

Spring 2010

Social Support as Moderator of Job-Specific or Generic Stressors with Strains

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SOCIAL SUPPORT AS MODERATOR OF JOB-SPECIFIC OR GENERIC
STRESSORS WITH STRAINS

A Thesis

Presented to

The Faculty of the Department of Psychology

San José State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

Kaci D. Mabe

May 2010

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The Designated Thesis Committee Approves the Thesis Titled
SOCIAL SUPPORT AS MODERATOR OF JOB-SPECIFIC OR GENERIC
STRESSORS WITH STRAINS

by

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APPROVED FOR THE DEPARTMENT OF PSYCHOLOGY
SAN JOSÉ STATE UNIVERSITY

May 2010

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ABSTRACT

SOCIAL SUPPORT AS MODERATOR OF JOB-SPECIFIC OR GENERIC STRESSORS WITH STRAINS

by Kaci D. Mabe

Two studies examining the relationship between job-specific stressors and strains versus the relationship between generic stressors with strain, as well as the moderating role of social support (from coworkers and administrators), are presented. Eighteen primary school teachers from a private Jewish day school (Study 1) and 242 teachers from an Arizona school district (Study 2) completed self-administered surveys. Results indicated that job-specific (vs. generic) stressors had a stronger positive relationship with strains, but social support was a better moderator for the relationship between generic stressors and strain. As hypothesized, administrator support had a reverse-buffering effect on the stressor-strain relationship in Study 2. Coworker support buffered the stressor-strain relationship in Study 2, but had a reverse-buffering effect in Study 1. Social support moderated the generic stressor-strain relationship, but did not have a moderating effect on the job-specific stressor and strain relationship. These results suggest that examining generic stressors is valuable for comparing across different occupations and organizations. However, studying job-specific stressors may still be important for getting at relevant factors influencing work behaviors in a given organizational context.

ACKNOWLEDGEMENTS

First, my deepest thanks to my thesis chair, Dr. Sharon Glazer, for her tireless efforts that helped make this thesis possible. Thank you Sharon for pushing me to go above my own expectations to make this thesis more than I expected it could be.

Secondly, I want to thank Troy Buchanan for his wonderful work on his thesis in 2004, which contributed a great deal of information for my thesis.

Additional thanks are due to my thesis reviewers, Dr. Megumi Hosoda and Ms. Joni Quintal, for taking time to be a part of my thesis process. Thank you Megumi for not only helping with my thesis, but for being a wonderful professor. I always enjoyed your classes and the enthusiasm you brought to each subject. Many thanks also go to Joni for opening her school to my class for our organizational development project, from which these data are based. Joni put in a great deal of her time and effort during the five-month project, and subsequently on reviewing my thesis. I am grateful to you for all your efforts. Last, but certainly not least, I would like to thank my family and friends for their constant support throughout this entire process.

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INTRODUCTION

When researching occupational stress, it is important to distinguish between stressors and strains. Stressors are work-related conditions, events, or demands, such as role ambiguity or work overload, that lead to individual strains (Beehr, Jex, Stacy, & Murray, 2000). Strains are negative responses to stressors that can be aversive and harmful to individuals (Beehr et al., 2000; Bowling, Beehr, Johnson, & Semmer, 2004). Different types of stressors that occupational stress researchers study include generic stressors and job-specific stressors.

Beehr and Glazer (2005) noted that there is a great deal of information on generic work-related stressors (e.g., role overload, role ambiguity), but there is a need for more research on job-specific stressors (e.g., lack of respect for communication, lack of supply reimbursement) because the importance of the impact of generic job stressors versus job-specific stressors on strains has been mixed. One study concluded that generic stressors predict strains better than job-specific stressor measures (Beehr, King, & King, 1990), but a later study suggests that job-specific stressors may be better predictors of strains than generic stressors (Beehr et al., 2000). Beehr and Franz (1987) suggest that stressor measures that are more specific to a job could have the greatest impact on individuals' strains because they are more relevant to employees in that particular position. The inclusion of job-specific stressor measures can also considerably increase the variance explained in strains, which can provide more useful diagnostic information for organizations that want to develop stress management interventions (Beehr et al., 2000). Therefore, if job-specific stressors have more predictive validity than generic stressors,

then this information should be used to inform consultants and management about assessing relevant stressors. However, if generic stressors account for more variance in strains than job-specific stressors, it suggests that generic stressors are sufficient for addressing organizational concerns about stress and there is little further need to delve into specific job-related stressors. Thus, the first aim of this study is to examine how generic stressors (i.e., role overload, role ambiguity, and role conflict) and job-specific stressors (i.e., lack of respect for communication, lack of supply reimbursement, lack of resource allocation, time-management, discipline, and motivation) relate to strains (i.e., anxiety, general [poor] health, low commitment, turnover intention, [low] job satisfaction).

Stressor Coping Resources for Teachers

Stressors negatively relate to teachers' job satisfaction, relationships with students, and effectiveness in meeting educational goals (Kyriacou & Sutcliffe, 1978). Some teachers even lower their level of time and energy in job involvement due to occupational stressors (Blase, 1986). Withdrawal from the teaching profession due to physical and emotional ailments has been related to stressors (Carnegie Forum, 1986). Teachers from all grade levels experience both physical and mental strain on a daily basis. The most frequent stressors causing these strains are lack of time, large classes, teaching workload, and pupil misbehavior (Trendall, 1989). Recent cut backs in education funds, low pay scale, and difficult pupils, as well as parents often make teaching a thankless job (Leung & Lee, 2006). For the sake of children's education, it is

vital to investigate what factors could potentially lessen the effects of occupational stressors on strains among teachers.

Social support interacts with objective working conditions and strains in a complex way (Williams, Warh, & Donals, 1981; Killilea, 1982; Winnubust, Marcelissen, & Kleber, 1982). One of the first articles on social support and teacher stress demonstrated the beneficial effects of different kinds of social support (Kyriacou, 1981). Teachers' support generally comes from coworkers and administrators (Chen, 1996). Positive social support protects individuals from negative consequences of stressors. This is particularly important for teachers, because they have a unique job that does not allow them to interact with sources of support as often as people in other professions, as the majority of teachers' days is spent with students who do not likely provide support (rather, they might add stressors).

The second aim of the current study is to examine the moderating effects of both coworker and school administrators' social support on the stressor-strain relationship (see Figure 1). In particular, I expect that social support would weaken the positive relationship between stressors and strains (Cohen & Willis, 1985). This is otherwise known as the buffering hypothesis. The third related aim of the study is to examine if social support moderates the job-specific stressor-strain relationships better than generic stressor-strain relationships. Few, if any, studies have looked at moderating role of social support for both generic and job-specific stressor-strain relationships. To test the hypotheses, I utilize archival data from two sources. The first dataset includes primary school teachers working in a private day school (Study 1) and the second dataset includes

a sample of public school teachers throughout one school district in Arizona (Study 2).

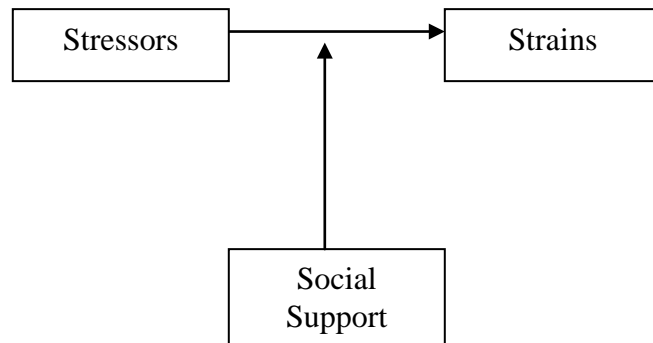


Figure 1. Framework for studying the stressor and strain relationship.

In the next section of this paper, I review literature on stressors, strains, their relationships, social support from coworkers and supervisors, moderating effects of social support on the stressor-strain relationship, and pose hypotheses for the current study. I provide conceptual and operational definitions of the main study variables and explain more about the above framework, which serves as the foundation for the current study.

LITERATURE REVIEW

A number of researchers (e.g., Bradley, 2007; Pithers & Fogarty, 1995; Trenberth & Dewe, 2006) have studied the stressor-strain relationship among teachers and some studies (e.g., Brenner, Sörbom, & Wallius, 1985; Chen, 1996) have also looked at social support as a moderator of the stressor-strain relationship for teachers. However, there is still debate regarding the importance of tailoring assessments of stressors (i.e., job-specific stressors vs. generic stressors). Therefore, I also examine and compare the relationship between job-specific stressors vs. generic stressors in relation to strains. Furthermore, I examine if social support from administrators and coworkers weakens the positive stressor-strain relationship for teachers. The main study questions are: 1) is there a difference in the effects of generic stressors and job-specific stressors on strains? and 2) does social support better moderate the generic stressor-strain relationship or the job-specific stressor-strain relationship?

Generic Stressors

There are four categories of stressors: chronic versus acute and generic versus specific (see Beehr et al., 2000). Chronic stressors, such as role ambiguity, are thought to be constant for an employee, whereas acute stressors are short-term stressors, such as one's computer shutting down unexpectedly. This study will only be examining chronic generic and chronic job-specific stressors. Examples of generic stressors, or stressors that are the same for all jobs, are role overload and workload variability (Beehr et al.). Harris, Cumming, and Campbell (2006) assert that workplace stressors are generic. Indeed, Beehr and his colleagues (1990) conclude that generic stressor measures are better

predictors of strain than are job-specific stressors. In a subsequent study of occupational stress administered among Royal Navy and Royal Marines members, Bridger, Kilminster, and Slaven (2007) conclude that role conflict is a generic stressor that relates to strain. However, generic or global measures of stressors can provide inaccurate information that is relevant to only limited aspects of employee roles because they are based on general work experiences that may not pertain to all employee roles (Cinamon, Rich, & Westman, 2007). Mathematics teachers in Maryland reported role overload due to their job responsibilities. More specifically, they believed that interruptions to both planning time and instructional time, which are job-specific stressors, are serious obstacles to teaching (Tomayko, 2008).

In this study, I examine both generic and job-specific stressors, but in Study 1, which utilizes a sample of teachers in a small private day school, the generic stressor items address specific roles seen in organizations. Thus, while the stressors in Study 1, but not Study 2, may be generic in that they are found throughout all organizations, they were tailored to address relevant role issues seen in teachers' role set. For the most part, one can consider these generic stressors as generic role stressors and the job-specific stressors as lack of supplies and limited contributions to the school (a problem that afflicts the education sector more than other industry sectors).

Job-Specific Stressors

Research shows that some occupations have unique role stressors that contribute to employee strain (Cinamon et al., 2007; Noblet, 2003). These unique role stressors are often referred to as job-specific or occupation-specific stressors. Job-specific stressors

are sensitive to particular work situations, well understood by respondents from that occupation, and provide more valid and accurate information about employees' work experiences (Cinamon et al.).

Occupation-specific stressors for teachers include student aggression (e.g., van Der Doef & Maes, 2002), lack of social recognition, large class size, fear of violence, and lack of classroom control (Kokkinos, 2007). The dominant source of stress in the teaching profession is the quality of interpersonal relations, especially with pupils, but also relationships with supervisors and colleagues (Brenner et al., 1985). Organizational factors and personal factors are of less importance than the quality of interpersonal relationships (Brenner et al.). Kokkinos' literature review also shows diversity of tasks, the amount of paperwork, lack of resources, and lack of support relate to teacher strain. Kokkinos' study on burnout in primary school teachers shows that job-specific stressors, particularly managing student misbehavior and time constraints, predicted burnout, but generic stressors, such as role ambiguity, contributed less to burnout. Beehr and his associates (2000) found that occupation-specific chronic stressors were most strongly related to psychological strains and accounted for an additional 13 percent of variance in frustration and 26 percent of variance in depression above and beyond the variance explained by two generic chronic stressors. They suggest that the occupation-specific chronic stressors are more salient to employees and may assess aspects of the job that are more important than generic stressors.

Hypothesis 1

Correlations between job-specific stressors and strains will be stronger than the

correlations between generic stressors and strains.

Strains

There are three different categories of strains: physiological (e.g., cardiovascular symptoms), psychological (e.g., job dissatisfaction), and behavioral (e.g., absenteeism) (Cooper, Dewe, & O'Driscoll, 2001). Teachers' work-related stressors have been linked to numerous strains including increased depression (Schonfeld, 1992), psychological distress (Chaplain, 2008; Schonfeld, 1990), low morale (Schonfeld, 1990), burnout (Burke & Greenglass, 1994), and absenteeism (Chambers & Belcher, 1992). These results suggest that teaching carries more psychological and, to a lesser extent, physical symptoms, than other social professions, such as nursing and mental health professions (de Heus & Diekstra, 1999). This may be due to the fact that psychological measures were more often used for teachers than with other professions.

Burnout is a common psychological strain teachers report and it correlates with their perceived low status, feelings of defeat (Buunk, Peiró, Rodríguez, & Bravo, 2007), student misbehavior, time constraints (Kokkinos, 2007), low self-efficacy, and few coping resources (Betoret, 2006). In a sample of 399 Korean physical education teachers, role ambiguity, work overload, and role conflict were positively related to the burnout dimension of emotional exhaustion when job control and social support were high (Lee, 2004). However, Lee notes that research using a representative sample of teachers needs to be conducted in order to establish a model of teacher burnout. In the present study, I examine anxiety, which like burnout, is a psychological strain.

Employment conditions, for example, salary and career opportunities, are important work-related determinants of turnover intention (Rosse & Miller, 1984). Turnover in the teaching profession is not an uncommon occurrence. In fact, 50% of all teachers quit within their first seven years in the profession because of physical and emotional disorders relating to stressors (Carnegie Foundation, 1986). Studies using samples of teachers found a negative relationship between turnover intention and commitment to the profession (Chughtai & Zafar, 2006; Elitharp, 2006).

In a study of 112 primary school teachers, both role ambiguity and work overload consistently and positively correlated with job dissatisfaction (Yue, 1997). A telephone survey of over 2,000 teachers in China found that job-specific stressors, more often than generic stressors, related to higher risks of both generalized anxiety disorder and a major depressive episode (Lee, Tsang, & Kwok, 2007).

Social Support

When defining social support, one must take into consideration that social support can take on different forms (Glazer, 2006). Structural support is simply being surrounded or embedded in a social network, such as a church group or in a sport's team. Functional support is when people in one's social network provide tangible or intangible supportive functions (Beehr et al., 2000). Functional support is made up of instrumental and emotional support (Beehr & Glazer, 2001). Instrumental support is tangible assistance in the form of loaning someone money for lunch, helping another with work, or explaining how to do something. Emotional support is displayed when someone provides another an

empathetic ear or esteem, for example, by listening to his or her problem or reassuring that the employee deserves a raise.

In addition to different types of support, there are also multiple sources of support, including family, friends, coworkers, and supervisors. This study focuses on coworker and supervisor support. Finally, research shows both direct links between social support and strains and moderating effects of social support on stressor-strain relationships (Beehr & Glazer, 2001). It is important to note that most studies on moderating effects of social support on stressor-strain relationships are actually on the relationship between generic stressors and strains, not job-specific stressors and strains. Below I discuss the main effect model, followed by the buffering and reverse-buffering (moderating) effects models.

Main Effect Model

In the direct, or main effect model, social support directly reduces strain, perhaps through calming the person (Beehr, Farmer, Glazer, Gudanowski, & Nair, 2003; Miyazaki et al., 2005). In a study of the consequences of work-based discrimination for older police officers, Redman and Snape (2006) found a positive main effect of social support on job and life satisfaction, affective and normative commitment, as well as perceived power and prestige. Noblet (2003) also concludes that social support has a direct negative effect on job satisfaction, as well as psychological health. Leung and Lee (2006) found that social support from Chinese teachers' administrators has a direct negative effect on intention to quit and burnout, but support from colleagues has little or no effect on teachers' intention to quit. Leung and Lee surmise this may be due to

administrators' responsibility for evaluating teachers' performance, which directly relates to their salary increment and promotion opportunities, both ranked as the top two reasons teachers leave the profession. Despite these findings, a meta-analysis shows that correlations between social support and strains are usually in the teens or close to -.20 (Viswesvaran, Sanchez, & Fisher, 1999).

Buffering Model

In addition to a main effects model, Cohen and Wills (1985) hypothesize that social support interacts with stressors to influence strain(s). In particular, they expected that social support would buffer the effects of stressors on strain, such that positive relationships between stressors and strains would be weaker for people with more social support than for people with less social support (Beehr et al., 2003; Griffith, Steptoe, & Cropley, 1999; Miyazaki et al., 2005; Viswesvaran et al., 1999; Fried & Tiegs, 1993).

Studies (e.g., Bradley, 2007; van Dick & Wagner, 2001) on teachers show that the relationship between work-related stressors and strains is much weaker for teachers with high feelings of social support from their coworkers and principal than for teachers with low feelings of support. Chen (1996) also found that social support from the school principal buffers against psychological strains resulting from work-related stressors, and support from teachers' coworkers decrease negative attitudes toward students. Ray (1987) asserts that although support from the principal might play an important role in buffering the stressor-strain relationship among teachers, support from fellow teachers is perhaps more relevant because teachers share the same stressful context of the classroom.

A study of social support and burnout in a sample of 535 Taiwan elementary school teachers found that social support from their principals is the strongest buffer against psychological strains and emotional exhaustion that result from work-related stressors (Chen, 1996). Greenglass, Fiksenbaum, and Burke (1996) found that emotional social support from coworkers buffered the effects of the stressors on depersonalization, while practical (e.g., helping with workload) social support from administrators and coworkers, each individually buffers the effects of stressors on depersonalization.

Reverse-Buffering Model

Studies also show that social support has a reverse buffering effect on stressor-strain relationships (Redman & Snape, 2006), such that as stressors increase, strains become stronger with high (vs. low) social support (Beehr & Glazer, 2001). Although the reverse buffering was unexpected, it seems to have been found as often as the buffering effect (Beehr & Glazer). For example, Glaser, Tatum, Nebeker, Sorenson, and Aiello (1999), in a work simulation study, found that the relationship between workload and both strains and performance is more positive when social support from the supervisors is present. Similarly, Starnaman and Miller (1992) found that teachers feel greater depersonalization despite their principal's support. They purport that in attempt to be supportive, principals tell unfavorable stories about students, but instead of helping it reinforces teachers' unfavorable attitudes toward students.

Kaufman and Beehr (1986) introduced three possible explanations for the reverse-buffering effect. First, like Blau (1981) Kaufman and Beehr contend that increased interaction with the support figure may exacerbate the stress response if they are the

actual source of the stressor (i.e., source congruence). Second, support providers reassure the individual about the legitimacy of his or her bad feelings towards the discriminating organization, thus increasing the negative feelings. Third, individuals who experience strains are likely to seek support.

In terms of the first possible explanation for the reverse-buffering effect, mixed results were found, as it was supported by Kaufman and Beehr (1989), but not by Beehr et al. (2003). Kaufman and Beehr's (1989) study of main and moderating effects of functional social support among police supervisors and non-supervisors indicates a reverse buffering effect in which the stressor-strain relationship is stronger when social support is high. Lim (2006) also suggests that high levels of supervisor support have harmful effects if it is not consistent with characteristics of the support receiver, the support provider, and the work context. Therefore, if supervisors are the source of employees' stressors, it comes across as hypocritical for supervisors to also be a source of support. Thus, based on theoretical reasoning for why reverse buffering occurs or why buffering occurs, it is possible that administrator support would have a reverse buffering effect on the relationships between both job-specific stressors and generic stressors with on strains and coworker support would have a buffering effect on these relationships.

Hypothesis 2

Social support from administrators and coworkers would moderate the relationship between stressors and strains, such that:

(a) administrator support would have a reverse-buffering effect on the relationships between both job-specific stressors and generic stressors with strains and

(b) coworker support would have a buffering effect on the relationships between both job-specific stressors and generic stressors with strains.

Few studies have focused on how social support moderates the stressor-strain relationship when looking at job-specific stressors, as compared to generic stressors. Previous research (El-Bassel, Guterman, Bargal, & Su, 1998; Lim, 1997; Wade & Kendler, 2000) on social support and its relationship with job-specific and generic stressors has been inconclusive. Thus, a general research question I try to answer is:

General Research Question

Will the moderating effects of social support be stronger for the relationship between job-specific stressors and strains or for the relationship between generic stressors and strains?

This thesis utilizes two datasets on stress among teachers. The datasets are not combined because the job-specific stressors are different and were created or taken from different sources (as will be described in the measures section). In addition, the strain measures for the two studies are different. Finally, the intent of this study first began with analyzing data from Study 1, but given the small sample size, it was determined that using the second archival dataset could enhance the meaningfulness of the results. The hypotheses for both studies are the same.

STUDY 1: TEACHERS IN PRIVATE DAY SCHOOL

The first study tests the hypotheses among teachers of a private Jewish Day School in Northern California and accredited by the California Association of Independent Schools. The school offers kindergarten through eighth grades, had 145 students and 30 faculty and administrative staff members at time of data collection in Spring 2008.

Method

Procedure

Graduate students developed a questionnaire based on interview data and literature on work stress. Therefore, job-specific stressors in this study are specific for this group of teachers and not necessarily teachers elsewhere. The graduate students administered confidential surveys to the teachers at the end of a weekly faculty meeting. The Head of School and Principal left the room while teachers completed the surveys. The teachers were given as much time as they needed to complete the survey. All were done after one hour. They were asked not to speak with one another while completing the survey and to place the completed survey into a sealed box situated next to the graduate students before they left the room. Graduate students remained in the room to answer any questions the teachers had about the survey. The Head of School and Principal encouraged teachers who were not present at the faculty meeting to complete the survey and turn it into a sealed box left in the school's main office.

Participants

Eighteen private school teachers from a Jewish Day School in Northern California teaching in grades K-8, completed self-administered surveys. Three of the 18 teachers did not complete the demographic questions. It is possible that they did not answer these questions because they felt like they could be identified due to the small sample size. Of those who did complete the demographic section, six were between the ages of 30-39, three were between 40-49, and six were 50 or above. Eleven of the teachers taught at the elementary school level, three were middle school teachers, and two teachers taught both middle and elementary school. One teacher was part-time and the other 15 were full-time teachers. Nine of the teachers have been teaching at the school between 0-2 years. Three teachers have been employed at the school for 3-5 years, four for 6-10 years, and only one teacher has worked at the school for 11 or more years. We did not ask respondents' sex or ethnicity to protect anonymity.

Measures

The Teacher Survey consisted of 99 questions, six were demographic questions and the others tapped into organizational climate, including occupational stressors, strains, and social support from administrators and coworkers. The majority of the items, with the exception of those listed in the following sections, were created specifically for this study. Both generic stressor and job-specific stressor items were determined based on similar items used in past research studies. All items utilized a 5-point Likert-type scale with response choices ranging from 1 "Strongly Disagree" to 5 "Strongly Agree." Higher scores on each of the subscales represented higher reported levels of stressors,

strains, and social support. The school's name was replaced with "XYZ" in the survey to preserve their anonymity. Participants were also given the option to respond to items as "Not Applicable" or "Irrelevant."

Generic Stressors

Generic stressors were measured in terms of three different variables, role ambiguity, role overload, and role conflict, which are commonly used in work-related stressor research. Role ambiguity refers to being unsure about one's work role or work-related tasks. Role overload is operationalized as feelings of being overwhelmed due to an unrealistic amount of work to be completed. Lastly, role conflict refers to having inconsistent or conflicting job responsibilities.

Role ambiguity. Four items assessed role ambiguity ($\alpha = .90$, see items 15-18 in Appendix B). An example item is "I understand what my role is at the school."

Role overload. Three items assessed role overload ($\alpha = .73$, see items 42-43 and 79 in Appendix B). An example items is "There is too much administrative paperwork in my job."

Role conflict. Two items (see items 63-64 in Appendix B) measured role conflict (inter-item $r = .94$). An example item is "Supervising students during lunch hours is not an effective use of my time."

Job-Specific Stressors

Job-specific stressors were measured by three variables that were unique to the teachers' role set. Three variables, lack of supply reimbursement, lack of respect for communication, and lack of resource allocation, were used to measure job-specific

stressors. Lack of supply reimbursement addressed the process of obtaining and being reimbursed for supplies necessary for the classroom. Lack of respect for communication identified one's feelings that his or her opinion was not always sought or respected when given. Lack of resource allocation is classified as not having the necessary resources and not knowing who to ask or where to go to obtain these resources.

Lack of supply reimbursement. Four items measured lack of supply reimbursement ($\alpha = .75$, see items 44-47 in Appendix B). An example item is "I have a hard time getting reimbursed for supplies that I bought with my own money."

Lack of respect for communication. Four items measured lack of respect for communication ($\alpha = .56$, see items 31-32, and 57 in Appendix B). The low reliability for this variable may be due to the small sample size. An example item is "My opinion is not always sought when it should be."

Lack of resource allocation. Four items measured lack of resource allocation ($\alpha = .89$, see item 71-74 in Appendix B). An example item is "I have the necessary resources to be efficient in my work role."

Strains

Strains were measured by two variables, anxiety and unfavorable attitudes. Anxiety was operationalized in terms of psycho-physiological strains, such as feeling tightness in the chest. Unfavorable attitudes referred to the negative feelings one had towards his or her job and the school itself.

Anxiety. Five items from Parker and DeCotiis' (1983) 15-item job stress scale assessed anxiety ($\alpha = .89$, see items 80-84 in Appendix B). An example item is "I have felt fidgety or nervous as a result of my job." Glazer and Kruse (2008), as well as Glazer and Beehr (2005), found this five-item measure valid.

Unfavorable attitudes. Unfavorable attitudes were measured in terms of poor work-life balance, low organizational commitment, higher turnover intention, and low job satisfaction. Work-life balance was measured by three items taken from Goldberg and William's (1988) General Health Questionnaire (see items 85-87 in Appendix B) assessing one's ability to balance work and home life. An example item is "I am able to enjoy my normal day-to-day activities outside of work." Three items from Meyer and Allen's (1991) affective organizational commitment scale (see items 89-91 in Appendix B) were used to examine the teachers' commitment to the school. The commitment scale examined the personal meaning of the organization and one's likelihood to stay with the organization. An example item is "I would be very happy to spend the rest of my career with this school." One item assessed turnover intention (see item 92 in Appendix B). The item is "I often think about quitting." Lastly, one item measured job satisfaction (see item 93 in Appendix B). The item is "Overall, I am satisfied working for this school." Similar to previous research using an outcome index (Begley & Czajka, 1993), I also created an overall index comprised of these items. Inter-item correlations (see Table 1) were all positive. A factor analysis on the eight items, with the cutoff point for inclusion at .30, revealed that all eight items loaded on the variate. The factor analysis also showed that 53.2 percent of variance was accounted for by the eight items. Thus, the unfavorable

attitudes index was created using all eight items ($\alpha = .85$). Higher scores on this scale indicated higher levels of unfavorable attitudes.

Social Support

Social support was measured by two variables, coworker social support and administrator social support. Coworker social support consisted of items that assessed how one felt his or her coworkers provided help or support at work. Administrator social support was measured in terms of perceptions of how one's administrators provided help or support at work.

Coworker social support. Four items from a modified version of Caplan, Cobb, and French's (1975) social support scale (see items 11 and 76-78 in Appendix B) were used to assess coworker social support ($\alpha = .46$). An example item is "I can rely upon co-workers when things get tough at work."

Table 1

Descriptive statistics and correlations for unfavorable attitudes items

Variables	M	SD	1	2	3	4	5	6	7
Work-Life Balance									
1. Useful Work Role	4.50	.79	-						
2. Work Activities	1.50	.79	.45	-					
3. Outside Work Activities	2.11	.68	.14	.48	-				
Commitment									
4. Career	2.28	1.18	.45	.28*	.09	-			
5. Personal Meaning	2.44	1.04	.40	.68**	.15	.68**	-		
6. Belonging	2.17	1.04	.61*	.60*	-.09	.59*	.81**	-	
Job Satisfaction									
7. Job Satisfaction	2.00	.84	.30	.37	.52*	.53*	.66**	.34	-
Turnover Intention									
8. Quit	2.06	1.20	.27	.41	.37	.48	.64**	.37	.09**

Note. $n = 18$. Useful Work Role = I feel that I am playing a useful part in my work role. Work Activities = I am able to enjoy my normal day-to-day activities at work.; Outside Work Activities = I am able to enjoy my normal day-to-day activities outside of work.; Career = I would be happy spending the rest of my career with XYZ school.; Personal Meaning = XYZ school has a great deal of personal meaning for me.; Belonging = I do not feel a strong sense of belonging to XYZ school.; Job Satisfaction = Overall, I am satisfied working for XYZ school.; Quit = I often think about quitting.

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

Administrator social support. A seven-item modified version of Caplan and colleagues' social support scale (see items 12-14 and 67-70 in Appendix B) measured administrator support ($\alpha = .72$). An example item is "I can rely upon administrators when things get tough at work."

Results

Descriptive Statistics and Inter-Item Correlations

Table 2 presents means, standard deviations, reliability coefficients, and correlations among all Study 1 variables. For the most part, participants' responses generally stayed in the low moderate response-scale range, from an average in the low twos to high threes, but did not reach the higher response-scale range of a four or five.

Furthermore, based on the low standard deviations there seems to be consistency among the teachers' responses. Means ranged from 2.02 ($SD = 0.64$) for unfavorable attitudes to 3.72 ($SD = 0.39$) for coworker support. Responses for the job-specific stressors were generally higher ($M = 2.60$ to 3.36 , $SD = .98$ to $.86$) than the generic stressor responses ($M = 2.28$ to 3.56 , $SD = .79$ to 1.25), perhaps illustrating that the job-specific stressors were more salient to the participants. The responses for unfavorable attitudes ($M = 2.02$, $SD = .64$) and anxiety ($M = 2.79$, $SD = .99$) were in the lower range on the response-scale, which may indicate that the participants did not experience the strains used in the survey. Lastly, responses for administrator support ($M = 3.50$, $SD = .59$) and coworker support ($M = 3.72$, $SD = .39$) were moderate on the response-scale range and perhaps a good representation of the different types of social support the participants received at work.

All generic stressors (role ambiguity, role overload, and role conflict) and job-specific stressors (lack of supply reimbursement, lack of resource allocation), except lack of respect for communication, positively correlated with strains (unfavorable attitudes and anxiety). In terms of the generic job stressors, role ambiguity positively correlated with unfavorable attitudes ($r = .70, p < .01$), and role overload positively correlated with anxiety ($r = .59, p < .05$). For the job-specific stressor items, lack of supply reimbursement ($r = .75, p < .01$) and lack of resource allocation ($r = .72, p < .01$) each correlated positively with unfavorable attitudes. Lack of supply reimbursement ($r = .58, p < .05$) correlated positively with anxiety. Administrator support correlated negatively with anxiety ($r = -.56, p < .05$). Coworker support also correlated negatively with lack of supply reimbursement and with unfavorable attitudes ($r = -.58$ and $r = -.61, p < .05$, respectively).

Test of Hypotheses

Hypothesis 1 stated that the correlations between job-specific stressors and strains will be stronger than the correlations between generic stressors and strains. In order to test this hypothesis, I employed Cohen and Cohen's (1983) chi-square analysis to test for significant differences between dependent correlation coefficients (whereby two different stressor variables' correlations with the same strain are compared, e.g., x-z correlation compared to y-z correlation). Just by looking at the correlations one cannot tell if a correlation is significantly different (higher or lower) from another. In fact, this would be a Type 1 error. To ensure that Type 1 error is not committed, Cohen and Cohen's (1983)

Table 2

Descriptive statistics, reliabilities (on diagonal and bold), and correlations for Study 1 variables

Variables	M	SD	1	2	3	4	5	6	7	8	9	10
Job-Specific Stressors												
1. Lack of Respect for Comm.	3.06	.88	.56									
2. Lack of Supply Reimbursement	3.36	.86	.39	.75								
3. Lack of Resource Allocation	2.60	.98	.39	.84**	.89							
Generic Stressors												
4. Role Ambiguity	2.28	.79	-.14	.54*	.48*	.90						
5. Role Overload	2.69	1.08	.18	.05	.03	-.13	.73					
6. Role Conflict	3.56	1.25	.19	.43	.33	-.07	-.12	.89				
Strains												
7. Unfavorable Attitudes	2.02	.64	-.19	.75**	.72**	.70**	.14	.34	.89			
8. Anxiety	2.79	.99	.10	.58*	.44	.30	.59*	.28	.56*	.71		
Social Support												
9. Administrator Support	3.50	.59	-.32	-.35	-.14	.08	-.20	-.36	-.23	-.56*	.59	
10. Coworker Support	3.72	.39	-.03	-.58*	-.39	-.41	-.18	-.27	-.61*	-.27	.17	.46

Note. $n = 17$. Lack of Respect for Comm. = Lack of Respect for Communication.

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

chi-square test is employed. All possible combinations of job-specific stressors with strains correlations versus generic stressors with strains correlations were compared. Hypothesis 1 was partially supported. No generic stressor-strain correlations were stronger than any job-specific stressor-strain correlations. One job-specific stressor-strain correlation was stronger than generic stressor-strain correlations. In particular, the correlation between supply reimbursement (a job-specific stressor) and unfavorable attitudes ($r = .75$) was significantly stronger than the correlation between role conflict (a generic stressor) and unfavorable attitudes ($r = .34; t = 2.38, p < .05$).

Hypothesis 2 stated that social support from administrators and coworkers would moderate the relationship between stressors and strains. To test this hypothesis, hierarchical moderated regression analyses were employed for each stressor and the interaction between each stressor and each form of social support. For example, lack of respect for communication and administrator support were individually entered in the first step and the interaction between lack of respect for communication and administrator support was entered in the second step. Each combination was tested in order to test Hypothesis 2a and Hypothesis 2b. In total, this yielded 24 regression analyses. Due to the large number of analyses, only those with significant interactions are presented.

Hypothesis 2a, which stated that administrator support would have a reverse-buffering effect on the relationships between both job-specific stressors and generic stressors, was not supported; administrator support did not moderate the stressor-strain relationship.

Hypothesis 2b stated that coworker support would have a buffering effect on the

relationships between both job-specific stressors and generic stressors on strains. Although coworker support moderated the relationship between role conflict and unfavorable attitudes, it did not buffer the relationship, rather there was a reverse-buffering effect. Therefore Hypothesis 2b was also not supported. As can be seen in Table 3, the interaction between coworker support and role conflict accounted for an additional 40% of variance in unfavorable attitudes, above and beyond the 24.3% of variance accounted for by role conflict and coworker support (see Table 3). Plotting the standardized beta coefficients, we see that as role conflict increased, unfavorable attitudes increased more strongly (instead of less strongly) for teachers with high coworker support (see Figure 2), although the slopes were close. None of the other hierarchical moderated regression analyses in which the strains were regressed on the interactions between the stressors and sources of support were significant.

Table 3

Hierarchical moderated regression analysis for role conflict and unfavorable attitudes as moderated by coworker support

Variable	β	R^2	ΔR^2	ΔF	df
Step 1					
Role Conflict	.37				
Coworker Support	-.30	.24	.24	2.40	2, 15
Step 2					
Role Conflict (a)	.44*				
Coworker Support (b)	-.31†				
a x b	.63**	.64**	.40	15.44**	1, 14

Note. $n = 17$.

* $p < .05$. ** $p < .01$. † $p < .10$.

A general research question addressed whether the moderating effects of social

support were stronger for the relationship between job-specific stressors and strains or for the relationship between generic stressors and strains. In order to test which relationship (job-specific stressor-strain or generic stressor-strain) social support more strongly moderates, I employed a moderated regression analysis in which each strain variable was regressed on all stressors (step 1), followed by both sources of support (step 2), and then the stressor-support interactions (step 3). Results show (see Table 4) that coworker

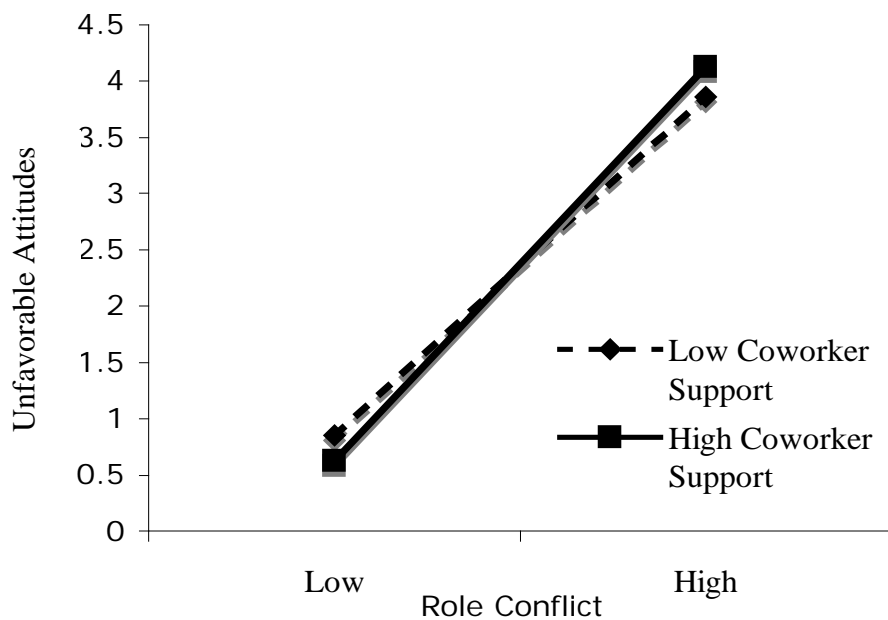


Figure 2. The relationship between generic role conflict and unfavorable attitudes as moderated by coworker support.

support moderated the relationship between role overload (a generic stressor) and anxiety. Trying to reproduce this effect by including only role overload, coworker support, and their interaction, however, did not yield a significant interaction effect ($\Delta R^2 = .02$, $\Delta F(1, 15) = .31$, $p > .05$). This suggests that coworker support may not moderate the relationship between role overload and anxiety alone, but only in the presence of

other stressors. The interaction between coworker support and role overload accounted for an additional six percent of the variance in anxiety, above and beyond the 58.3% of variance explained by the stressor variables and the 28.9% of variance accounted for by the social support variables alone (see Table 4). Figure 3 shows that as role overload increased, anxiety increased and that coworker support added to (as opposed to ameliorate) the overload. Although, the slope for high coworker support was not as steep as for low coworker support, suggesting that perhaps at some point coworker support might be helpful.

Results of the general research question (see Table 4) show that social support only moderated the relationship between role overload (a generic stressor) and anxiety. This might indicate that social support moderates the relationship between generic stressors and strains better than job-specific stressors and strains.

Discussion

The present study examined which type of stressors, job-specific or generic stressors, would more likely relate to strains and whether social support from administrators or coworkers would moderate these relationships any differently. First, the correlation between lack of supply reimbursement and unfavorable attitudes was significantly stronger than the correlation between role conflict and unfavorable attitudes. Results may suggest that when diagnosing stressors and strains in an organization, it is important to assess stressors that are unique to the given job, as well as stressors that are universal across jobs. It is important to highlight that the job-specific stressors were developed on the basis of interviews with the teachers.

Table 4

Stepwise-moderated regression analysis, regressing anxiety on all stressors, sources of support, and their interactions

Variable	β	R^2	ΔR^2	ΔF	df
Step 1					
Rescomm	.13				
Reimb	.30				
Resource	-.10				
Ambiguity	.40				
Conflict	.54				
Overload (a)	.55*	.58	.58*	2.56	6, 11
Step 2					
Admin Support	-.63*				
Cwk Support (b)	.58**	.87**	.29**	10.09	2, 9
Step 3					
a x b	3.32*	.93**	.06*	7.45*	1, 8

Note. $n = 17$. Rescomm = Lack of Respect for Communication; Reimb = Lack of Supply Reimbursement; Resource = Lack of Resource Allocation; Ambiguity = Role Ambiguity; Conflict = Role Conflict; Overload = Role Overload; Admin Support = Administrator Support; Cwk Support = Coworker Support a x b = Interaction between Role Overload and Coworker Support.

* $p < .05$. ** $p < .01$. † $p < .10$.

Second, the hypotheses that administrator support would have a reverse-buffering effect on the stressor-strain relationship, whereas coworker support would have a buffering effect on the stressor-strain relationship, were not supported. Instead, coworker support seemed to have a reverse buffering effect on the relationship between role conflict and unfavorable attitudes. When role conflict increased, unfavorable attitudes increased more strongly for those reporting high coworker support than for those reporting low coworker support. This result supports Beehr and Glazer's (2001) literature review on social support across cultures that found coworkers' support can have

a negative impact, particularly if they are the reasons for the conflict. Previous studies (Beehr & Kaufman,

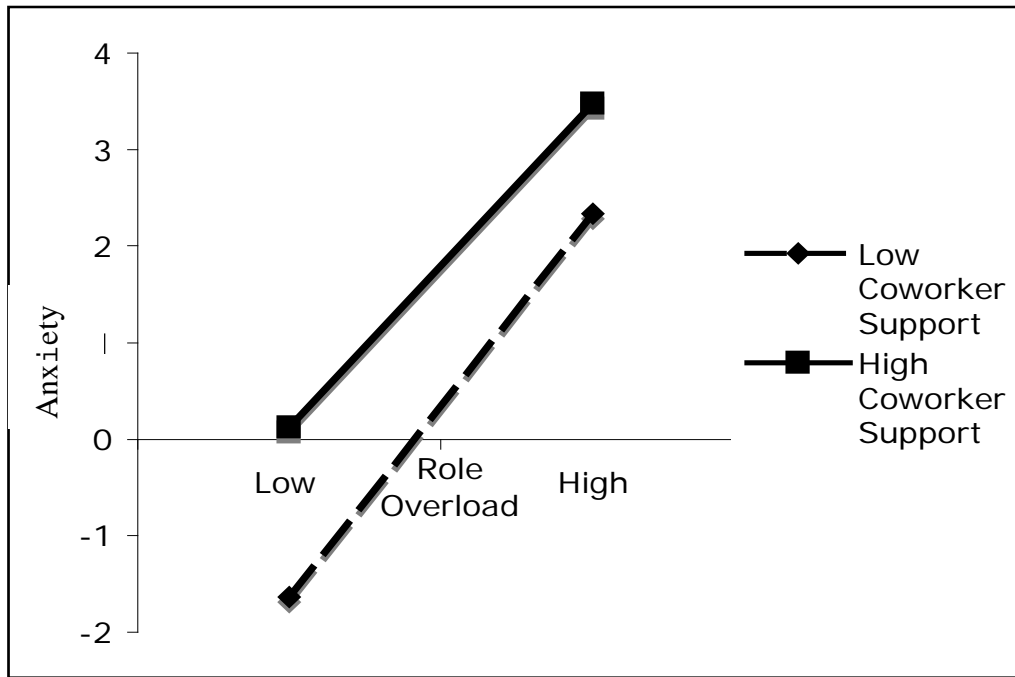


Figure 3. The relationship between generic role overload and anxiety as moderated by coworker support.

1986; Blau, 1981) have found that when the source of the stressor is the same as the source of support, the support source amplifies the stressor-strain relationship. This finding suggests that perhaps a coworker's support is interpreted as showing off or not warranted and, therefore, teachers may be better off not trying to support each other on issues that are related to the teachers' relationships and ideas of how to execute one's work. Not giving "support" when one is also the source of the stressor will ensure there is no false pretense in the workplace.

It is important to assess stressors that job incumbents voice, as well as generic stressors that they might not consider or voice. It is important to highlight that the job-specific stressors were developed on the basis of interviews with the teachers.

Finally, to determine if social support sources moderate certain stressor-strain relationships more strongly than other stressor-strain relationships, I employed a moderated multiple regression analysis in which all stressors, all sources of support, and their interactions were entered into the equation. Results show that coworker social support moderates the relationship between role overload and anxiety, but it has a reverse buffering effect between the stressor and strain. Neither form of social support moderated the relationship between job-specific stressors and strains. The findings from Study 1, in total, show that social support moderates generic stressor-strain relationships more than it moderates job-specific stressor-strain relationships. This result somewhat echoes Beehr and colleagues' (1990) conclusion that generic stressor measures are better predictors of strains than job-specific stressors. However, this finding may be due to the limitation of the sample size.

Further inquiry into the significant interaction suggests that role overload relates to anxiety, and that coworker support does not moderate that relationship when it is the only stressor present. However, when faced with role overload, as well as other stressors (job-specific and generic), coworker support helps to mitigate the effects of role overload on anxiety. This suggests that when stressors mount, including workload, having coworker support helps to alleviate, at least that stressor, in order to protect one from too much anxiety.

After conducting Study 1, it was evident that a second study should be conducted because the sample size may have been too small and homogeneous to be able to reject the null hypotheses. Study 2 had a much large sample size and like Study 1, the survey focused on teacher stressors and generic stressors, though this time in 12 different public elementary schools.

STUDY 2: TEACHERS IN PUBLIC SCHOOLS

Method

Procedure

This study is based on archival data gathered for Buchanan's (2004) thesis. According to Buchanan, 730 surveys were distributed through internal district mail to 12 elementary schools (K-6) in a public unified school district in Arizona during the 2002-2003 school year. Participants were instructed that participation was voluntary and no information would be used to identify individuals. Despite having all the data available in a dataset, the thesis advisor required that data be manually entered again for the current thesis and the two databases were compared. Due to possible entry errors, not all participants included in Buchanan's thesis were included in this thesis. Nonetheless, further specific information on data collection procedures can be found in Buchanan's (2004) thesis.

Participants

This study examines data from 242 completed surveys (of 730 surveys that were distributed). Teachers' mean age was 43.31 years (*S.D.* = 10.51). The average number of years teaching at one's current school site was 7.32 years (*S.D.* = 5.72) and the mean number of total years teaching was 15.06 years (*S.D.* = 8.72). The majority of respondents (91.1%) reported being female, and 8.9 percent were male. Sixty-four percent of the teachers surveyed had a Masters degree and 36 percent had a Bachelors degree. Most teachers were Euro American (92.6%) and Hispanic/Latino/a (4%). The majority of respondents (86.6%) taught regular education or non-designated "special

need” populations, whereas 13.4 percent taught special education programs, composed of special need students. Sixty-seven percent of the teachers reported teaching class sizes of 21-30 students, whereas over 17 percent reported class sizes of more than 31 students. The remaining teachers reported fewer than 20 students per class.

Measures

Generic Stressors

Like Study 1, generic stressors were measured in terms of three role stressor variables; role ambiguity, role overload, and role conflict. Role ambiguity refers to lack of clarity with one’s work role or work-related tasks. Role overload addresses an employee’s feelings of having too much work to do in an unrealistic amount time. Lastly, role conflict is operationalized as having incompatible demands from two or more people.

Role overload, role conflict, and role ambiguity. Glazer and Beehr (2005) adapted a 15-item measure of role stressors from others’ (Abdel-Halim, 1978; Beehr, Walsh, & Taber, 1976; Rizzo, House, & Lirtzman, 1970) studies (see items 50-64 in Appendix C). Five items measured role overload ($\alpha = .79$, items 50-54 in Appendix C), role conflict ($\alpha = .69$, items 55-59 in Appendix C), and role ambiguity ($\alpha = .81$, items 60-64 in Appendix C). The response scale for these items ranged from 1 “Strongly Disagree” to 7 “Strongly Agree.” Item 51 and items 61-64 were reverse-coded. Higher scores indicated greater role stressors.

Job-Specific Stressors

Unlike Study 1 where job-specific stressors were tailored to that specific group of teachers, these job-specific stressors are relevant for nearly all teachers anywhere. Job-specific stressor items were taken from The Teacher Concern Inventory, or TSI (see Appendix C). The TSI was developed in the 1980's and refined over the following decade by Fimian (1986) to consist of 49 items designed to measure occupational stress experienced or exhibited by public school teachers (Remy, 1999). Four stressor variables from the TSI, time management, professional distress, discipline and motivation, and professional investment, were used to assess stressors teachers experienced. All stressor items below were rated on a 5-point Likert-type scale ranging from 1 "Not Noticeable" to 5 "Very Noticeable." Higher scores on each subscale were indicative of higher reported levels of stressors.

Time management. Eight items focused on job-related commitments or responsibilities that require managing or coping with limited time resources, time constraints, or insufficient time to complete a task or group of tasks were used to assess time management. Cronbach alpha reliability was .74 (see items 1-8 in Appendix C). A sample item is "I easily over-commit myself."

Professional distress. Five items related to lack of promotion opportunities, a lack of status, respect, or recognition, and inadequate salary measured professional distress ($\alpha = .82$, see items 15-19 in Appendix C). A sample item is "I lack promotion and/or advancement opportunities."

Discipline and motivation. Six items that pertained to student discipline problems, monitoring pupil behavior, poorly motivated students, inadequate or poorly defined discipline problems or policies, and rejected authority by both students and administration measured discipline and motivation ($\alpha = .89$, see items 20-25 in Appendix C). A sample item is “I feel frustrated having to monitor pupil behavior.”

Professional investment. Four items related to personal opinions not being sought, a lack of control over classroom decisions, few promotional opportunities, and a lack of emotional or intellectual stimulation on the job measured professional investment ($\alpha = .69$, see items 26-29 in Appendix C). A sample item is “My personal opinions are not sufficiently aired.”

Strains

Strain items were also taken from the TSI (Fimian, 1986). The strains were conceptualized as manifestations and grouped into three different categories, emotional, physical, and behavioral. All strain items were rated on a 5-point Likert-type scale ranging from 1 “Not Noticeable” to 5 “Very Noticeable.” Higher scores on each subscale were indicative of higher reported levels of strains.

Emotional strain. Five items assessed emotional strain ($\alpha = .85$, see items 30-34 in Appendix C). A sample item is “I respond to stressors by feeling insecure.”

Physical strain. Eleven items comprised the physical strain variable ($\alpha = .82$, see items 35-45 in Appendix C). A sample item is “I respond to stressors with physical exhaustion.”

Behavioral strain. Four items measured behavioral strain ($\alpha = .76$, see items 46-49 in Appendix C). A sample item is “I respond to stressors by using alcohol.”

Social Support

The original measure for social support developed by Caplan and colleagues (1975) was employed in this study. Note that in Study 1 a modified version of this original measure was employed. Thus, in both studies the same social support variables were examined. The response scale for the social support items ranged from 1 “Not at All” to 4 “Very Much.” Higher scores were indicative of greater support.

Coworker social support. Four items ($\alpha = .78$, see items 65-68 in Appendix C) measured how coworkers behaved towards the participant. A sample item is “How easy is it to talk with other people at work?”

Administrator social support. Four items ($\alpha = .90$, see items 69-72 in Appendix C) measured how participants’ supervisors behaved towards them. A sample item is “How easy is it to talk with administrators at work.”

Results

Descriptive Statistics and Inter-Item Correlations

Table 5 presents means, standard deviations, and correlations among Study 2 variables. Mean values ranged from 1.51 ($SD = 0.65$) for behavioral strains to 4.32 ($SD = 0.98$) for role overload and standard deviations for each variable suggest greater variability among these respondents than among the teachers in Study 1. Participants’ mean scores on job-specific stressors appeared to be moderate, ranging from 2.19 ($SD =$

.85) for professional investment to 3.56 ($SD = .66$) for discipline and motivation. Participants' average ratings on generic stressors were generally higher than on job-specific stressors. For example, the mean scores for the generic stressors ranged from 3.24 ($SD = 1.27$) for role ambiguity to 4.32 ($SD = .98$) for role overload. In terms of strains, teachers were somewhat low, with means ranging from 1.51 ($SD = .65$) for behavioral strains to 2.61 ($SD = 1.04$) for emotional strains. It is important and comforting to note that teachers, for the most part, are consistently (given the low standard deviation) low (based on the mean score) with not engaging in deviant behavioral reactions to stressors (e.g., drinking alcohol). Lastly, participants were mid-scale on administrator support ($M = 2.73$, $SD = .89$) and coworker support ($M = 3.20$, $SD = .66$).

All job-specific stressors (i.e., time management, professional distress, discipline and motivation, and professional investment) and two generic stressors (role conflict and role overload) positively and significantly correlated with the three strain variables (emotional, behavioral, and physical). Role ambiguity did not have a significant correlation with any of the strain variables. Job-specific stressors, time management, professional distress, and professional investment, each had a negative significant correlation with administrator support (r 's = $-.18$, $-.29$, and $-.48$, $p < .01$, respectively). However, only professional distress and professional investment negatively and significantly correlated with coworker support (both r 's = -0.20 , $p < 0.01$). Generic stressors, role overload and role conflict, each negatively and significantly correlated with administrator support (r 's = -0.24 and -0.29 , $p < 0.01$, respectively). Role overload

and role conflict negatively and significantly correlated with coworker support (r 's = $-.13$ and $-.25$, $p < .01$), whereas role ambiguity positively correlated with coworker support ($r = .21$, $p < .01$). Administrator support negatively correlated with each of emotional, physical, and behavioral strains (r 's = -0.13 , -0.16 , and -0.14 , $p < 0.05$, respectively). Coworker support did not significantly correlate with any of the strains.

Test of Hypotheses

To test hypothesis 1, which stated that the correlations between job-specific stressors and strains would be stronger than the correlations between generic stressors and strains, I employed Cohen and Cohen's (1983) chi-square analysis to test for significant differences between dependent correlations of job-specific stressor-strain correlations and generic stressor-strain correlations. As stated in the Study 1 results, Cohen and Cohen's (1983) chi-square analysis ensures that Type 1 error is not committed. Based on this formula, Hypothesis 1 was mostly supported. More correlations between job-specific stressors and emotional strain were stronger than correlations between role ambiguity and emotional strain. In particular, the correlations between emotional strain and (a) time management ($r = .34$), (b) professional distress ($r = .23$), (c) discipline and motivation ($r = .30$), and (d) professional investment ($r = .28$) were significantly greater ($t = 5.08$, $p < .01$; $t = 3.90$, $p < .01$; $t = 5.26$, $p < .01$; $t = 4.75$, $p < .01$, respectively) than the non-significant correlation between emotional strain and role ambiguity ($r = -.15$). However, the correlation between emotional strain and professional distress was significantly lower than the correlation between emotional strain and role overload ($r = .36$; $t = -2.28$, $p < .05$).

The correlations between job-specific stressors and physical strain were stronger than the correlations between role ambiguity and physical strain. More specifically, the non-significant correlation between role ambiguity and physical strain ($r = -.08$, *ns*) was significantly smaller than correlations between physical strain and each of (a) time management ($r = .35$, $t = 4.29$, $p < .01$), (b) professional distress ($r = .24$, $t = 3.25$, $p < .01$), (c) discipline and motivation ($r = .33$, $t = 4.76$, $p < .01$), and (d) professional investment ($r = .32$, $t = 5.10$, $p < .01$). The correlation between time management and physical strain ($r = .35$) was significantly greater ($t = 11.76$, $p < .01$) than the correlation between role overload and physical strain ($r = .32$). However, the correlation between physical strain and professional investment was significantly lower than the correlation between physical strain and role overload ($r = .33$; $t = 7.52$, $p < .01$). Lastly, the correlation between time management and physical strain ($r = .35$) was significantly greater ($t = 8.27$, $p < .01$) than the relationship between role conflict and physical strain ($r = .22$).

The correlations between job-specific stressors and behavioral strain were stronger than the correlation between role ambiguity and physical strain ($r = -.06$, *ns*). In particular, the role ambiguity-physical strain correlation was significantly smaller than the correlations between behavioral strain and (a) time management ($r = .21$, $t = 2.65$, $p < .01$), (b) professional distress ($r = .17$, $t = 2.32$, $p < .05$), (c) discipline and motivation ($r = .16$, $t = 2.48$, $p < .05$), and (d) professional investment ($r = .31$, $t = 4.04$, $p < .01$). However, the correlation between behavioral strain and role overload ($r = .30$) was significantly stronger than the correlations between behavioral strain and each of (a)

professional distress ($r = .17, t = -2.24, p < .05$) and (b) discipline and motivation ($r = .16, t = 2.96, p < .01$). Lastly, the correlation between role conflict and behavioral strain ($r = .15$) was significantly smaller than the correlations between behavioral strains and each of (a) professional distress ($r = .17, t = -2.01, p < .05$), (b) discipline and motivation ($r = .16, t = 2.54, p < .05$), and (c) professional investment ($r = .31, t = 2.91, p < .01$).

Hypothesis 2 stated that social support from administrators and coworkers would moderate the relationship between stressors and strains. In order to test this, 42 hierarchical moderated regression analyses were employed for each strain regressed on each stressor, source of support, and their interactions. For example, time management and administrator support were entered in the first step and then the interaction between time management and administrator support was entered in the second step. Each combination was tested in order to address Hypothesis 2a and Hypothesis 2b. Due to the fact that numerous many analyses were run, only those with significant interactions are reported.

Hypothesis 2a stated that administrator support would have a reverse-buffering effect on the relationship between job-specific stressors and generic stressors on strains. Consistent with the hypothesis, administrator support had a reverse-buffering effect on the relationship between role overload and emotional strain. The interaction between administrator support and role overload accounted for an additional 2% of the variance in emotional strain, above and beyond the 8% of variance accounted for by role overload and administrator support individually (see Table 6). The plotted standardized beta coefficients show that as role overload increased, emotional strain increased more

strongly for teachers with higher (vs. lower) administrator support (see Figure 4). The figure also shows that as role overload increased, emotional strain increased with low administrator support, but the slope is not as steep as for those with high administrator support, which suggests that when teachers' workload becomes increasingly heavy, administrator support has a negative impact by increasing teachers' emotional strain.

Hypothesis 2b stated that coworker support would have a buffering effect on the relationships between both job-specific stressors and generic stressors on strains. This hypothesis is partially supported as coworker support buffered the relationship between role conflict and behavioral strain. The interaction between coworker support and role conflict accounted for a significant 2% of additional variance in behavioral strain, above and beyond the 5% of variance accounted for by role conflict and coworker support alone (see Table 7). Plotting the standardized beta coefficients, we see that as role conflict increased, behavioral strains increased more strongly for teachers with low coworker support, but the slope was rather flat for those with high coworker support (see Figure 5). Thus, coworker support mitigated behavioral strain resulting from role conflict.

Table 5

Descriptive statistics, reliabilities (on diagonal and bold), and correlations for Study 2 variables

Variables	M	SD	1	2	3	4	5	6	7	8	9	10	11	12
Job-Specific Stressors														
1.Time Management	2.95	1.01	.74											
2.Prof. Distress	3.06	1.06	.30**	.82										
3.Disc. & Mot.	3.56	.66	.31**	.25**	.89									
4.Prof. Inv.	2.19	.85	.42**	.56**	.29**	.69								
Generic Stressors														
5.Role Ambiguity	3.24	1.27	-.12	-.09	.02	-.03	.69							
6.Role Overload	4.32	.98	.37**	.39**	.50**	.43**	-.08	.81						
7.Role Conflict	3.89	1.38	.23**	.32**	.16*	.43**	-.18**	.47**	.79					
Strains														
8.Emotional	2.61	1.04	.34**	.23**	.30**	.28**	-.15	.36**	.24**	.85				
9.Physical	2.17	.79	.35**	.24**	.33**	.32**	-.08	.33**	.22**	.51**	.82			
10.Behavioral	1.51	.65	.21**	.17**	.16*	.31**	-.06	.30**	.15*	.36**	.51**	.86		
Social Support														
11.Admin. Support	2.73	.89	-.18**	-.29**	-.12	-.48**	.08	-.24**	-.29**	-.13*	-.16*	-.14*	.90	
12.Coworker Support	3.20	.66	-.07	-.20**	.04	-.20**	.21**	-.13**	-.25**	-.07	-.03	.02	.37**	.78

Note. $n = 242$. Prof. Distress = Professional Distress; Disc. & Mot. = Discipline & Motivation; Prof. Inv = Professional Investment; Admin. Support = Administrator Support.

* $p < 0.05$. ** $p < .01$.

Table 6

Hierarchical moderated regression analysis for role overload and emotional strain as moderated by administrator support

Variable	β	R ²	ΔR^2	ΔF	df
Step 1					
Role Overload	.26**				
Administrator Support	-.07	.08**	.08	11.01**	2, 239
Step 2					
Role Overload (a)	-.17				
Administrator Support (b)	-.58*				
a x b	.59*	.10*	.02	5.07*	1, 238

Note. $n = 242$.

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

The general research question was: Will the moderating effects of social support be stronger for the relationship between job-specific stressors and strains or for the relationship between generic stressors and strains? In order to test which relationship, that is job-specific stressor-strain or generic stressor-strain, social support more strongly moderates, I employed moderated regression analyses in which each strain variable was regressed on all stressors (step 1), followed by both sources of support (step 2), and then the stressor-support interactions (step 3).

The only significant interaction effect was found for administrator support and role overload (a generic stressor) on emotional strain (see Table 8). And, based on the above analyses testing for Hypothesis 2a, we know that administrator support has a reverse buffering effect on the role overload-emotional strain relationship.

In another stepwise-moderated regression analysis (see table 9), regressing behavioral strain on all stressors, support sources, and their interactions, coworker support moderated the relationship between role conflict (a generic stressor) and

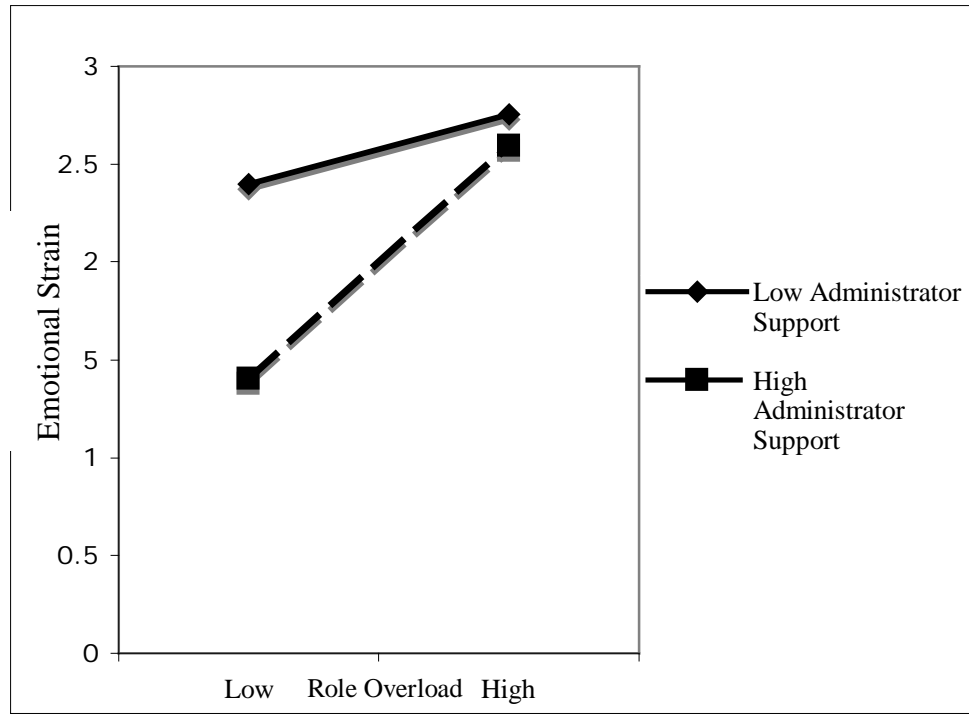


Figure 4. The relationship between generic role overload and emotional strain as moderated by administrator support.

Table 7

Hierarchical moderated regression analysis for role conflict and behavioral strain as moderated by coworker support

Variable	β	R ²	ΔR^2	ΔF	df
Step 1					
Role Conflict	.24**				
Coworker Support	.06	.05**	.05	.68**	2, 239
Step 2					
Role Conflict (a)	1.01**				
Coworker Support (b)	.53*				
a x b	-.80*	.08*	.02	5.71*	1, 238

Note. $n = 242$.

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

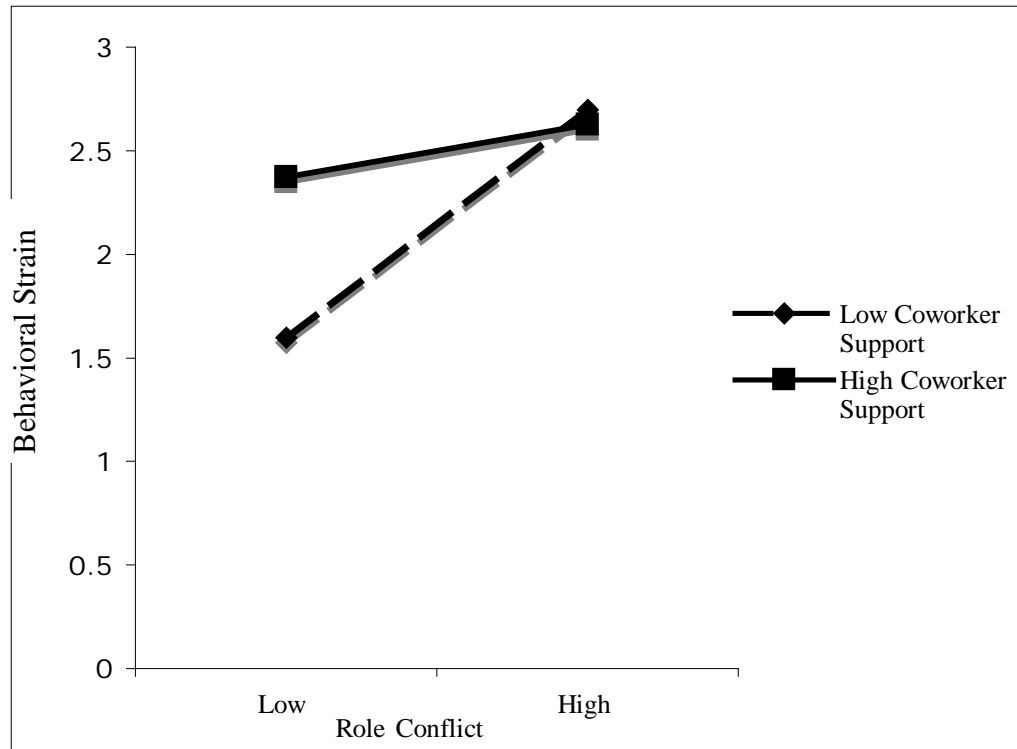


Figure 5. The relationship between generic role conflict and behavioral strain as moderated by coworker support.

behavioral strains. This further supports the findings of Hypothesis 2b. The results also indicate that social support is more likely to interact with generic stressors than job-specific stressors to moderate their effects on strains.

Based on the above results, it appears that interactions between generic stressors and social support are stronger than interactions between job-specific stressors and social support. Furthermore, these interactions explain significant variance in strains in comparison to job-specific stressor and social support interactions.

Table 8

Stepwise-moderated regression analysis, regressing emotional strain on all stressors, sources of support, and their interactions

Variable	β	R ²	ΔR^2	ΔF	df
Step 1					
Timeman	1.73				
Distress	.05**				
Discmot	.18				
Profinv	.05**				
Ambiguity	-.10				
Overload (a)	.10				
Conflict	.06	.19**	.19**	7.96**	7, 234
Step 2					
Cwk Support	.02				
Admin Support (b)	-.01	.19	.00	.06	2, 232
Step 3					
a x b	.68**	.22**	.02**	7.10**	1, 231

Note. $n = 242$. Timeman = Time Management; Distress = Professional Distress; Discmot = Discipline & Motivation; Profinv = Professional Investment; Ambiguity = Role Ambiguity; Overload = Role Overload; Conflict = Role Conflict; Cwk Support = Coworker Support; Admin Support = Administrator Support; a x b = Interaction between Role Overload and Administrator Support.

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

Discussion

The hypotheses for Study 2 were the same as those for Study 1, but some of the findings were different. In Study 2, the majority of the job-specific (vs. generic) stressors had stronger correlations with strains. Thus, Hypothesis 1 was supported for Study 2.

This result is congruent with Beehr and his colleagues' (2000) study, which suggested that job-specific stressors are more salient to employees and may possibly assess areas of the job that are more important than generic stressors.

Table 9

Stepwise-moderated regression analysis for behavioral strain regressed on all stressors, sources of support, and their interactions

Variable	β	ΔR^2	ΔF	df
Step 1				
Timeman	.23**			
Distress	.04			
Discmot	.17*			
Profinv	.02			
Ambiguity	.01			
Overload	.09			
Conflict (a)	.08	.19**	.19**	7, 234
Step 2				
Cwk Support (b)	.02			
Admin Support	-.01	.20	.01	2, 232
Step 3				
a x b	-.72*	.21*	.02*	4.79* 1, 231

Note. $n = 242$. Timeman = Time Management; Distress = Professional Distress; Discmot = Discipline & Motivation; Profinv = Professional Investment; Ambiguity = Role Ambiguity; Overload = Role Overload; Conflict = Role Conflict; Cwk Support = Coworker Support; Admin Support = Administrator Support; a x b = Interaction between Role Conflict and Administrator Support.

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

Hypothesis 2a that administrator support would have a reverse-buffering effect between a stressor and a strain was partially supported. More specifically, administrator support had a reverse-buffering effect on the relationship between role overload and emotional strain. The results showed that as role overload increased, emotional strain increased more strongly for teachers with high administrator support. A previous study (Leung & Lee, 2006) that found a reverse-buffering effect attributed it to the fact that administrators are responsible for evaluating teachers' performance, which directly relates to their promotion opportunities and salary increases. Kaufman and Beehr (1986)

also suggested that increased interaction with the support figure might intensify one's stress response if he or she is the source of the stressor.

Also as hypothesized (Hypothesis 2b), coworker support buffered a stressor-strain relationship. As role conflict increased, behavioral strains did not increase as strongly for teachers with high coworker support as it did for teachers with low coworker support. This finding is consistent with Ray's (1987) argument that it is important for teachers to receive support from other teachers who also experience similar stressful classroom situations.

Results for the general research question of whether social support moderates the relationship between job-specific stressors and strains better than the relationship between generic stressors and strains showed that administrator support significantly moderated the effects of role overload on emotional strain. Also, coworker support significantly moderated the effects of role conflict on behavioral strain. Social support did not moderate any relationships between job-specific stressors and strains. Thus, the answer to the general research question, based on the Study 2 results, is that social support moderates the relationship between generic stressors and strains better than the relationship between job-specific stressors and strains. However, Beehr and his colleagues (2000) found that chronic, or recurring, job-specific stressors were more strongly related to strains and accounted for 13% of variance above and beyond the variance explained by two generic stressors. More research on chronic job-specific stressors needs to be conducted.

CONCLUDING DISCUSSION

These studies provide further insight into the differential relationships between job-specific vs. generic stressors and strains. Previous research on generic and job-specific stressors had been mixed at best. While some studies (e.g., Beehr et al., 1990; Bridger et al., 2007; Harris et al., 2006) found generic stressors to be better predictors of strains, other studies (e.g., Beehr, 2003; Cinamon et al., 2007; Kokkinos, 2007; Noblet, 2003) demonstrated that job-specific stressors were more salient to employees and provide more valid and accurate information about the stressor-strain relationship. Results from both Study 1 and Study 2 indicated that overall job-specific (vs. generic) stressors had a stronger positive relationship with strains, but social support only moderated the relationships between generic stressors and strains and not the relationships between job-specific stressors and strains.

Previous research (e.g., Fried & Tiegs, 1993; Griffith et al., 1990; Viswesvaran et al., 1999) showed that social support weakens the stressor-strain relationship. More specifically, positive relationships between work-related stressors and strains were weaker for teachers with high feelings of coworker and administrator support (Bradley, 2007; van Dick & Wagner, 2001). Indeed, in Study 2, coworker support buffered the stressor-strain relationship. However, results from Study 1 were not consistent with these findings. Coworker support did not moderate the stressor-strain relationship, but rather had a reverse-buffering effect for role conflict and unfavorable attitudes. A possible explanation for the reverse-buffering effect in Study 1 is that coworkers may have reassured the teacher about the legitimacy of his or her bad feelings towards the school or

administrator (Kaufman & Beehr, 1986), particularly in a small, cohesive, and homogenous school setting. Like other studies (Beehr, 1986; Blau, 1981; Kaufman & Beehr, 1989), Study 2 that showed that support from a supervisor who is also the source of work-related stressors can exacerbate the stressor-strain relationship. Study 1 also suggests that coworker support exacerbates the relationship between role conflict and unfavorable attitudes because one's coworker might be the source of stress.

Lastly, in both studies, social support moderated the relationship between generic stressors and strains better than the relationship between job-specific stressors and strain. Perhaps this is because generic role stressors are relationship oriented, whereas job-specific stressors are task and work activities-related.

Overall, results suggest that examining generic role stressors is valuable for comparing across different occupations and organizations, but studying job-specific stressors is important for getting at relevant work activities that influence work behaviors in a given organizational context. However, in Study 1, coworker support only moderated the relationship between generic role overload and anxiety when other stressors were entered into the equation. This finding supports theory that a stressor may not be problematic alone, but it is in the presence of other stressors. Likewise, only when faced with other stressors will a coping resource become helpful (Houkes, Jansen de Jonge, & Bakker, 2003; Parkes, 1990; Parkes & Mendham, & von Rabenau, 1994).

Limitations

Study 1 Limitations

Study 1 included cross-sectional data from a small sample of teachers from one small independent K-8th grade school. Findings obtained in this study might be due to chance and should be interpreted with caution. It is likely that the results from Study 1 may not generalize to most schools because teachers from this sample may not represent the general population of teachers. However, the results might be representative to other small Jewish day schools. Nonetheless, further studies are needed using a similar and larger sample. The survey distributed to the teachers, as well as the subsequent stressor and strain variables created, were based on feedback from only those teachers who volunteered to be interviewed. This fact can be interpreted as an opportunity, because the job-specific stressors were quite relevant to this school's teachers, as opposed to specific to the teaching population anywhere.

Also, the data were cross-sectional and did not assess stressors, strains, and sources of social support over a period of time. A longitudinal study with this sample may show that the stressor, strain, and social support variables that were an issue during the first round of data collection may not have been as salient the next time data would be collected. This could be especially true for job-specific stressors, because they often measure events or acute stressors that may only occur once (McGrath & Beehr, 1990).

Although it was not possible to overcome the limitations of same source and cross-sectional data, Study 2 tries to overcome the limitations of small sample size of teachers by assessing data on a sample of 242 public elementary school teachers in one school district and by studying job-specific stressors that may be comparable among teachers nation (or world)-wide.

Study 2 Limitations

Teachers from Study 2 were from 12 elementary schools in an Arizona school district and teachers might have experienced different classroom situations and circumstances from one another. Buchanan (2004) also noted that it would have been better to collect data longitudinally instead of cross-sectionally to avoid method bias, which is a common error in this type of research. Lastly, like many attitudinal studies similar to this one, some variance had to be attributed to methodology rather than the actual study constructs (Buchanan, 2004). Nonetheless, that significant interaction effects were found, which are consistent with the literature, suggests that common method and source variance are not likely problems in this study.

Future Research

Based on the results of Study 1 and Study 2, future studies should be conducted to better understand the significance of job-specific stressors versus generic stressors. As both of these studies illustrated, it is difficult to develop measures of job-specific stressors. Job-specific stressors that may have seemed important at the time the survey was created may not be as salient to the participants when the survey is completed.

Future studies should consider looking at both the frequency and intensity of job-specific stressors. Some job-specific stressors may only occur once, but the intensity of the situation may have a significant effect on the person (Beehr et al., 2000). For example, if a student brings a weapon to school and threatens a teacher, this could have a significant effect on the teachers at the school even if it only happened once.

Researchers should also further investigate the content of the social support as a moderator of the stressor-strain relationship. Although numerous studies (Beehr et al., 2003; Griffith et al., 1999; Viwesvaran et al., 1999) have found that social support is a moderator of the stressor-strain relationship, results are still mixed, as seen in both Study 1 and Study 2. Future studies should also take the source of support into consideration when looking at social support as a moderator. Previous studies (e.g., Blau, 1981; Kaufman & Beehr, 1986) have shown that when stressors come from the same source as the support, social support from that source might be ineffective and possibly cause a reverse buffering effect, as demonstrated in Study 2 with respect to administrator support.

That the relationship between the generic stressors and strains could be moderated by social support, but not the relationship between job-specific stressors and strains suggests the need for more investigation to understand cognitive processes that might be influencing such findings. Moreover, it seems that the relationship between role overload and psychological strains, were intensified by support from coworkers in Study 1 and by administrators in Study 2.

Though this study is far from providing conclusive evidence on the role of social support in relation to stressor-strain relationships, we do learn that job-specific stressors are generally more strongly correlated with strains, but that social support would more likely moderate generic stressor and strain relationships than job-specific stressor and strain relationships. These results might be due to the work activities vs. relationship-oriented content of job-specific vs. generic stressors, respectively. Researchers should continue to look at 1) the differential effects of job-specific stressors and generic stressors

on strain and determine if the differences might be due to work activities vs. relationship orientation of the stressors, 2) social support as a moderator of the stressor-strain relationship, and 3) whether social support is a better moderator of job-specific stressors and strain or generic stressors and strain. Further insight into what factors could potentially lessen the effects of occupational stressors on strains among teachers, might allow teachers to focus on their main goal, which is to provide a quality education for their students.

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Appendix A

IRB Approval



Division of Academic Affairs

Associate Vice President
Graduate Studies & Research

www.sjsu.edu/gradstudies

One Washington Square
San José, California 95192-0025
Voice: 408-924-2427
Fax: 408-924-2612

www.sjsu.edu

To: Kaci Mabe

From: Pamela Stacks, Ph.D.
Associate Vice President
Graduate Studies and Research



Date: February 11, 2010

The Human Subjects-Institutional Review Board has registered your study entitled:

“Social Support as Moderator of Job-Specific or Generic Stressors with Strains”

This registration, which provides exempt status under Exemption Category 4 of SJSU Policy S08-7, is contingent upon the subjects included in your research project being appropriately protected from risk. Specifically, protection of the anonymity of the subjects' identity with regard to all data that may be collected about the subjects from your secondary sources needs to be ensured.

This registration includes continued monitoring of your research by the Board to assure that the subjects are being adequately and properly protected from such risks. If at any time a subject becomes injured or complains of injury, you must notify Dr. Pamela Stacks, Ph.D. immediately. Injury includes but is not limited to bodily harm, psychological trauma, and release of potentially damaging personal information. This approval for the human subject's portion of your project is in effect for one year, and data collection beyond February 11, 2011 requires an extension request.

If you have any questions, please contact me at (408) 924-2427.

Protocol # S1002040

cc. Sharon Glazer 0120

Appendix B IRB Approval

XYZ School

Study of School Community Needs Letter of informed consent



DMH 167

One Washington Square
San Jose, CA 95192-1020
Voice: 408-924-5600
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www.psych.sjsu.edu

Sharon Glazer, Ph.D., in conjunction with graduate students taking an Organization Development course in partial fulfillment of their Masters degrees, as well as with Steve Bogad, Head of XYZ School and Joni Quintal, Principal of XYZ School, are engaging in a study of XYZ's community needs.

It is the goal of XYZ to enhance community life for parents, pupils, teachers, staff, and board members of XYZ. Therefore, parents, pupils, teachers, staff, and board members of XYZ, including yourself, are asked to participate in a study that will examine your perceptions about your experience with XYZ and your perceptions of the general climate here at XYZ. This study is being done in order to provide feedback to the Head of School, Principal, Board of Trustees, Teachers, Parents, and Pupils of XYZ about the overall perceptions held by these vital stakeholders in order for the upper administration to know areas of concern that need to be addressed, improved upon, and/or maintained. We, are therefore, asking for your candid responses to these topics, whether positive or negative.

Although some demographic questions asked will help us describe the sample of respondents (e.g., your age, marital status, employment status), no individual will be identified. Survey responses will be held in strictest confidence. Only Dr. Glazer and her research team will have access to raw, unidentified data. At no time will any XYZ staff, teacher, or administrator have access to raw data. Only aggregate results will be presented at an open (public) meeting for all applicable community members on May 20, 2008 (time to be determined).

Please note that you will have until **Monday, March 31, 2008** to complete this survey. You will not be able to leave and re-enter the site where you have left off. Therefore, we encourage you to complete the survey during one sitting. It is anticipated to take no longer than 20 – 25 minutes.

Questions about this research may be addressed to Dr. Sharon Glazer at (408) 924-5639 or email at: sharon.glazer@sjsu.edu. Complaints about the research may be presented to Dr. Sheila Bienenfeld at (408) 924-5600. Questions about research subjects' rights, or research-related injury may be presented to Pam Stacks, Ph.D., Associate Vice President, Graduate Studies and Research, at (408) 924-2480.

The California State University:
Chancellor's Office
Bakersfield, Channel Islands, Chico
Dominguez Hills, East Bay, Fresno,
Fullerton, Humboldt, Long Beach,
Los Angeles, Maritime Academy,
Monterey Bay, Northridge, Pomona
Sacramento, San Bernardino, San
Diego, San Francisco, San Jose, San
Luis Obispo, San Marcos, Sonoma,
Stanislaus

By completing this survey, you are giving your consent voluntarily. You may refuse to participate in the entire study or in any part of the study. Your relationship with XYZ School, the administration of XYZ, and with San Jose State University will not be affected in any way if you choose to "not participate" in the study.

A copy of this letter may be obtained from the XYZ main office.

The following survey has been developed on the basis of interviews conducted with administrators, teachers, parents, board members, and staff members the first week of March 2008. A special effort was made to interview a representative sample of all types of members of the XYZ School community. Your candid responses are important, but participation is completely voluntary. **Your responses will be strictly confidential.**

Please respond to this survey from your perspective as a Teacher only.

Instructions: Please indicate the extent to which you agree or disagree with the following statements by circling the appropriate number, from 1 (strongly disagree) to 5 (strongly agree).

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Not Applicable N/A
1. XYZ School provides academic excellence in General Studies.	1	2	3	4	5	N/A
2. Students develop a sense of social responsibility at XYZ School.	1	2	3	4	5	N/A
3. There is a strong sense of community at XYZ.	1	2	3	4	5	N/A
4. Students are taught and/or encouraged to be confident.	1	2	3	4	5	N/A
5. Students have the opportunity to develop leadership skills.	1	2	3	4	5	N/A
6. XYZ School provides a quality education in Judaic Studies.	1	2	3	4	5	N/A
7. Students are encouraged to be independent learners.	1	2	3	4	5	N/A
8. I feel that the <u>Principal</u> is accessible via phone, and/or email, and/or face-to-face (impromptu), and/or calendared appointments.	1	2	3	4	5	N/A
9. I feel that the <u>Head of School</u> is accessible via phone, and/or email, and/or face-to-face (impromptu), and/or calendared appointments.	1	2	3	4	5	N/A
10. I feel that the <u>Administrative Staff members</u> are accessible via phone, and/or email, and/or face-to-face (impromptu), and/or calendared appointments.	1	2	3	4	5	N/A
11. Even if my opinions are not acted upon, I feel that my colleagues care about what I have to say.	1	2	3	4	5	N/A
12. Even if my opinions are not acted upon, I feel that the <u>Principal</u> cares about what I have to say.	1	2	3	4	5	N/A
13. Even if my opinions are not acted upon, I feel that the <u>Head of School</u> cares about what I have to say.	1	2	3	4	5	N/A
14. Even if my opinions are not acted upon, I feel that the <u>Administrative staff</u> cares about what I have to say (not including Head of School or Principal).	1	2	3	4	5	N/A
15. I understand what my work role is here at XYZ School.	1	2	3	4	5	N/A
16. I understand the <u>Principal's</u> role at XYZ School.	1	2	3	4	5	N/A
17. I understand the <u>Head of School's</u> role at XYZ School.	1	2	3	4	5	N/A
18. It is always clear to me whom I should approach, <u>Head of School</u> or <u>Principal</u> , with specific work-related issues.	1	2	3	4	5	N/A
19. I feel appreciated at XYZ School.	1	2	3	4	5	N/A
20. I feel there is a clear direction in the curriculum.	1	2	3	4	5	N/A

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Not Applicable N/A
21. I received an appropriate amount of training on XYZ ways when I started working here.	1	2	3	4	5	N/A
22. The vision of what XYZ School should be is vague.	1	2	3	4	5	N/A
23. The <u>Principal</u> has clear goals of what she would like XYZ School to be.	1	2	3	4	5	N/A
24. The <u>Head of School</u> has clear goals of what he would like XYZ School to be.	1	2	3	4	5	N/A
25. I have personal goals of what XYZ School should be.	1	2	3	4	5	N/A
26. I am given the opportunity to have my opinions heard regarding XYZ School's goals.	1	2	3	4	5	N/A
27. The steps XYZ is taking in order to grow are clear.	1	2	3	4	5	N/A
28. I welcome changes associated with growth at XYZ.	1	2	3	4	5	N/A
29. Everyone is working together to achieve the same vision for XYZ School.	1	2	3	4	5	N/A
30. Differing viewpoints are respected amongst faculty.	1	2	3	4	5	N/A
31. My opinion is not always sought when I feel it should be.	1	2	3	4	5	N/A
32. I feel comfortable voicing my opinion at XYZ.	1	2	3	4	5	N/A
33. Using e-mail is the most efficient and effective way to communicate within XYZ School.	1	2	3	4	5	N/A
34. When I send out an e-mail that requires a response from a XYZ employee (or supervisor), I get a response within one full business day.	1	2	3	4	5	N/A
35. I feel that other employees (or supervisors) at XYZ School ignore my e-mails.	1	2	3	4	5	N/A
36. I believe there is another mode of communication that could be more effective than e-mail.	1	2	3	4	5	N/A
37. I would like to have more formal one-on-one performance feedback meetings with the <u>Principal</u> .	1	2	3	4	5	N/A
38. I would like to have more formal one-on-one performance feedback meetings with the <u>Head of School</u> .	1	2	3	4	5	N/A
39. I am given the opportunity to provide input in hiring decisions at XYZ.	1	2	3	4	5	N/A
40. I feel that my opinions in hiring decisions are valued.	1	2	3	4	5	N/A
41. I have the appropriate amount of input in the curriculum at XYZ.	1	2	3	4	5	N/A
42. I have time to check e-mails during school hours.	1	2	3	4	5	N/A
43. I have time to respond to e-mails during school hours.	1	2	3	4	5	N/A
44. I pay for materials out of my pocket in order to be effective in the classroom.	1	2	3	4	5	N/A
45. I have a hard time getting reimbursed for materials that I bought with my own money.	1	2	3	4	5	N/A
46. I have no problem obtaining essential materials to help me meet my responsibilities.	1	2	3	4	5	N/A
47. The current process of obtaining school supplies is effective.	1	2	3	4	5	N/A

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Not Applicable N/A
48. My subject area gets a lot of positive attention.	1	2	3	4	5 N/A
49. My grade level is treated with the same importance as all other grades.	1	2	3	4	5 N/A
50. Faculty meetings are effective.	1	2	3	4	5 N/A
51. I believe some weeks we have to attend faculty meetings even when there is nothing important to share.	1	2	3	4	5 N/A
52. Faculty meetings are run efficiently.	1	2	3	4	5 N/A
53. Faculty meetings should be more interactive.	1	2	3	4	5 N/A
54. Faculty meetings should be more educational.	1	2	3	4	5 N/A
55. Faculty meetings should be more motivational.	1	2	3	4	5 N/A
56. I know the agenda for each faculty meeting at least 24 hours prior to the meeting.	1	2	3	4	5 N/A
57. I am given an opportunity to add ideas for each faculty meeting.	1	2	3	4	5 N/A
58. Faculty meetings begin and end at the specified times.	1	2	3	4	5 N/A
59. Getting a substitute is difficult when a teacher is absent.	1	2	3	4	5 N/A
60. Absence of a teacher is clearly communicated to the rest of the faculty.	1	2	3	4	5 N/A
61. My day becomes overwhelming when I have to fill in for another teacher.	1	2	3	4	5 N/A
62. I have enough preparation time during the day to meet my responsibilities.	1	2	3	4	5 N/A
63. Supervising students during lunch hours is not an effective use of my time.	1	2	3	4	5 N/A
64. I feel that my time supervising students during lunch hours is worthwhile.	1	2	3	4	5 N/A
65. I feel my efforts to fill in for a teacher who is absent is appreciated by the staff.	1	2	3	4	5 N/A
66. I feel that parents appreciate my efforts to spend time with their children.	1	2	3	4	5 N/A
67. The administrators at work go out of their way to do things to make my work life easier.	1	2	3	4	5 N/A
68. It is easy to talk with administrators at work.	1	2	3	4	5 N/A
69. I can rely upon administrators when things get tough at work.	1	2	3	4	5 N/A
70. Administrators readily listen to my personal work problems.	1	2	3	4	5 N/A
71. I have the necessary resources to be efficient in my work role.	1	2	3	4	5 N/A
72. I have the necessary resources to do my job.	1	2	3	4	5 N/A
73. I know where to go if I need additional resources.	1	2	3	4	5 N/A
74. I have no problem asking for additional resources.	1	2	3	4	5 N/A
75. People at work go out of their way to do things to make my work life easier.	1	2	3	4	5 N/A
76. It is easy to talk with coworkers at work.	1	2	3	4	5 N/A

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Not Applicable N/A
77. I can rely upon co-workers when things get tough at work.	1	2	3	4	5	N/A
78. Co-workers will readily listen to my personal problems.	1	2	3	4	5	N/A
79. There is too much administrative paperwork in my job.	1	2	3	4	5	N/A
80. I have felt fidgety or nervous as a result of my job.	1	2	3	4	5	N/A
81. My job gets to me more than it should.	1	2	3	4	5	N/A
82. There are lots of times when my job drives me crazy.	1	2	3	4	5	N/A
83. Sometimes when I think about my job I get a tight feeling in my chest.	1	2	3	4	5	N/A
84. I have lost much sleep over worry related to my job.	1	2	3	4	5	N/A
85. I feel that I am playing a useful part in my work role.	1	2	3	4	5	N/A
86. I am able to enjoy my normal day-to-day activities at work.	1	2	3	4	5	N/A
87. I am able to enjoy my normal day-to-day activities <i>outside</i> of work.	1	2	3	4	5	N/A
88. I do not feel like "part of the family" at XYZ School.	1	2	3	4	5	N/A
89. I would be very happy to spend the rest of my career with XYZ School.	1	2	3	4	5	N/A
90. XYZ School has a great deal of personal meaning for me.	1	2	3	4	5	N/A
91. I do not feel a strong sense of belonging to XYZ School.	1	2	3	4	5	N/A
92. I often think about quitting.	1	2	3	4	5	N/A
93. Overall, I am satisfied working for XYZ School.	1	2	3	4	5	N/A

Demographics: For purposes of statistical analysis *only*, please answer the following questions about yourself. Your answers will remain *anonymous*. This biographical data is *important* to this research study in order to describe the overall sample of respondents. Please check the response that best describes you.

1. What is your position at XYZ School? (Please check *all* that apply):

Teacher (Elementary) Teacher (Middle) Parent

2. Are you employed: Full-time Part-time (please specify): _____

3. How long have you been employed with XYZ School?

0-2 years 3-5 years 6-10 years 11+ years

4. What is your age range?

20-29 30-39 40-49 50 and above

5. Are you the main source of income in the family? No Yes

6. What is/are your main reason(s) for working at XYZ School (Please mark *all* that apply)?

To earn money to support myself and/or family.

To fill my time with stimulating work.

To be a part of a Jewish community.

To give to the Jewish community.

To be close to my child(ren) who attends XYZ.

To be part of the XYZ community.

To work for an organization that holds similar values as my own.

Open-Ended Questions

(Please feel free to use additional pages and please write clearly and legibly)

Please share with us your thoughts, concerns, or issues regarding your employment and/or work role at XYZ School.

Please share with us ideas you have for improving any aspects of XYZ School.

THANK YOU for taking the time to complete this survey. Your participation is greatly appreciated. We will present general findings from this survey on Tuesday, May 20th at XYZ School. We look forward to seeing you there.

Appendix C

TEACHER CONCERNS INVENTORY

The following are a number teacher concerns. Please identify those factors which cause you stress in your present position. Read each statement carefully and decide if you ever feel this way about your job. Then, indicate how strong the feeling is when you experience it by circling the appropriate rating on the 5-point scale. If you have not experienced this feeling, or if the item is inappropriate for your position, circle number 1 (no strength; not noticeable). The rating scale is shown at the top of each page.

Examples:

I feel insufficiently prepared for my job. 1 2 3 4 5

If you feel very strongly that you are insufficiently prepared for your job, you would circle number 5.

I feel that if I step back in either effort or commitment,
I may be seen as less competent. 1 2 3 4 5

If you never feel this way, and the feeling does not have noticeable strength, you would circle number 1.

	1	2	3	4	5
HOW STRONG ?	no strength; not noticeable	mild strength; barely noticeable	medium strength; moderately noticeable	great strength; very noticeable	major strength; extremely noticeable

TIME MANAGEMENT

1. I easily over-commit myself. 1 2 3 4 5
2. I become impatient if others do things too slowly. 1 2 3 4 5
3. I have to try doing more than one thing at a time. 1 2 3 4 5
4. I have little time to relax/enjoy the time of day. 1 2 3 4 5
5. I think about unrelated matters during conversations. 1 2 3 4 5
6. I feel uncomfortable wasting time. 1 2 3 4 5
7. There isn't enough time to get things done. 1 2 3 4 5
8. I rush in my speech. 1 2 3 4 5

WORK-RELATED STRESSORS

9. There is little time to prepare for my lessons/responsibilities. 1 2 3 4 5
10. There is too much work to do. 1 2 3 4 5
11. The pace of the school day is too fast. 1 2 3 4 5
12. My caseload/class is too big. 1 2 3 4 5
13. My personal priorities are being shortchanged due to time demands. 1 2 3 4 5
14. There is too much administrative paperwork in my job. 1 2 3 4 5

PROFESSIONAL DISTRESS

15. I lack promotion and/or advancement opportunities.	1	2	3	4	5
16. I am not progressing in my job as rapidly as I would like.	1	2	3	4	5
17. I need more status and respect on my job.	1	2	3	4	5
18. I receive an inadequate salary for the work I do.	1	2	3	4	5
19. I lack recognition for the extra work and/or good teaching I do.	1	2	3	4	5

DISCIPLINE AND MOTIVATION

I feel frustrated...

20. ...because of discipline problems in my classroom.	1	2	3	4	5
21. ...having to monitor pupil behavior.	1	2	3	4	5
22. ...because some students would do better if they tried.	1	2	3	4	5
23. ...attempting to teach students who are poorly motivated.	1	2	3	4	5
24. ...because of inadequate/poorly defined discipline problems.	1	2	3	4	5
25. ...when my authority is rejected by pupils/administration.	1	2	3	4	5

PROFESSIONAL INVESTMENT

26. My personal opinions are not sufficiently aired.	1	2	3	4	5
27. I lack control over decisions made about classroom/school matters.	1	2	3	4	5
28. I am not emotionally/intellectually stimulated on the job.	1	2	3	4	5
29. I lack opportunities for professional improvement.	1	2	3	4	5

MANIFESTATIONS (Emotional, Physical, Behavioral)

I respond to stressors...

30. ...by feeling insecure.	1	2	3	4	5
31. ...by feeling vulnerable.	1	2	3	4	5
32. ...by feeling unable to cope.	1	2	3	4	5
33. ...by feeling depressed.	1	2	3	4	5
34. ...by feeling anxious.	1	2	3	4	5
35. ...by sleeping more than usual.	1	2	3	4	5
36. ...by procrastinating.	1	2	3	4	5
37. ...by becoming fatigued in a very short time.	1	2	3	4	5
38. ...with physical exhaustion.	1	2	3	4	
39. ...with physical weakness.	1	2	3	4	5
40. ...with feelings of increased blood pressure.	1	2	3	4	5
41. ...with feeling of heart pounding or racing.	1	2	3	4	5
42. ...with rapid and/or shallow breath.	1	2	3	4	5
43. ...with stomach pain of extended duration.	1	2	3	4	5
44. ...with stomach cramps.	1	2	3	4	5
45. ...with stomach acid.	1	2	3	4	5
46. ...by using over-the-counter drugs.	1	2	3	4	5
47. ...by using prescription drugs.	1	2	3	4	5
48. ...by using alcohol.	1	2	3	4	5
49. ...by calling in sick.	1	2	3	4	5

Instructions: Please indicate the extent to which you agree or disagree with the following statements by circling the appropriate number, from 1 (strongly disagree) to 7 (strongly agree)

JOB-RELATED PRESSURES

Strongly Disagree 1	Neither Agree Nor Disagree 4	Strongly Agree 7
---------------------------	---------------------------------------	------------------------

50. I receive an assignment without the manpower to complete it.	1	2	3	4	5	6	7
51. I am given enough time to do what is expected of me on my job.	1	2	3	4	5	6	7
52. It seems like I have too much work for one person to do.	1	2	3	4	5	6	7

53. On my present job, the amount of work seems to interfere with how well I can do the job.	1	2	3	4	5	6	7
54. I often notice a marked increase in my workload.	1	2	3	4	5	6	7
55. I have to do things that should be done differently.	1	2	3	4	5	6	7
56. I work with two or more groups who operate quite differently.	1	2	3	4	5	6	7
57. I receive incompatible requests from two or more people.	1	2	3	4	5	6	7
58. I do things that are apt to be accepted by one person and not accepted by others.	1	2	3	4	5	6	7
59. I work on unnecessary things.	1	2	3	4	5	6	7
60. I feel certain about how much authority I have.	1	2	3	4	5	6	7
61. I have clear, planned goals and objectives for my job.	1	2	3	4	5	6	7
62. I know I have divided my time properly.	1	2	3	4	5	6	7
63. I know exactly what is expected of me.	1	2	3	4	5	6	7
64. Explanation is clear of what has to be done.	1	2	3	4	5	6	7

SOCIAL SUPPORT

Directions: The following questions concern how your Co-workers/Supervisors behave towards you. Please circle the number that represents how often your co-workers behave in the way described in the statement.

Not At All	A Little	Somewhat	Very Much
------------------	-------------	----------	--------------

CO-WORKERS

65. How much do other people at work go out of their way to do things to make your work life easier for you?	1	2	3	4
66. How easy is it to talk with other people at work?	1	2	3	4
67. How much can other people at work be relied on when things get tough at work?	1	2	3	4
68. How much are other people at work willing to listen to your personal problems?	1	2	3	4

ADMINISTRATORS

69. How much do administrators at work go out of their way to do things to make your work life easier for you?	1	2	3	4
70. How easy is it to talk with administrators at work?	1	2	3	4
71. How much can administrators at work be relied on when things get tough at work?	1	2	3	4
72. How much are administrators at work willing to listen to your personal problems?	1	2	3	4