848-2424 Ext.7481 or by e-mail at areid@alcor.concordia.ca.



Dear Respondent,

Survey of job stress and related work outcomes

This questionnaire is being used to obtain data about the different effects of job stress on related work outcomes. It will take about 10 minutes of your time to complete the attached questionnaire. If it is to be useful, it is very important that you answer each question frankly, honestly and independently. This is not a test and there are no right or wrong answers.

Your answers to the questions will be held in strict confidence. No single person can be identified on the basis of his/her responses since no one is required to put his/her name on the questionnaire. We will personally guarantee that your individual responses will not be seen by anyone other than ourselves. No one in your organization will have access to your responses.

Thank you in advance for your participation in this important survey. If you would like to know more about the present survey, we can be reached at the address listed below.

Sincerely,

Shima Husen
M.Sc (Administration) student,
Concordia University,
Montreal, Quebec

Dr.Muhammad Jainal
Professor of Management
Concordia University
Montreal, Quebec

Phone: (514) 848-2424 ext. 2935

John Molson School of Business
1455 De Maisonneuve Blvd. West,
Suite GM 503-53
Montreal, Quebec
H3G 1M8

Questionnaire

In the following sections please respond using the scale indicated.

Think of your present work. What is it like most of the time? In the blank besides each word given below write

Y for "Yes" if it describes your work
N for "No" if it does NOT describe it
? if you cannot decide

- | | |
|--------------------------------------|---------------------|
| a) --- Fascinating | j) --- Good |
| b) --- Useful | k) --- On your feet |
| c) --- Routine | l) --- Respected |
| d) ---Tiresome | m) --- Creative |
| e) ---Satisfying | n) --- Frustrating |
| f) --- Healthful | o) --- Hot |
| g) --- Gives sense of accomplishment | p) --- Simple |
| h) --- Boring | q) --- Pleasant |
| i) --- Challenging | r) --- Endless |

Use the scales below to indicate whether each statement is an accurate or inadequate description of your present or most recent job.

1= Very nondescriptive 2= Mostly nondescriptive
3= Somewhat descriptive 4= Mostly descriptive
5 = Very descriptive

- _____ 1. I have almost complete responsibility for deciding how and when the work is to be done.
- _____ 2. I have a chance to do a number of different tasks, using a wide variety of different skills and talents.
- _____ 3. I do a complete task from start to finish. The results of my efforts are clearly visible and identifiable.
- _____ 4. What I do affects the well being of other people in very important ways.
- _____ 5. My manager provides me with constant feedback about how I am doing.
- _____ 6. The work itself provides me with information about how well I am doing.
- _____ 7. I make insignificant contributions to the final product or service.
- _____ 8. I get to use a number of complex skills on this job.
- _____ 9. I have very little freedom in deciding how the work is to be done.
- _____ 10. Just doing the work provides me with opportunities to figure out how well I am doing.
- _____ 11. The job is quite simple and repetitive.
- _____ 12. My supervisors or coworkers rarely give me feedback on how well I am doing the job.
- _____ 13. What I do is of little consequence to anyone else.
- _____ 14. My job involves doing a number of different tasks.
- _____ 15. Supervisors let us know how well they think we are doing.
- _____ 16. My job is arranged so that I do not have a chance to do an entire piece of work from beginning to end.
- _____ 17. My job does not allow me an opportunity to use discretion or participate in decision-making.
- _____ 18. The demands of my job are highly routine and predictable.

- _____ 19. My job provides few clues about whether I'm performing adequately.
 _____ 20. My job is not very important to the company's survival.
 _____ 21. My job gives me considerable freedom in doing the work.
 _____ 22. My job provides me with the chance to finish completely any work I start.
 _____ 23. Many people are affected by the job I do.

Please indicate how frequently you experience each of the following items:

	Rarely			Often	
	1	2	3	4	5
1. I feel emotionally drained from my work.	1	2	3	4	5
2. I feel used up at the end of the day.	1	2	3	4	5
3. I feel fatigued when I wake up in the morning and have to face another day at my job.	1	2	3	4	5
4. Working with people all day is really a strain for me.	1	2	3	4	5
5. I feel burned out from my work.	1	2	3	4	5
6. I feel frustrated by my job.	1	2	3	4	5
7. I feel I'm working too hard on my job.	1	2	3	4	5
8. Working with people directly puts too much stress on me.	1	2	3	4	5
9. I feel like I'm at the end of my rope.	1	2	3	4	5
10. I can easily understand how my clients feel about things.	1	2	3	4	5
11. I deal very effectively with problems of people who depend on me.	1	2	3	4	5
12. I feel I'm positively influencing other people's lives through my work.	1	2	3	4	5
13. I feel very energetic.	1	2	3	4	5
14. I can easily create a relaxed atmosphere with my co-workers.	1	2	3	4	5
15. I have accomplished many worthwhile things in this job.	1	2	3	4	5
16. I feel exhilarated after working closely with others.	1	2	3	4	5
17. In my work, I deal with emotional problems very calmly.	1	2	3	4	5
18. I feel I treat some recipients of my work as if they were impersonal objects.	1	2	3	4	5
19. I've become more callous toward others since I took my job.	1	2	3	4	5
20. I worry that this job is hardening me emotionally.	1	2	3	4	5
21. I don't really care what happens to some recipients of my work.	1	2	3	4	5
22. I feel clients blame me for some of their problems.	1	2	3	4	5

Listed below are some items, which relate to your level of stress at work. Please indicate the level of stress that you experience due to these circumstances, by circling the corresponding item.

	No Stress	A great deal of stress			
1. The number of projects and or assignments I have.	1	2	3	4	5
2. The amount of time I spend at work.	1	2	3	4	5
3. The lack of job security I have.	1	2	3	4	5
4. The volume of work that must be accomplished in the allotted time.	1	2	3	4	5
5. The degree to which politics rather than performance affects organizational decisions.	1	2	3	4	5
6. The inability to clearly understand what is expected of me on the job.	1	2	3	4	5
7. The amount of red tape I need to go through to get my job done.	1	2	3	4	5
8. Time pressures I experience.	1	2	3	4	5
9. The scope of responsibility my position entails.	1	2	3	4	5
10. The amount of responsibility I have.	1	2	3	4	5
11. The degree to which my career seems "stalled".	1	2	3	4	5

In the following items, please indicate the extent to which you agree or disagree with each statement by circling the corresponding number 1 through 5.

	Agree			Disagree	
1. Group welfare is more important than individual rewards.	1	2	3	4	5
2. Group success is more important than individual success.	1	2	3	4	5
3. Being accepted by members of your work group is very important.	1	2	3	4	5
4. Employees should only pursue their goals after considering the welfare of the group	1	2	3	4	5
5. Managers should encourage group loyalty even if individual goals suffer.	1	2	3	4	5
6. Individuals may be expected to give up their goals in order to benefit group success.	1	2	3	4	5
7. It is important to have job requirements and instructions spelled out in detail so that employees always know what they are expected to do.	1	2	3	4	5
8. Managers expect employees to closely follow instructions and procedures.	1	2	3	4	5
9. Rules and regulations are important because they inform employees what the organization expects of them.	1	2	3	4	5
10. Standard operating procedures are helpful to employees on the job.	1	2	3	4	5
11. Instructions for operations are important for employees on the job.	1	2	3	4	5

How much is each of the following people willing to listen to your work-related problems?

	Not at all	A little	Some-what	Very much
1. Your immediate supervisor.	1	2	3	4
2. Other people at work.	1	2	3	4
3. Your spouse/ partner (omit if none).	1	2	3	4
4. Your relatives/ friends.	1	2	3	4

The answers to the following questions are needed to help us with the statistical analysis of the data. We will use this information to make comparisons among different groups of employees. This data, like all of your responses, is strictly confidential.

1. How old are you? ---- years.
2. Are you: ---- male ---- female.
3. Are you: ---- single ---- married ---- other, please specify ----.
4. What is your mother tongue? ----Arabic----English----French----other, please specify ----.
5. What is the highest educational level you attained?
 ---- Diploma/ certificate
 ---- Bachelor
 ---- Master or higher
6. What is your job title? ----
7. How long have you worked for your present employer? ---- years ---- months.
8. How many years of experience do you have in your current job? ----years ---- months.
9. What shifts do you work on in a week?
 ---- Fixed day
 ---- Fixed afternoon
 ---- Fixed night
 ---- Rotate shifts
 ---- Others, please specify ----

**APPENDIX B:
French Consent Form
&
French Questionnaire**

Lettre de consentement pour participer à une recherche interculturelle portant sur le rapport entre le stress au travail et les résultats obtenus sur le plan professionnel

Je consens que je suis d'accord pour participer à un programme de recherche mené par Dr. Muhammad Jamal, l'investigateur principal qui supervise Shima Husen, une diplômée qui travaille sur sa thèse de maîtrise au Département de gestion de l'université Concordia.

Téléphone: (514) 848-2424 ext. 2935

Courrier électronique: mjamal@jmsb.concordia.ca

A. Objectif

J'ai été informé que le but de cette recherche est de voir si, et comment, le stress peut avoir des effets tant positifs que négatifs sur les résultats obtenus sur le plan professionnel, et comment cela peut varier selon les différentes cultures.

B. Procédures

Les questionnaires seront distribués aux employés qui travaillent dans les hôpitaux et dans d'autres établissements de soins de santé. Le questionnaire devrait prendre à peu près 15 à 20 minutes à compléter.

Après avoir complété le formulaire, les participants devront sceller le formulaire et de l'insérer dans l'enveloppe qui leur est fournie car elle sera collectée. Les réponses seront strictement confidentielles et anonymes. Vous n'avez pas à indiquer votre nom sur le questionnaire. Un résumé des résultats sera disponible pour les participants qui désirent en savoir d'avantage.

C. Risques et Avantages

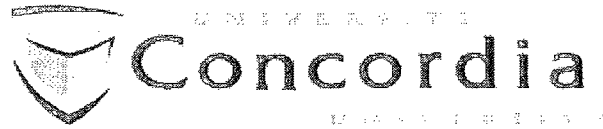
La participation à cette étude ne comporte aucun risque tandis qu'elle sera d'une très grande aide à élargir les connaissances sur le stress et ses résultats reliés au travail.

D. Conditions d'admissibilité

- Je comprends que je suis libre de retirer mon consentement et de mettre fin à ma participation à cette étude à tout moment, sans conséquences négatives.
- Je reconnais que ma participation à cette étude est CONFIDENTIELLE et ANONYME (mon identité ne peut pas être identifié).
- Je comprends que les données de cette étude ne seront pas publiées.

J'ai étudié attentivement l'information ci-dessus et je comprends cet accord. Je m'engage librement et volontairement de participer à cette étude.

Si vous avez des questions sur vos droits en tant que participant à cette recherche, veuillez SVP contacter Adela Reid, *Research Ethics and Compliance Officer*, Université Concordia au (514) 848-2424 Ext. 7481 ou par courrier électronique au areid@alcor.concordia.ca.



Cher répondant,
Chère répondante,

Sondage sur le rapport entre le stress au travail et les résultats obtenus sur le plan professionnel

Ce questionnaire a pour but de recueillir de l'information à propos les différents effets de stress au travail sur les résultats pertinents au travail. Il vous faudra environ 10 minutes pour le compléter. Pour qu'il soit valable, il est très important que vous répondiez aux questions une à une, de façon franche et honnête. Ceci n'est pas un examen et il n'y a donc pas de bonnes ou de mauvaises réponses.

Vos réponses seront tenues strictement confidentielles. Personne ne peut être identifié partir de ses réponses puisque vous n'avez pas à mettre votre nom sur le questionnaire. Nous vous garantissons que vos réponses ne seront lues que par les enquêteurs soussignés. Aucun membre de votre entreprise n'aura accès à vos réponses.

Cependant, nous ferons parvenir un résumé des résultats à votre entreprise. De plus, des copies seront mises à votre disposition. Si vous en désirez une, veuillez nous joindre à l'adresse ci-dessous.

Veuillez nous faire parvenir le questionnaire dûment complété dans l'enveloppe affranchie qui l'accompagne. Nous vous remercions à l'avance pour votre participation à cette importante enquête. Pour toute information complémentaire prière de communiquer avec les soussignés.

Veuillez agréer Madame, Monsieur, l'expression de nos sentiments distingués.

Shima Husen
Étudiante à la Maitrise en Administration,
Université Concordia,
Montréal, Québec

Dr. Muhammad Jamal
Professeur de Gestion
Université Concordia
Montréal, Québec

Phone: (514) 848-2424 ext. 2935

John Molson School of Business
1455 De Maisonneuve Blvd. West,
Suite GM 503-53
Montréal, Québec
H3G 1M8

Questionnaire

Veillez répondre à la section suivante en utilisant les choix offerts.

Pensez au travail que vous effectuez présentement. Comment est-il la plupart du temps?

Pour chaque mot ci-dessous indiquez:

- | | | | |
|----|---|----|--------------------------------|
| O | si celui-ci décrit votre travail | | |
| N | s'il ne décrit PAS votre travail | | |
| ? | si vous ne pouvez pas décider | | |
| j) | --- Fascinant | j) | --- Bon |
| k) | --- Utile | k) | --- Comporte beaucoup d'action |
| l) | --- Routinier | l) | --- Respectable |
| m) | --- Fatigant | m) | --- Créateur |
| n) | --- Satisfaisant | n) | --- Frustrant |
| o) | --- Sain | o) | --- Excitant |
| p) | --- Donne une sensation d'accomplissement | p) | --- Simple |
| q) | --- Ennuyeux | q) | --- Agréable |
| r) | --- Comporte un défi | r) | --- Qui ne se termine jamais |

Utilisez le barème ci-dessous pour indiquer si chaque déclaration est une description exacte ou inadéquate par rapport à votre emploi actuel ou à votre dernier emploi.

1= Aucunement descriptif

2= Le plus souvent non descriptif

3= Assez descriptif

4= Le plus souvent descriptif

5= Très descriptif

- _____ 1. J'ai une responsabilité presque complète pour décider de comment et quand faire le travail.
- _____ 2. J'ai la chance de faire un certain nombre de tâches différentes en utilisant une grande variété de compétences et de talents.
- _____ 3. Quand j'entame un travail, je le termine jusqu' à la fin. Les résultats de mes efforts sont clairement visibles et identifiables.
- _____ 4. Ce que je fais touche de façon très importante le bien-être d'autres personnes.
- _____ 5. Mon superviseur me fait constamment des remarques sur ma façon de faire.
- _____ 6. L'ouvrage lui-même m'indique à quel point je travaille bien.
- _____ 7. J'apporte des petites contributions au produit ou service final.
- _____ 8. J'utilise un certain nombre de compétences complexes à cet emploi.
- _____ 9. J'ai très peu de liberté pour décider comment le travail doit être fait.
- _____ 10. Il suffit de faire le travail et cela m'aide à comprendre à quel point je travaille bien.
- _____ 11. Le travail est assez simple et répétitif.
- _____ 12. Mes superviseurs ou mes collègues me donnent rarement des commentaires sur la façon dont je fais mon travail.
- _____ 13. Ce que je fais a peu de conséquences sur quelqu'un d'autre.
- _____ 14. Mon travail consiste à faire un certain nombre de tâches différentes.
- _____ 15. Les superviseurs partagent avec nous leurs opinions sur notre façon de travailler.
- _____ 16. Le poste auquel je suis assigné ne me permet pas d'entamer un travail du début jusqu'à la fin.
- _____ 17. Mon travail ne me permet pas de participer à la prise de décisions.
- _____ 18. Les exigences de mon emploi sont très routinières et prévisibles.

- _____ 19. Mon travail me donne peu d'indices quant à savoir si je suis suffisamment performant.
- _____ 20. Mon travail n'est pas très important pour la survie de l'entreprise.
- _____ 21. Mon emploi me donne une grande liberté pour faire mon travail.
- _____ 22. Mon emploi me permet de complètement finir le travail que j'ai commencé.
- _____ 23. Plusieurs personnes sont touchées par le travail que je fais.

Voici une liste d'impressions que vous pouvez avoir ressenties au travail. Veuillez indiquer la fréquence de ces impressions en encerclant le chiffre correspondant :

	Rarement				Souvent
1. Je sens que, au point de vue émotif, mon travail me vide.	1	2	3	4	5
2. Je me sens épuisé(e) à la fin de ma journée de travail.	1	2	3	4	5
3. Je me sens fatigué(e) lorsque je me lève le matin et que je dois affronter une autre journée de travail.	1	2	3	4	5
4. Travailler avec les gens toute la journée est astreignant.	1	2	3	4	5
5. Je sens que mon travail m'épuise.	1	2	3	4	5
6. Je me sens frustré(e) par mon travail.	1	2	3	4	5
7. Je sens que je travaille trop.	1	2	3	4	5
8. C'est trop stressant pour moi d'être en contact direct avec les gens de mon travail.	1	2	3	4	5
9. J'ai l'impression d'être au bout du rouleau.	1	2	3	4	5
10. Je peux facilement comprendre comment les gens à qui j'ai affaire ressentent les choses.	1	2	3	4	5
11. Je m'arrange très bien avec les problèmes des gens avec qui j'ai affaire.	1	2	3	4	5
12. Par mon travail, j'ai l'impression d'avoir une influence positive sur la vie des autres.	1	2	3	4	5
13. Je me sens très énergique.	1	2	3	4	5
14. Je n'ai pas de mal à créer une atmosphère détendue lorsque je suis en contact avec les gens.	1	2	3	4	5
15. J'ai accompli beaucoup de choses valables dans le cadre de ce travail.	1	2	3	4	5
16. Je me sens stimulé(e) après avoir étroitement travaillé avec les gens à qui j'ai affaire.	1	2	3	4	5
17. Au travail, j'affronte les problèmes émotionnels avec beaucoup de calme.	1	2	3	4	5
18. J'ai l'impression de traiter certaines des personnes à qui j'ai affaire comme si elles étaient des objets.	1	2	3	4	5
19. Je suis devenu(e) plus dur(e) avec les autres depuis que je fais ce travail.	1	2	3	4	5
20. J'ai peur que ce travail me durcisse.	1	2	3	4	5
21. Je ne me soucie pas de ce qui arrive aux gens à qui j'ai affaire.	1	2	3	4	5
22. J'ai l'impression que les gens à qui j'ai affaire me rendent responsable de certains de leurs problèmes.	1	2	3	4	5

Voici quelques points qui influencent votre niveau de stress au travail. Veuillez indiquer le niveau de stress que vous ressentez en raison de ces circonstances, en encerclant le chiffre correspondant.

	Aucun stress					Beaucoup de stress
1. Le nombre de projets et/ou de tâches que j'ai.	1	2	3	4	5	
2. Le nombre d'heures que je passe au travail.	1	2	3	4	5	
3. Le manque de sécurité d'emploi que j'ai.	1	2	3	4	5	
4. La quantité de travail qui doit être accomplie dans un temps limité.	1	2	3	4	5	
5. Lorsque les politiques influencent les décisions organisationnelles plutôt que la performance.	1	2	3	4	5	
6. L'incapacité de bien comprendre ce qu'on attend de moi au travail.	1	2	3	4	5	
7. Le nombre de paperasserie par la quelle je dois passer pour avoir mon travail.	1	2	3	4	5	
8. Les contraintes de temps dans mon travail.	1	2	3	4	5	
9. Les responsabilités que mon travail implique.	1	2	3	4	5	
10. Le nombre de responsabilités que j'ai.	1	2	3	4	5	
11. À quel point ma carrière semble «bloqué»	1	2	3	4	5	

Pour les articles suivants, veuillez indiquer pour chaque énoncé jusqu'à quel point vous êtes en accord ou en désaccord, en encerclant le nombre correspondant de 1 à 5.

	En accord			En désaccord	
1. Le bien-être de l'équipe est plus important qu'une rémunération individuelle.	1	2	3	4	5
2. La réussite d'une équipe est plus importante que la réussite individuelle.	1	2	3	4	5
3. Etre accepté par les autres membres de votre équipe de travail est très important pour vous.	1	2	3	4	5
4. Les employés devraient poursuivre leurs objectifs uniquement après avoir pris en considération le bien-être de l'équipe.	1	2	3	4	5
5. Les administrateurs devraient encourager la loyauté envers une équipe de travail même si la réalisation des objectifs personnels en souffre.	1	2	3	4	5
6. Les individus peuvent être appelés à renoncer à leurs objectifs afin de bénéficier à un succès d'équipe.	1	2	3	4	5
7. C'est important d'avoir les exigences et instructions du poste bien énoncé pour que les employés sachent toujours ce qu'ils sont censés de faire.	1	2	3	4	5
8. Les gestionnaires s'attendent à des employés qui suivent de près les instructions et procédures.	1	2	3	4	5
9. Les règles et les règlements sont importants car ils informent les employés de ce que l'organisation attend d'eux.	1	2	3	4	5
10. Les procédures d'exploitation standardisées sont utiles pour les employés au travail.	1	2	3	4	5
11. Des instructions pour les opérations sont importantes pour les employés au travail.	1	2	3	4	5

À quel point est-ce que chacune de ces personnes est disposé à écouter vos problèmes liés au travail ?

	Pas du tout	Un peu	Parfois	Beaucoup
1. Votre supérieur immédiat.	1	2	3	4
2. D'autres personnes au travail.	1	2	3	4
3. Votre conjoint / partenaire (si ni l'un, ni l'autre, ne pas répondre).	1	2	3	4
4. Votre famille / amis(ies).	1	2	3	4

Les réponses aux questions suivantes sont nécessaires pour nous aider dans l'analyse statistique des données. Nous allons utiliser cette information pour établir des comparaisons entre les différents groupes d'employés. Ces données, comme l'ensemble de vos réponses, sont strictement confidentielles.

10. Quel âge avez-vous? ----- Années.
11. Êtes vous: ----- homme ----- femme -----.
12. Êtes vous: ----- célibataire ----- marié(e) ----- autre, veuillez spécifier -----.
13. Quelle est votre langue maternelle? ----Arabe----Anglais----Français----autre, veuillez spécifier -----.
14. Quel est le plus haut niveau d'éducation que vous avez atteint?
----- Diplôme / certificat
----- Baccalauréat
----- Maîtrise ou plus
15. Quel est le titre de votre poste? -----
16. Combien de temps avez-vous travaillé pour votre employeur actuel? ----- années
----- mois.
17. Combien d'années d'expérience avez-vous dans votre emploi actuel? ----- années ---
-- mois.
18. Quels quarts de travail travaillez-vous?
----- Jour fixe
----- Soirée fixe
----- Nuit fixe
----- Rotation de quarts
----- Autre, veuillez spécifier -----.

APPENDIX C :
Arabic Consent Form
&
Arabic Questionnaire

قبول المشاركة في بحث ثقافة

مقارنة عن العلاقة بين الضغوط الوظيفية ونتائج العمل المترتبة عليها هذا إقرار مني بالموافقة علي الاشتراك في برنامج بحث تحت إشراف د/ محمد جمال المشرف الرئيسي لشيماء حسين، طالبة الدراسات العليا والتي تقوم بإعداد رسالة الماجستير في قسم الإدارة بجامعة كونكورديا.

Phone: (514) 848-2424 ext. 2935

E-mail: mjamal@jmsb.concordia.ca

أ- هدف البحث:-

لقد تم إحاطتي بأن الغرض من البحث هو معرفة ما إذا كان ضغط الوظيفة يحمل تأثيرات ايجابية وسلبية علي نتائج العمل وكيفية ذلك، وكيفية اختلاف هذا التأثير بين الثقافات.

ب- الخطوات:-

قوائم الاستبيان سيتم توزيعها علي العاملين بالمستشفيات والقطاع الصحي بمختلف أقسامه سيستغرق حوالي 15- 20 دقيقة لاستكمال الاستقصاء. وعلي المشاركين وضع الاستقصاء في المظروف الملحق وذلك بعد الانتهاء من الإجابة. وسيتم بعد ذلك جمع هذه المظارييف. وستؤخذ تلك الإجابات مأخذ السرية التامة. وبصورة غير شخصية حيث أنه لا يتوجب كتابة اسم المشارك علي الاستقصاء.

ملخص من النتائج سيكون متاحا لكل المهتمين من مجيبي الاستقصاء.

ج- الأضرار والمنافع:-

لا يوجد أضرار من المشاركة، في حين أن المنافع ستكون في المساعدة في توسيع المعرفة عن العلاقة بين ضغوط الوظيفة ونتائج العمل المترتبة عليها.

د- شروط المشاركة:-

- أعلم أنه لي كامل الحرية في سحب موافقتي وعدم إكمال المشاركة في أي وقت وبدون أي تبعات.
- أعلم أن اشتراكي في هذه الدراسة سيؤخذ مأخذ السرية وبصورة غير شخصية علي الإطلاق (لن يتم تعريف هويتي).
- أعلم أنه لن يتم نشر بيانات هذه الدراسة.
- لقد قمت بقراءة ما سبق وفهمت مدلول هذه الموافقة. أوافق بكامل حريتي وإرادتي علي المشاركة في هذه الدراسة.

إذا كان لديك أي استفسار عن حقوقك كمشاركة في هذا البحث اتصل بـ:

Adela Reid, Research Ethics and Compliance Officer, Concordia University, at (514) 848-2424 Ext.7481 or by e-mail at areid@alcor.concordia.ca.



استقصاء لبيان الضغوط الوظيفية ونتاج العمل المترتبة عليها

الهدف من هذا الاستقصاء هو الحصول على بيانات عن التأثيرات المختلفة لضغوط الوظيفة على نتائج العمل. سيستغرق من وقتك حوالي 10 دقائق لاستكمال هذا الاستقصاء. وللحصول على الفائدة المرجوة من هذا الاستقصاء، يتطلب منك ذلك الإجابة عن كل سؤال بصراحة وأمانة وبصورة مستقلة، وللعلم، هذا ليس اختبار لذا لا يوجد إجابة صحيحة وأخرى خاطئة.

إجاباتك عن هذه الأسئلة ستؤخذ مأخذ السرية، ولن يتم التعرف عليك بصورة شخصية على أساس إجاباتك لانه لا يتوجب عليك كتابة اسمك على الاستقصاء.

إجاباتك لن يطلع عليها أحد سوى القائمين على هذا الاستقصاء، ولن يكون من حق أي من العاملين معك الاطلاع على إجاباتك.

صورة من ملخص النتائج ستكون متاحة لك، إذا كنت مهتماً بمعرفتها نرجوا مراسلتنا على العنوان الموضح أدناه.

- نرجو إرفاق الاستقصاء كاملاً في المظروف المرفق وسنقوم بجمعها.
- نشكرك مقدماً لاشتراكك معنا في هذا الاستقصاء المهم .

إذا كنت تريد معرفة المزيد عن هذا الاستقصاء، يمكنك الوصول إلينا عن طريق العنوان الموضح أدناه.

Dr.Muhammad Jamal
Professor of Management
Concordia University
Montreal, Quebec

Shima Husen
M.Sc (Administration) student,
Concordia University,
Montreal, Quebec

Phone: (514) 848-2424 ext. 2935

John Molson School of Business
1455 De Maisonneuve Blvd. West,
Suite GM 503-53
Montreal, Quebec
H3G 1M8

استقصاء

- * برجاء الاستجابة في الجزء انقادم مستخدماً الأوزان الموضحة.
 باعتبار عمك الحالي، كيف يبدو في معظم الوقت؟ ضع الكلمة المناسبة في المكان الخالي.
- | | | |
|--------------------|-----------------------|-------------------------------|
| (ي) جيد | (لا) إذا كانت لا تعبر | (نعم) إذا كانت تعبر عن عمك |
| (ك) متأهب | (؟) إذا لم تكن متأكد | (أ) مذهش |
| (ل) محترم | | (ب) مفيد |
| (م) إبداعي | | (ج) روتيني |
| (ن) محيط | | (د) متعب |
| (س) عنيف | | (هـ) مُرضي |
| (ص) بسيط | | (و) صحي |
| (ع) ممتع | | (ح) يعطي إحساس بالإنجاز |
| (ف) لا ينتهي | | (ط) ممل |
| | | (ز) يثير التحدي |

* استخدم الأوزان الموضحة أدناه لتحديد إذا ما كانت عبارة من العبارات الآتية تعبر بدقة أو لا تعبر عن وظيفتك الحالية؟

- | | | |
|----------------------|----------------------|----------------------|
| (1) = لا تعبر مطلقاً | (2) = لا تعبر غالباً | (3) = تعبر إلى حد ما |
| (4) = تعبر غالباً | (5) = تعبر جيداً | |
1. أملك كامل السلطة تقريباً لتقرير كيف ومتى ينجز العمل. ()
 2. تتاح لي فرصة أداء عدد من المهام مستخدماً مهارات ومواهب متعددة ومختلفة. ()
 3. أقوم بأداء مهمة كاملة من البدايه وحتى النهايه ونتائج عملي تكون واضحة وقابلة للتحديد. ()
 4. ما أقوم به يؤثر في مصالح الآخرين بصورة مهمة جداً. ()
 5. مديري يقوم بتقييم أداني في العمل بصورة منتظمة. ()
 6. وظيفتي نفسها تعطيني معلومات عن مستوى أداني في العمل. ()
 7. عملي لا يؤثر بصورة واضحة في الناتج النهائي للسلعة أو الخدمة. ()
 8. أحتاج إلى استخدام عدد من المهارات المركبة في وظيفتي. ()
 9. لدي القليل من الحرية في تقرير كيفية القيام بالعمل. ()
 10. مجرد أداني لوظيفتي يعطيني الفرصة لاكتشاف مستوى أداني للعمل. ()
 11. وظيفتي إلى حد ما بسيطة ومتكررة. ()
 12. المشرفين والعاملين معي نادراً ما يعطونني تقييم عن مستوى أداني لوظيفتي. ()
 13. تبعات وظيفتي على الآخرين قليلة. ()
 14. وظيفتي تشمل أداء مجموعة من المهام المختلفة. ()
 15. المشرفين يطلعونا عن تقييمهم لمستوى أدانا في العمل. ()
 16. وظيفتي منظمة بحيث انه ليس لدي الفرصة لأداء جزء متكامل من العمل من البداية إلى النهاية. ()
 17. وظيفتي لا تتيح لي حرية التصرف أو المشاركة في اتخاذ القرار. ()
 18. متطلبات وظيفتي روتينية ومتوقعة. ()
 19. وظيفتي تعطيني القليل من الدلالات عن ما اذا كان أداني كافياً. ()
 20. وظيفتي ليست شديدة الأهمية لبقاء المؤسسة. ()
 21. وظيفتي تعطيني حرية كافية لأداء العمل. ()
 22. وظيفتي تعطيني فرصة لاستكمال أي عمل أبدأ فيه. ()
 23. يماثر كثير من الناس بوظيفتي التي أقوم بها. ()

* برجاء توضيح مدى تكرارية مواجهتك للأفكار الآتية:

عدده	تدرا	1	2	3	4	5
1.	أشعر بالاستنزاف العاطفي في عملي.	1	2	3	4	5
2.	أشعر بالإرهاك الشديد في نهاية اليوم.	1	2	3	4	5
3.	أشعر بالإرهاق عندما استيقظ في الصباح وعلني مواجهة يوم آخر من العمل.	1	2	3	4	5
4.	العمل مع الناس طوال اليوم يعتبر مصدر توتر حقيقي لي.	1	2	3	4	5
5.	أشعر بأن عملي يستنفذ قواي.	1	2	3	4	5
6.	وظيقتي تشعرني بالإحباط.	1	2	3	4	5
7.	أشعر بأنني أعمل بجهد بالغ في وظيفتي.	1	2	3	4	5
8.	يضيف العمل المباشر مع الناس ضغط كبير علي.	1	2	3	4	5
9.	أشعر وكأني استنفذت اخر قدراتي.	1	2	3	4	5
10.	أتفهم بسهولة كيف يشعر كل فرد من عملائي بالأشياء.	1	2	3	4	5
11.	أتعامل بطريقة فعالة مع مشاكل الأفراد الذين يعتمدون علي.	1	2	3	4	5
12.	أشعر أنني أؤثر إيجابيا على حياة الآخرين من خلال عملي.	1	2	3	4	5
13.	أشعر بالحيوية.	1	2	3	4	5
14.	أستطيع بسهولة خلق جو مريح مع رفاقي في العمل.	1	2	3	4	5
15.	أحقق الكثير من الإنجازات من خلال عملي.	1	2	3	4	5
16.	أشعر بالبهجة بعد العمل قريبا من الآخرين.	1	2	3	4	5
17.	في عملي، أتعامل مع المشاكل العاطفية بهدوء شديد.	1	2	3	4	5
18.	أشعر اني أتعامل مع بعض متلقين عملي (المرضى) وكانهم اشياء.	1	2	3	4	5
19.	أصبحت قاسي القلب تجاه الآخرين منذ استلامي وظيفتي.	1	2	3	4	5
20.	أخشى أن هذا العمل يصيبني بالجمود العاطفي.	1	2	3	4	5
21.	لا أهتم كثيرا لما يحدث لبعض المتلقين لعملي (المرضى).	1	2	3	4	5
22.	أشعر أن الصلاء (المرضى) يلومونني على بعض مشاكلهم الخاصة.	1	2	3	4	5

* مذكور أدناه بعض العناصر، مرتبطه بمستوى الضغط في عملك، برجاء توضيح مستوى الضغط الذي تتعرض له نتيجة هذه الظروف عن طريق وضع دائرة حول العنصر المطابق له:

ضغط شديد	1	2	3	4	5	
1.	عدد المشروعات والمهام التي علي إنجازها.	1	2	3	4	5
2.	عدد الساعات التي أقضيها في العمل.	1	2	3	4	5
3.	نقص الأمان الوظيفي لدي.	1	2	3	4	5
4.	حجم العمل المطلوب إنجازه في الوقت المخصص.	1	2	3	4	5
5.	مدى تأثير السياسات وليس الأداء على قرارات المؤسسة.	1	2	3	4	5
6.	عدم قدرتي على الفهم الواضح لما هو متوقع مني في الوظيفة.	1	2	3	4	5
7.	كم الأروتين الوظيفي الذي أعمل من خلاله لإتمام وظيفتي.	1	2	3	4	5
8.	ضغط الوقت لدي.	1	2	3	4	5
9.	نطاق المسؤولية التي تستلزمها وظيفتي .	1	2	3	4	5
10.	حجم المسؤولية التي أتحملها.	1	2	3	4	5
11.	الدرجة التي يبدو بها مجالي متجمدا.	1	2	3	4	5

* بالنسبة للعناصر الآتية: برجاء توضيح مدى موافقتك أو عدم موافقتك مع كل عنصر عن طريق وضع دائرة حول الرقم المطابق له من 1 إلى 5.

غير موافق	موافق				
5	4	3	2	1	1. رضاء الجماعة أهم من المكافآت الفردية.
5	4	3	2	1	2. نجاح الجماعة أهم من النجاح الفردي.
5	4	3	2	1	3. أن تكون مقبول وسط مجموعة عملك هام جداً.
5	4	3	2	1	4. يجب أن يناضل الموظفون من أجل تحقيق أهدافهم فقط بعد الأخذ في الاعتبار صالح الجماعة.
5	4	3	2	1	5. يجب على المدراء تشجيع الولاء للمجموعة ولو على حساب الأهداف الفردية.
5	4	3	2	1	6. قد يتوقع من الأفراد أن يتخلوا عن أهدافهم من أجل تحقيق نجاح المجموعة.
5	4	3	2	1	7. من المهم أن يكون هناك توصيف تفصيلي لمتطلبات الوظيفة و التعليمات ليعرف الموظفون دائماً ما هو متوقع منهم فعله.
5	4	3	2	1	8. يتوقع المدبرون أن يتبع الموظفون التعليمات و الأوامر بدقة.
5	4	3	2	1	9. القواعد و الضوابط كلاهما مهم لأنهما يوضحان للموظفين ما تتوقعه منهم المنظمة.
5	4	3	2	1	10. وجود اجراءات عمل نمطية تساعد الموظفين في عملهم.
5	4	3	2	1	11. التعليمات لأداء العمل مفيدة للموظفين في عملهم.

* إلى أي مدى الأشخاص الآتيين مستعدين للاستماع إلى مشاكلك المرتبطة بالعمل:

أبداً	قليلاً	إلى حد ما	كثيراً	
1	2	3	4	1. رئيسك المباشر
1	2	3	4	2. أفراد آخرون في العمل
1	2	3	4	3. شريك الحياة (إذا كان لا يوجد لا تجب)
1	2	3	4	4. أقاربك / أصدقائك

* الإجابات عن الأسئلة التالية مطلوبة لمساعدتنا في التحليل الإحصائي للبيانات.

سوف يتم استخدام هذه المعلومات لعمل مقارنة بين المجموعات المختلفة للموظفين، هذه البيانات، كما هو الحال مع باقي الإجابات، سرية للغاية.

- 1- كم عمرك؟
- 2- النوع: ذكر/ أنثي
- 3- الحالة الاجتماعية: (برجاء التحديد) اعزب/ متزوج/ أخرى
- 4- الجنسية:
- 5- اللغة الأم: العربية/ الإنجليزية/ الفرنسية/ أخرى (برجاء التحديد)
- 6- ما هو أعلى مستوى تعليمي حصلت عليه؟
- 7- مؤهل متوسط - بكالوريوس - ماجستير أو أعلى من ذلك
- 8- ما هو المسمى الوظيفي
- 9- كم أمضيت من الوقت مع صاحب العمل الحالي؟ سنة شهر
- 10- ما هي فترات عملك في الأسبوع؟ سنة شهر
- 11- فترات النهار فقط - فترة الظهيرة فقط - فترة ليلية فقط
- 12- فترات متغيرة - أخرى (برجاء التحديد)