



The Psychological Well-being of Thai Stockbrokers: A Path Analytic  
Study of Their Coping Skills, Levels of Burnout and Motivation

PORNPOT KANPETCH

A Thesis Submitted in Partial Fulfillment  
of the Requirements for the Degree of

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

Graduate School of Psychology  
ASSUMPTION UNIVERSITY  
Thailand

2009

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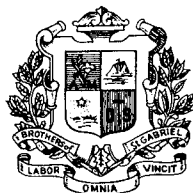
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Pornpot Kanpetch

125 Pages

September 2009

This study aimed to investigate the processes by which the psychological variables of coping skills, burnout and motivation impact on stockbrokers' psychological well-being, both directly and indirectly.

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THE PSYCHOLOGICAL WELL-BEING OF THAI STOCKBROKERS: A PATH ANALYTIC  
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ABSTRACT

The current study aimed to investigate the processes by which the psychological variables of coping skills, burnout and motivation impact on these stockbrokers' psychological well-being, both directly and indirectly. This study utilized a cross-sectional, multivariate and correlational in design. A total of 302 Thai stockbrokers participated filling in a self-administered survey questionnaire. The major instruments used were Coping Inventory for Stressful Situations – Adult (CISS), the Maslach Burnout Inventory- General Survey (MBI-GS), the Mehrabian and Bank's (1978) measure of Achieving Tendency, and the Satisfaction with Life Scale (SWLS). The study employed both descriptive and inferential statistical tools to analyze the data.

The major findings of the study showed that a) female stockbrokers are more likely to employ emotion-focused coping; b) older stockbrokers are significantly more satisfied with their lives; c) a lower level of education are more likely to employ emotion-focused coping and are less satisfied with their lives; d) stockbrokers with the most years of service are significantly more satisfied with their lives; e) problem-focused coping has no direct influence on life satisfaction. Rather, the influence is indirect, being mediated by their levels of burnt-out and achievement motivation. Subsequently, the higher their level of motivation and the lower their level of burnt-out, the higher their level of

reported life satisfaction. Furthermore, the results also showed that employing emotion-focused coping has a direct influence on their life satisfaction. The results also showed that the influence is indirect, being mediated by the stockbrokers' levels of burnt-out and achievement motivation. Subsequently, the lower their level of motivation and the higher their level of burnt-out, the lower is their level of reported life satisfaction.



## ACKNOWLEDGEMENT

First, I thank my advisor Dr. Ho, for his continuous support throughout the thesis writing. He taught me how to ask questions and express my ideas. He is most responsible for helping me complete the writing of this thesis as well as the challenging research that lies behind it. He was always there to proof read and mark up my papers and chapters, and to ask me good questions to help me think through my problems. I also thank him for his statistic expertise that has contributed a great deal of this research.

A special thank goes to Dean of the Graduate School of Psychology, Dr. Vorapot Ruckthum, who had confidence in me when I doubted myself, and brought out the good ideas in me. Without his encouragement and constant support, I could not have finished this thesis. I am so thankful for keeping your doors and hearts open and making me believe there is a light at the end of the tunnel.

I thank my family: my parents for guiding me to the right direction, for educating me with aspects from both arts and sciences, for unconditional support, encouragement to pursue my interests, and for believing in me.

I also want to thank all my friends at MSCP for their continual support and encouragement. Thank you.

My last acknowledgement is for all the stockbrokers out there who participated in the study. Without their contribution this thesis would have never existed.

Pornpot Kanpetch

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## CHAPTER I

### Introduction

With the present global financial crisis, Wall Street and stock markets around the world are in the state of decline. Some of those most adversely affected by this downturn are stockbrokers. In Thailand, stockbrokers are most vulnerable to the effects of the economic downturn, brought about by both external (global financial crisis) and internal (Thailand's political concern) factors.

The fast-paced and globalized world of stocks, bonds, and funds requires a group of sharp stockbrokers with the necessary skills to succeed in the volatile and stressful world of high finance. Brokerage firms, when hiring stockbrokers, do not look simply for finance graduates with the academic background to understand the market and its trends, but for someone who can take an unorthodox view of the marketplace, accurately perceive trends and pick out 'hot' stocks days and weeks into the future. Stockbrokers also need to have the communication skills to make their clients feel confident in every situation, in both bull and bear markets (Bull market occurs when there is an upward trend in the prices of stocks, bonds, or commodities, which usually lasts at least a few months and is characterized by high-trading volume. On the other end of the spectrum, the bear market is characterized by a drop in prices caused by the anticipation of declining economic activity).

Stockbrokers are usually remunerated in commission based on the stocks and other financial products they sell. As such, their income will likely be high when there is a lot of buying and selling activity in the market, and will likely be lower when there is a slump in the market, such as under the conditions of the present global financial crisis. Apart from the financial uncertainties, stockbrokers have to be prepared to work

under fairly stressful conditions due to constant volatility in the bear market. The daily demands that stockbrokers face as a financial advisor are exhausting. They live with constant uncertainty. They ride the wild, frenetic, unpredictable market fluctuations everyday and the pressure to master the ups and downs of the financial market is immense. The result is a decline in their psychological *well-being*. A study by Cass, Shaw and LeBlanc (2008) with a sample of Wall Street stockbrokers found that their clinical level of major depression was a startling 23 percent, which is four times higher than that of the average male in the United States. Balderrama (2008) (a writer from CareerBuilder.com) added further that stock broking is one of the top eight high-stress professions in the US; one that faces the 'no mercy' of the stock market and the economy together with high competition among its industry. When things are going well, stockbrokers reap the profits, but when the financial markets express uncertainties, there is no choice but to ride out the storm.

Stress is clearly a factor that stockbrokers have to deal with. Brokerage firms expect flawless decision-making by their stockbrokers, which makes the profession an extremely stressful and demanding one to be in. According to Koppel (1996), what most stockbrokers are forgetting or choosing to ignore is that successful trading begins and ends with self-awareness. And that comes with psychological well-being. Stockbrokers need to be able to respond to information quickly and accurately from within in order to take effective action in the market. There is almost universal agreement among all the top traders that a feeling of optimism is the key to implementing effective trading strategies.

### *Background of the Study*

As the researcher himself is a member of the Thai stockbroker community, he is interested in understanding the antecedents of the well-being of Thai stockbrokers, specifically under the conditions of the present negative economic climate. This research therefore may enable a better understanding of some of the psychological factors that may contribute to Thai stockbrokers' sense of well-being. More importantly, the study may also shed light on the processes by which certain identified psychological variables impact on these Thai stockbrokers' well-being both directly and indirectly.

### *Statement of the Problem*

An extensive review of the literature on stress and well-being identified the variables of coping skills, motivation, and burnout as important variables that contribute to one's sense of well-being. However, the literature review failed to provide a clear link between these variables and in particular, their direct and indirect influences on the psychological well-being of stockbrokers. Even rarer are studies conducted in Thailand that specifically examined these variables together. In light of this knowledge gap, the researcher deemed it necessary to conduct this exploratory study to contribute to the understanding of the psychological well-being of Thai stockbrokers.

### *Purpose of the Study*

In view of the given knowledge gaps, this exploratory study was conducted to investigate and to understand the major determinants of the psychological well-being among Thai stockbrokers (from September 2008 to September 2009). Primarily, this study investigated the processes by which the psychological variables of coping skills,



burnout and motivation impact on these stockbrokers' psychological well-being, both directly and indirectly. Demonstration of the interrelationships between these variables may have important implications for burnout avoidance, as well as for the development of intervention strategies that may help to ameliorate the high level of stress common among Thai stockbrokers.

### *Significance of the Study*

The findings from this study would be beneficial not only for Thai stockbrokers but also for any individuals engaged in highly stressful occupations. Firstly, through this study, members of the stockbroker community in Thailand will have a better understanding of how certain psychological variables (e.g., coping skills, motivation, and burnout) can have a serious impact on their job-related stress levels, and ultimately, their psychological well-being. Secondly, the study's findings may also help counselors and business community leaders to identify psychological problems experienced by stockbrokers and to enact programs tailored specifically to assist these stockbrokers in coping with stress. Thirdly, the findings can also be beneficial to the stockbrokers themselves by helping them to identify and to understand the antecedents of their job-related stress. Finally, this study could contribute to related foreign and local literature by adding the perspective of stockbrokers to the evolving body of research on coping skills, motivation, burnout and well-being, independently or in aggregate. Although the findings of this study will apply only to the study's participants, the findings may still serve as reference material as well as a database for other researchers who may be interested in the same or similar variables and who wish to explore other directions within the same framework.

## *Definition of Terms*

In this section, key terms in the study that require clarification are defined.

### *Burnout*

This refers to an aversive emotional state that is thought to be caused by job stress. It is characterized by a lack of enthusiasm for the job and a lost sense of the importance of the job (Spector, 2003).

### *Coping skills*

This refers to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events (Taylor and Seeman, 1998). The two major types of coping are:

- *Problem-focused coping*

*Problem-focused* coping refers to efforts to “improve the troubled person-environment relationship by changing things, for example, by seeking information about what to do, by holding back from impulsive and premature actions, and by confronting the person or persons responsible for one’s difficulty” (Monat & Lazarus, 1991, p. 6)

- *Emotion-focused coping*

*Emotion-focused* (or palliative) coping refers to “thoughts or actions whose goal is to relieve the emotional impact of stress. These are apt to be mainly palliative in the sense that such strategies of coping do not actually alter the threatening or damaging conditions but make the person feel better” (Monat & Lazarus, 1991, p. 6)

### *Motivation*

This is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and to give it direction (Kleinginna & Kleinginna, 1981). Franken (1994) defined motivation as the arousal, direction, and persistence of behavior.

### *Psychological well-being – Life Satisfaction*

‘Life satisfaction’ refers to “a global cognitive assessment of a person’s quality of life according to his chosen criteria,” (Diener, Emmons, Larsen, & Griffin, 1985, p.71). Judgments of satisfaction are dependent upon a comparison of one’s circumstances with what is thought to be an appropriate standard. It is important to point out that the judgment of how satisfied people are with their present state of affairs is based on a comparison with a standard which each individual sets for him or herself; it is not externally imposed (Diener, 1984).

### *Stockbrokers*

According to Macdonald, Shymko & Company Ltd. (Canada's longest established independent comprehensive financial advisory firm), stockbrokers are investment specialists who arrange for the trades of investment vehicles such as stocks, bonds, and other instruments between investors. They are also called investment advisors or investment brokers.

## CHAPTER II

### Literature Review

This chapter presents the theoretical framework and supporting literature for this study. This chapter is divided into four major sections. To introduce a coherent review of the related literature, the topics will be presented sequentially as follows: a) Coping skills: Theoretical Perspectives and Related Studies; b) Burnout: Theoretical Perspectives and Related Studies; c) Motivation: Theoretical Perspectives and Related Studies; and d) Psychological well-being: Theoretical Perspectives and Related Studies.

#### *Coping Skills*

##### *Coping skills: Theoretical Perspectives*

The extent to which people suffer from stress is largely dependent on their coping skills. Coping can be defined as the process through which people reduce stress. Coping is a two-dimensional process; it involves appraisal - which refers to the cognitive process by which an event is evaluated in terms of what is at stake and what coping resources and options are available, and coping - which refers to cognitive and behavioral efforts made to master, tolerate, or reduce external and internal demands and conflicts among them. Lazarus and Folkman (1984) distinguished between two primary means of coping techniques, namely, *problem-focused* coping and *emotion-focused* coping. The aim of *problem-focused* coping is to actively change something about the stress-causing situation so as to make it less stressful. With this method of coping, the individual attempts to short-circuit the negative emotions experienced by doing something to modify, avoid or to minimize the situation that is perceived as threatening. Problem-focused coping is most adaptive in stressful situations that are perceived as



controllable (Folkman, Lazarus, Gruen & DeLongis, 1986). This type of coping can be used by planning, suppression of competing activities, confrontation, self-control and restraint. As pointed out by Bandura (1990), problem-focused coping is the prime contributor to a sense of self-worth and self-efficacy.

*Emotion-focused* coping, on the other hand, focuses on ways to moderate or to eliminate unpleasant emotions by using mechanisms such as positive reappraisal, denial, and wishful thinking. Thus, the aim of emotion-focused strategy is to make the individual feel better by minimizing the stress reaction, but without confronting the stressful condition or trying to do something about the cause of the stress. In general, emotion-focused coping is useful as a short-term strategy for managing largely uncontrollable situations, where problem-focused coping is largely ineffective (Strentz & Auerbach, 1988). Consuming alcohol, sleeping or discussing the stress with a friend or colleague are examples of emotion-focused coping techniques. Other ways of using this coping technique also includes repression, distraction, relaxation, and humor. Emotion-focused coping can be useful as a means to reduce stress to a manageable level, enabling action-based coping, or when the source of stress cannot be addressed directly (Folkman, 1984).

Coping skills play an important role in helping the individual adapt to stressful situations and ultimately, his/her ability to adjust. An individual with poor coping skills is more likely to develop emotional distress and behavioral problems that characterize adjustment disorders. On the other hand, an individual with effective coping skills will experience fewer undesirable consequences as a result of the stressful situation.

For stockbrokers, problem-focused coping is useful for managing controllable stressors, as problems must be solved within a short period of time. For example, when

a trading error occurs, stockbroker must alert the team and cut any (buy/sell) position before accumulating greater costs. Stockbrokers should never finesse a trading error. Problem-focused coping tends to increase a trader's self esteem, sets up personal control and general effectiveness (Pearlin & Schooler, 1978). On the other hand, emotion-focused coping can be useful to stockbrokers for managing the impact of more uncontrollable stressors such as poor market sentiments. During global financial crises, stockbrokers will have to stay focused without getting too emotional or engaging in panic responses such as fear. So if a problem cannot be solved or changed, they may be able to adjust their feelings and thoughts instead of becoming overwhelmed by negative emotions such as fear, worry, guilt and anger (Elvin, 2004). A study by Carver, Scheier, and Weintraub (1986) demonstrated that in controllable situations, people high in optimism mainly used problem-focused coping and positive reinterpretation of situation, whereas in uncontrollable situations, they showed acceptance and resignation (emotion-focused coping).

As cited in Lewin and Sager (2008), the problem-focused/emotion-focused coping conceptualization has been used to examine stress in varied work environments. For example, Parkes (1990) found that problem-focused coping buffered the negative effects of job stress on the emotional well-being of teachers. Koeske, Kirk, and Koeske (1993) found that problem-focused coping diminished the negative effects of job stressors on burnout among welfare case workers. And both Etzion and Pines (1986) and Pines, Aronson, and Kafry (1981) found that problem-focused coping strategies were associated with lower levels of burnout, while emotion-focused coping strategies were associated with higher levels of burnout—in samples of corporate managers and social service workers, respectively.

### *Coping skills: Related Studies*

Lewin and Sager (2008) conducted a test on salesperson burnout using the coping-mediational model of social support (Thoits, 1986). In this study, the authors examined whether certain coping strategies mediated the impact of sales manager support on salesperson burnout. More specifically, this work investigated whether problem-focused coping and emotion-focused coping mediated the impact of sales manager support on feelings of emotional exhaustion in a field sales setting. The study's findings indicated that positive sales manager support had a significant negative direct effect on salespersons' emotional exhaustion. The findings also support the assertion that sales manager support encouraged salespersons' use of problem-focused coping strategies that, in turn, further reduced emotional exhaustion. In contrast, sales manager support did not significantly influence salespersons' use of emotion-focused coping; however, emotion-focused coping did significantly increase emotional exhaustion.

### *Burnout: Theoretical Perspectives*

It is reasonable that people may feel strained and exhausted by the frequent changes and demands of their working life. An intensification of work, insistence on flexibility, lack of control, and greater customer demands are the realities that many workers today have to face on a daily basis. Job stress has been recognized as a significant occupational hazard that can adversely impact on the worker's physical health, psychological well-being and work performance (Kahn & Byosiene, 1992).

Stress, burnout, anxiety, and depression have all been identified by companies as significant antecedents of psychological ill health when causes of sick listings were

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examined. In particular, the experience of burnout has been shown to play a major role in affecting the well-being of the working population. Burnout is a state of emotional and physical exhaustion caused by excessive and prolonged stress. It can occur when a person feels overwhelmed and unable to meet the constant demands confronting him/her. Burnout is an unpleasant and dysfunctional condition characterized by feelings of hopelessness, cynicism, emotional detachment from others, and a loss of feelings of personal accomplishment. As pointed out by Cass and Shaw (2008), prolonged exposure to excessive stress can result in a loss of interest and motivation to complete the task at hand. And it can develop as a consequence of not having your emotional needs (such as achievement, recognition, support, nurturance, affiliation) met, especially from your personal relationships, career or community.

It is important to note that burnout is not the same as stress. Burnout is often unnoticed until final exhaustion sets in, whereas stress is often felt and noticed by the person experiencing it. According to Doyle (2003), burnout is considered as the “final stage” in the breakdown in adaptation that occurs from long-term imbalance of demands and resources. The imbalance between one’s expectations and goals (especially from one’s job) and one’s reality (actual achievement), can cause discomfort, which can lead to stress, and ultimately to burnout, if the stress persists. Stress begins when the person feels as though he/she has no control over outcomes and that they cannot change or prevent unpleasant outcomes. Feelings of emptiness and powerlessness triggered by one’s negative emotions can translate into personal burnout.

Past studies have shown that the experience of burnout is associated with various forms of negative responses to one’s job, including job dissatisfaction, low organizational commitment, absenteeism, intention to leave the job and high turnover (Maslach & Leiter, 2008). Research on work-family issues has also found that burnout



has a negative ‘spillover’ effect: workers experiencing burnout were rated by their spouses in more negative ways (Jackson & Maslach, 1982) and the workers themselves reported that their jobs had a negative impact on their families and marriages (Burke & Greenglass, 2001).

If burnout is not detected early at its onset and dealt with immediately, then clinical problems such as anxiety, depression, and even physical symptoms such as headaches, ulcers and skin conditions can occur. And if such emotions persist or intensify, they may upset a person’s psychological or physiological balance. According to Buunk et al., (1998), there is nothing unhealthy about experiencing negative emotions due to stress, not even when they are relatively intense. But if such emotions persist or are very intense, they may, in the long run, lead to (1) physical illness, (2) psychosomatic complaints and (3) psychological problems.

1. *Physical illness*: Negative emotions may impair a person’s physical health in different ways. First, stress may stimulate unhealthy habits such as bad eating habits, smoking and excessive consumption of alcohol (Maes, Vingerhoets & Van Heck, 1987). Second, stress may eventually lead directly to health impairments through psycho-physiological process such as hormonal changes, increased blood pressure and changes in the immune system. For example, anger may lower the pumping efficiency of the heart (Goleman, 1995), and depression is accompanied by a lower activity of natural killer cells that are part of the immune system (Cohen & Herbert, 1996). In general, negative emotions are associated with complex neuronendocrinological changes (Zillmann & Zillmann, 1996). Zegan (1982) described the numerous ways in which stress can upset a person’s

physiological balance. According to Zegan, when confronted with many major life changes, adaptation may fail, producing a number of physiological impairments. For example, an acute physiological reaction like high blood pressure may become chronic, or inhibition mechanisms may fail, resulting in excessively strong physiological reactions in response to minor stressors.

2. *Psychosomatic complaints*: A study by Dijkhuizen (1980) of middle management in a large number of businesses showed that feelings of anxiety at work can lead to a variety of symptoms such as dizziness, fatigue, headaches, lower back pain and palpitation. The higher the workload and physical exertion, the more complaints were reported.

3. *Psychological problems*: The long-term consequences of stressful work situations may be more psychological in nature. One consequence is burnout, a reaction pattern that mainly occurs in professionals with people-oriented jobs such as stockbrokers and nurses. According to Furnham (2001), the three major stages that are indicative of the presence of burnout are: (i) *Emotional exhaustion* – when a person feels drained used up, and unable to unwind and recover. When they awake in the morning, they are just as tired as when they went to bed. They lack the energy to face another project or another person. Emotional exhaustion is the first reaction to the stress of job demands or major change; (ii) *Depersonalization* – when people feel cynical they take a cold, distant attitude toward work and the people on the job. They will get less involved at work, and even give up their ideals. This is a sign of cynicism as they attempt to protect themselves from exhaustion and disappointment. For stockbrokers, they may feel that it

is safer to be indifferent, especially in a bear market where the future is uncertain. Maslach and Leiter (1997) argued that such negative feelings can seriously damage a person's well-being and capacity to work effectively;

(iii) *Low personal accomplishments* – This occurs when people feel ineffective. They feel a growing sense of inadequacy. Every new task seems overwhelming. They lose confidence in their ability to make a difference. And as they lose confidence in themselves, others lose confidence in them.

Coping with stress also occurs at the level of the individual and the organization. Burnout can be managed in ways similar to managing stress: via personal approaches (or the individual-oriented method) such as focusing on lifestyle change, relaxation, meditation, cognitive therapy, behavior therapy, rational emotive theory, and social skills training, and organizational approaches (or the work-oriented method) aimed at reducing or preventing stress at work through changes in organization structure and job design.

#### *Burnout: Related Studies*

Schaufeli, Salanova, Gozalez-Roma and Bakker (2001) conducted a study that examined the factor structure of a new instrument to measure engagement, the hypothesized 'opposite' of burnout in a sample of university students ( $N = 314$ ) and employees ( $N = 619$ ). In addition, the factor structure of the Maslach-Burnout Inventory-General Survey (MBI-GS) was also assessed and the relationship between engagement and burnout was examined. Simultaneous confirmatory factor analyses in both samples confirmed the original three-factor structure of the MBI-GS (exhaustion, cynicism, and professional efficacy) as well as the hypothesized three-factor structure

of engagement (vigor, dedication, and absorption). Contrary to expectations, a model with two higher-order factors – ‘burnout’ and ‘engagement’ – did *not* show a superior fit to the data. Instead, their study identified an alternative model with two latent factors including: (1) exhaustion and cynicism (‘core of burnout’); and (2) all three engagement sub-factors plus efficacy. Both latent factors were negatively related and shared between 22% and 38% of their variances in both samples. Despite the fact that slightly different versions of the MBI-GS and the engagement questionnaire were used in both samples the results were remarkably similar across samples, which illustrated the robustness of their findings.

### *Motivation*

#### *Motivation: Theoretical Perspectives*

Maslow’s (1943) research on human motivation led to the development of his “need hierarchy theory” which states that the fulfillment of human needs is necessary for both physical and psychological health. According to his theory, human needs are arranged in a hierarchy, from the lowest level of physical needs to the highest-level psychological needs. This hierarchy is characterized by (1) *physiological needs*, including those typically considered basic biological drives such as need for air, water and food. To satisfy these positive needs in businesses, employers must provide employees with a salary that allows them to afford adequate living conditions (such as food and shelter). Providing more benefits such as exercise and physical fitness facilities helps the employees to stay healthy and thus gratifying their physiological needs; (2) *security and safety needs*, including needs for shelter and protection from danger. This need arises only when the physiological needs are met. Companies may provide employees with life and health insurance, opportunity for savings, pensions,



secure contracts that enable work to be performed without fear of harm (Furnham, 2001). During times of economic slowdown, most employees are concerned with the possibility of being laid off as the company focuses on cost-saving measures. For stockbrokers, lay-offs become routine during a financial crisis, as trading volume on which they rely on for commission, decreases significantly. As such, jobs that provide life-long security and no-lay-off agreements enhance psychological security (Furnham, 2001); (3) *feelings of belonging and social needs*, include the desire to have friends and to be appreciated. Friends, relations and work colleagues help meet social needs, and companies may encourage participation in social events such as office parties, sports days and competition, all of which provide an opportunity for meeting these needs. Several companies spend vast sums of money on trips or overseas outings for their employees so that staff in different departments can meet, chat and affiliate. According to Furnham (2001), during periods of 'organizational uncertainty' such as mergers, closures or lay-offs, employees may seek out their co-workers for information about the events within the company in order to get a better handle on the situation; (4) *competence, prestige, and esteem needs*, include needs for self-confidence and respect from others, such as from one's peers. The companies may have awards, prizes or incentives that recognize distinguished achievements; and (5) *self-actualization needs* refer to the fulfillment of personal life goals and reaching one's potential. Furnham (2001) pointed out that there is no clear definition for self-actualization needs as it becomes very difficult to operationalize, measure and test. Few jobs provide total, free and open scope for employees to achieve this level.

According to Furnham (2001), the first three elements of the 'need hierarchy theory' (physiological, safety and social needs) are known as *deficiency needs*. Maslow (1954) believed that, without having these met, an individual will fail to develop into a

healthy person both physically and psychologically. The last two needs (esteem and self-actualization) are known as *growth needs* which support people to grow and to develop to their fullest potential.

According to Maslow, the activation of these needs is sequential. First, deprivation itself activates the lowest-level need. Once this need is gratified, the gratification acts as a trigger to activate the next higher-deprived need. Thus, satisfaction of a physiological need activates safety needs if they are deprived. Satisfaction of these needs, in turn, trigger relation needs and so on until an individual reaches the self-actualization need. If, on the way up the hierarchy, a lower need becomes deprived, it immediately is reactivated and the individual moves back down the hierarchy until it is satisfied. Maslow saw self-actualization as operating somewhat differently. Unlike lower need satisfaction, efforts to self-actualize motivate more of the same. Only lower need deprivation deactivates it.

In Maslow's view, because the individual is constantly in a state of motivation, there is the concern as to what need is being gratified (or satisfied). Maslow put forward the proposition concerning need deprivation (or lack of satisfaction) to address such concerns. According to his deprivation-domination proposition, an individual's behavior is dominated by one particular deprived need and the goal is to satisfy the deprived need. At the time when the behavior is dominated by the deprived need, all higher needs are deactivated. That is, although the higher needs themselves may be deprived, they become inactive and irrelevant when behavior is focused on a lower level need.

According to Spector (2003), research on the need hierarchy theory has not been very supportive. Locke and Henne (1986) argued that at least part of the difficulty lies with the vagueness of Maslow's statement of the theory which made it difficult to

operationalize or to test. Despite the lack of strong empirical support, Maslow's need hierarchy theory has had a positive impact on organizations by helping them to focus attention on the importance of meeting employees' needs at work.

Rather than focusing on needs, Locke (1976) argued that job satisfaction may be more closely related to whether or not work provides people with what they *want*, *desire* or *value*. Workers examine what their jobs provide in terms of pay, working conditions, and promotion opportunities and then compare those perceptions to what they value or find important in a job. There is a difference between Locke's theory and Maslow's need hierarchy theory in that Locke's theory did not consider the employee's need for money. It would be unlikely that money, in his theory, could be identified as a need in the way that Maslow defined needs. According to Locke (1976), it is easy to believe that most workers would want more money than they are currently receiving. However, knowing the importance or value that a worker attaches to a particular outcome does not by itself predict how satisfied that worker will be. For example most workers attach a high value to the level of their pay. As a result, variations in pay will be strongly related to their levels of satisfaction. Once a worker is making enough money to satisfy his/her basic needs, that worker may no longer be as concerned with how much he/she makes. So the variations in pay of these workers will not have much effect, either positive or negative, on satisfaction. Locke's value theory emphasized that the more important a job-related factor is to workers, the greater its potential effect on their satisfaction. Landy (1985) pointed out that value theory is consistent with more general models of emotional needs which are associated with states of physiological and psychological arousal. Landy argued that valued outcomes are more likely than non-valued outcomes to lead to arousal and thereby have important implications for satisfaction.

What motivates people to work? Technically, people work because the experience provides them with a source of income. But work is also a source of activity and stimulation, a source of social contacts, a source of self-fulfillment and self-actualization, and a means of structuring time. According to Steers and Porter (1991), the true motivators for work come from that unique human characteristic, the ability to achieve, and through achievement, to experience psychological growth. Thus, such job characteristics as challenge, autonomy, advancement and recognition are motivators that lead to job satisfaction.

For stockbrokers, money is clearly a prime motivator in their work. As pointed out by Furnham (2001), money is most effective when it offers noticeable benefits. Receiving large bonuses or lump-sum salary increases make people feel materially better off and able to afford the luxuries and comforts of life. The word 'money' springs to every stockbroker's mind, and the amount earned is determined by the performance of each individual or through team work. That is why performance-related pay is such a potent motivator among stockbrokers. Nevertheless, money is only a good motivator for those who need or value it enough. People differ enormously in how much they value the symbolism, power and value of money.

#### *Motivation: Related Studies*

Nandi (2008) conducted a study on 100 front line managers from four different organizations in Maharashtra to ascertain if they were achievement-oriented or not. As in any organization, front line managers are responsible for the largest number of direct workers, and their level of motivation often have a direct influence on their workers' behavior and consequently, a flow-on effect on their organizations. As noted earlier, McClelland identified three kinds of motivation as the need for achievement, power,

and affiliation. Every person has all these needs though in differing measures and one's behavior is often a function of the need which is dominating. Need for achievement leads to higher quality performance and is a necessary imperative for front line managers. Akhori, Mishra and Sengupta (1989), using the Thematic Apperception Test (TAT), found that approximately 27% of the Indian front line managers in their study were achievement-oriented.

Scannell and Allan (2000) conducted a study to test the Mehrabian Achieving Tendency Scale (MATS) that assesses individual motivational characteristics associated with achievement. A survey of 130 males and 218 females was conducted to examine psychometric properties of the MATS in a sample of Australians between 18 and 75 years of age. MATS scores attained high reliabilities and were similar to American samples. MATS scores were positively and significantly correlated with the Schwartz Value Survey (1992) achievement values but were not correlated with benevolence values. The MATS had a single factor structure but marked differences in item loading patterns when compared with Mehrabian and Blum (1996). Education and occupation were significantly associated with variations in MATS but gender and age were not.

### *Psychological Well-being*

#### *Psychological Well- beings: Theoretical Perspectives*

According to the literature on psychological well-being, happiness has generally been viewed as the outcome variable (Ryff, 1989). Quality of life is the degree of well-being felt by an individual or a group of people. Unlike 'standard of living', it is not a tangible concept and so cannot be measured directly. It consists of two components: physical and psychological. The physical aspect includes such things as good health,



good diet, and protection against pain and disease. The psychological aspect includes being free from stress and worry, experiencing pleasure and other positive or negative emotional states. It is virtually impossible to predict the quality of life of a specific individual, since the combination of attributes that leads one individual to be content is rarely the same for another individual. However, one can assume with some confidence that the higher average level of diet, shelter, safety, as well as freedoms and rights a general population has, the better overall quality of life.

Psychological well-being is a multi-dimensional concept. Cheerfulness, optimism, playfulness, self-control, a sense of detachment and freedom from frustration, anxiety and loneliness has been accepted as dimensions of psychological well-being (Sinha & Verma, 1992). McCulloch (1991) has shown that satisfaction, morale, positive affect and social support constitute psychological well-being.

Perhaps, due to the fact that psychological well-being is a subjective term which means different things to different people, early literature focused on short-term affective well-being (happiness) at the expense of enduring effects. Ryff (1989) operationally defined psychological well-being as: self-acceptance, autonomy, environmental mastery, purpose in life, positive relations with others, and personal growth. It can also refer to the achievement of one's full psychological potential. According to Shepard (1979), self-acceptance refers to an individual's satisfaction or happiness with him/herself, and is thought to be necessary for good mental health. Self-acceptance involves self-understanding, a realistic, albeit subjective, awareness of one's strengths and weaknesses. It results in an individual feeling that he/she is of 'unique worth'.

### *Psychological Well-beings: Related Studies*

Hermon and Hazler (1999) investigated the relationship between college students' perceived psychological well-being and the quality of their lives on five variables associated with a 5-factor holistic wellness model. The wellness Evaluation of Lifestyle and Memorial University of Newfoundland Scale of Happiness were completed by 155 undergraduate college students. Multivariate regression analysis revealed a significant relationship between the 5 dimensions of wellness and both short term state and long term trait constructs of psychological well being. Subsequent univariate analysis found that student's ability to self-regulate, identity with work, and friendship contributed the most to their psychological well being.

*Other studies on the relationship between life satisfaction and demographic variables.*

*Gender.* People may sometimes be satisfied in situations that they perceived as unfair. According to Inglehart (1990), studies have generally found that women report more life satisfaction. Levels of life satisfaction are generally found to be marginally higher among women than men. One explanation of these gender differences is that women either experience or report positive and negative emotions more strongly than men. Another explanation, and with growing evidence to support it, is that women are more socially connected and involved than men, resulting in their being more exposed to the satisfaction and disappointments of those near and dear to them.

*Age.* Life satisfaction research with adults has shown that the positive levels of life satisfaction are not just an epiphenomenon, which is a simple by-product of positive life experiences, personality characteristics, and so forth. These benefits include

positive outcomes in intrapersonal, interpersonal, vocational, health, and education arenas (King, Lyubomirsky & Diener, 2003). Studies averaging large sample sizes have found that, on average, life satisfaction is highest among those under 25, fall gradually in middle age (44-55 years) before rising again in later life. For example, in a society like Japan where old people are accorded great respect—life satisfaction is highest amongst those over 65. In Hungary, by contrast, the young are the most satisfied and satisfaction is lower amongst older generations (Diener, 1999).

The above related literature presents the theoretical as well as related literature on coping skills, burnout, motivation and well being. The hypothesized interrelationships between these variables are exhibited in Figure 1. In order to better understand the dynamics that may exist between coping skills, motivation, burnout, and psychological well-being among Thai stockbroker, the following research questions are posed:

1. What are the interrelationships between coping skills, burnout, motivation and well-being among stockbrokers in Thailand?
2. Does the ability to cope impact on the well-being of Thai stockbrokers both directly and indirectly, being mediated by feelings of burnout and motivation?

As indicated in the path model (see Figure 1), it is anticipated that the coping strategies employed may have the potential to attenuate the detrimental effects of work-related stress and burnout. In addition, the coping strategies are posited to influence higher motivation and well-being.

The conceptual framework is proposed as follow:

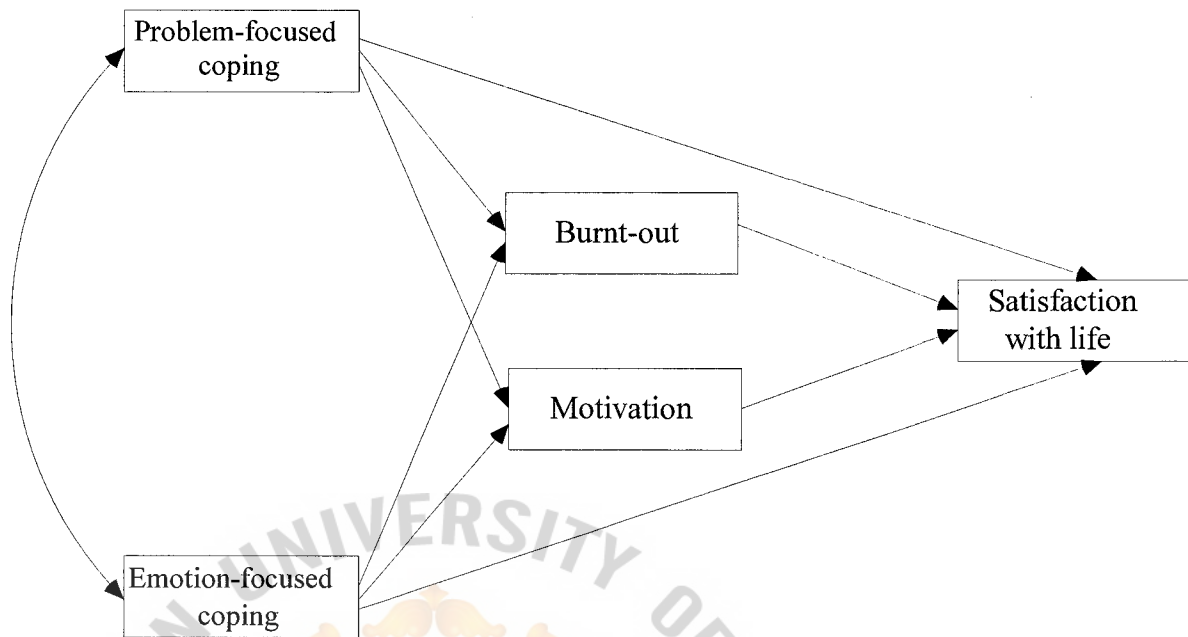


Figure 1.  
Path model of Thai stockbrokers’ well-being as a function of the direct and indirect influences (being mediated by their levels of burnout and motivation) of their coping skills.

The model focuses on the direct and indirect influences of the stockbrokers’ coping skills on their psychological well-being. Specifically, the model hypothesizes that:

1. Their coping skills will have a direct positive relationship with their level of psychological well-being, such that the better their coping skills, the more positive their reported level of well-being;
2. Their coping skills will have indirect relationships with their level of psychological well-being, such that the better their coping skills, (a) the lower their level of burnout, and (b) the higher their level of motivation. The lower their level of burnout, and the higher their level of motivation, the higher (i.e., the more positive) their reported level of well-being

## CHAPTER III

### Research Methodology

The primary purpose of this study was to investigate the interrelationships between coping skills, burnout, motivation and well-being among stockbrokers in Thailand. The study also attempted to explore the direct and indirect impact, being mediated by feelings of burnout and motivation, on the well-being of Thai stockbrokers. The present chapter presents details on the following: research design, participants of the study, research instrumentation, data collection procedure, and proposed data analysis.

#### *Research Design*

The present study is cross-sectional, multivariate and correlational in design. It employs a path analytic framework to investigate the sequential direct and indirect influences (being mediated by feelings of burnout and motivation) of coping skills on Thai stockbrokers' psychological well-being.

#### *Participants of the Study*

As the proposed path model was tested via multiple regression analysis, the sample size required is determined by both the power of the statistical test, the effect size of the predictor variables, and the number of predictor variables in the model. Power in multiple regression analysis refers to the probability of detecting as statistically significant a specific level of R-square, or a regression coefficient at a specified significance level (Hair et al., 1995). Effect size is defined as the probability that the predictor variables in the regression model do have a real effect in predicting the dependent variable, i.e., the sensitivity of the predictor variables. The statistical



program G\*Power 3 (Faul, Erdfelder, Lang, & Buchner, 2007) was employed to determine the required sample size. Setting the significance level at .05, power at .95, and effect size at .15 (medium), the required minimum sample size was determined to be 143. However, in order to enhance the external validity of the obtained findings, it was decided to double the recommended sample size to 300 respondents.

In the absence of data on the precise number of Thai brokers, the respondents were obtained by convenience sampling. The researcher visited several brokerage firms within Bangkok. The inclusion criteria for respondents consisted of the following: a) must be a Thai broker; b) can read and write in English and/or Thai; c) aged 25 years and over; and d) must be willing to participate in the study.

### *Research Instrumentation*

The research instrument employed was a self-administered survey questionnaire. Respondents were given the option to complete either the English or Thai version. A cover letter was provided to explain the nature and purpose of the questionnaire. The questionnaire proper consisted of five parts. Part I was a Personal Information section designed to tap the respondents' demographic characteristics. Part II consisted of Coping Inventory for Stressful Situations – Adult (CISS) designed to measure the different ways in which people cope with stress. Part III consisted of the Maslach Burnout Inventory- General Survey (MBI-GS) used to measure the level of burnout experienced by the Thai stockbroker respondents. Part IV consists of the Mehrabian and Bank's (1978) measure of Achieving Tendency. Part V consisted of the Satisfaction with Life Scale (SWLS) to measure the individual's own judgment of his or her quality of life. The following provides more detail about each section of the questionnaire.

### *Part I: Personal Information*

The first part of the questionnaire was a researcher-constructed set of questions designed to tap the respondent's gender, age, education attainment and number of years worked as a stockbroker. To maintain confidentiality, personal information that are not related to the study and which would directly identify respondents was not included in the questionnaire.

### *Part II: The Coping Inventory for Stressful Situations (CISS)*

The 48-item Coping Inventory for Stressful Situations (CISS; Endler & Parker, 1990) was a self-report measure of Emotion-, Task-, and Avoidance-oriented coping. The CISS scales were derived from both theoretical and empirical bases, and have been used in a variety of research and applied settings. For the purpose of this study, only the Task- and Emotion-oriented coping scales were used. The Task-oriented coping scale consisted of 16 items that measure conceptually distinct aspects of task/problem focused coping (purposeful task-oriented efforts aimed at solving the problem, cognitively restructuring the problem, or attempts to alter the situation; the main emphasis is on the task or planning, and on attempts to solve the problem). The Emotion-oriented coping scale also consists of 16 items that measure aspects of what might be viewed as emotion focused coping (reactions include emotional responses, denial, self-preoccupation, and fantasizing; the aim is to reduce stress). Each of the 32 items is to be scored on a 5-point Likert scale ranging from 1=not at all, 2=seldom, 3=sometimes, 4=often, 5=very much, with high scores indicating higher frequency of usage of that coping style.

The psychometric properties of the CISS were evaluated in a large sample of outpatients with major depressive disorder (N = 298) (Endler & Parker, 1990). The

CISS scales demonstrated good reliability and support for their factorial validity was obtained. Relationships between the CISS scales and the broad personality domains from the five-factor model of personality, as well as two measures of emotional distress, were examined. Less-adaptive coping strategies (i.e., Emotion-oriented coping) were associated with less-adaptive personality traits (i.e., Neuroticism) and with psychological distress (i.e., Depression), whereas the reverse was found regarding adaptive coping strategies (i.e., Task-orientated coping). The incremental validity of the CISS was demonstrated by multiple-regression analyses that found the two CISS scales accounted for significant variance in psychological distress beyond that contributed by the demographic and personality variables.

### *Part III: Maslach Burnout Inventory- General Survey (MBI-GS)*

The 16-item Maslach Burnout Inventory – General Survey (MBI-GS) is a modified version of the original Maslach Burnout Inventory – Human Service Survey (MBI-HSS) developed to measure burnout as an occupational issue for people providing human services (Maslach & Jackson, 1986). The MBI-GS is divided into three subscales: (1) exhaustion (Ex), containing five items (i.e., feeling emotionally drained at work), (2) cynicism (Cy), with five items (i.e., a cynical, negative attitude towards the workplace, tasks and colleagues), and (3) professional efficacy (PE) with six items (i.e., feeling that one's work capacity is valued in a positive way). Each item is to be rated on a frequency scale ranging from 0 (never) to 6 (daily). A high degree of burnout is reflected in high scores on the Exhaustion and Cynicism subscales and in low scores on the professional Efficacy subscale. The internal consistency (Cronbach's alpha) of the three subscales was reported to be 0.89, 0.80 and 0.76 for Exhaustion, Cynicism and Professional Efficacy respectively.

*Part IV: Mehrabian and Bank's (1978) Measure of Individual Differences in Achieving Tendency.*

This 38-item scale was developed as a measure of achieving tendency based on Atkinson's (1964) model of resultant achievement motivation. This model described high achievers as individuals with a stronger motive to achieve success than a motive to avoid failure; low achievers were conceived as having a stronger motive to avoid failure than to achieve success. Balanced for response bias, the scale has high internal consistency as evident by a Kuder–Richardson formula (20) coefficient of 0.91. The scale correlated .02 with the Crowne and Marlowe (1960) social desirability scale, indicating that it is independent of social desirability. Each item is to be rated on a 6-point Likert scale from 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree. High scores (after reverse-scoring for negatively worded items) refer to high achieving tendency.

*Part V: Satisfaction with Life Scale (SWLS)*

The 5-item Satisfaction with Life Scale (SWLS) (Diener, Emmons, Larsen, and Griffin, 1985) was developed to tap the cognitive-judgmental aspects of general life satisfaction. In contrast to measures that apply some external standard, the SWLS reveals the individual's own judgment of his or her quality of life. Each item is to be scored from 1 to 7 in terms of “strongly disagree” to “strongly agree” with higher scores reflecting more satisfaction with life. The scale has a reported internal consistency coefficient (Cronbach's alpha) of .87 and a test-retest reliability correlation of 0.82 for a two month period (Fischer & Corcoran, 2007).

### *Data Collection Procedure*

Data collection consisted of the following procedural steps:

1. A pretest of the Thai version of the survey questionnaire was conducted prior to the actual study on 30 stockbrokers who were recruited through convenience sampling. The pretest exercise was used to check for any difficulty respondents may have with regard to the comprehension of the questionnaire directions and item statements.
2. As there were no problems encountered in the pretest and the major instruments were found to be reliable, the researcher proceeded to conduct the actual study in the Bangkok business area. The researcher requested the cooperation of the Human Resource Department in the targeted companies in the orderly distribution and collection of the questionnaires. The whole process of distribution and collection of the questionnaires took approximately one month.
3. After collection of all the completed questionnaires, the researcher individually inspected the questionnaires to check for possible errors in completion which, for the purposes of the study, would be deemed invalid. Only valid questionnaires were subsequently subjected to statistical analysis; a total of 302 questionnaires qualified (of these, 301 questionnaires were completed in the Thai).

### *Data Analysis*

After completion of the data collection process, the variables were encoded, processed, and analyzed using the Statistical Package for Social Sciences (SPSS).

Data Analysis was accomplished through the following statistical treatments:

1. *Descriptive statistics:* Frequency and percentage distributions were used to analyze the respondents' demographic data. Means and standard deviations were utilized in the analysis of the respondents' scores.



2. *Inferential statistics*: Path analysis via multiple regression analysis were employed to test the hypothesized direct and indirect effects of coping skills on psychological well-being, as represented in the model in Figure 1.



## CHAPTER IV

### Results

This chapter presents the results of the analyses conducted to test the hypotheses generated from the path model presented in Figure 1. Results from tests of demographic differences (gender, age, education, years worked as stockbroker) for the variables of problem-focused coping, emotion-focused coping, burnt-out, motivation, and psychological well-being are also presented. The analyses conducted and the results obtained are presented in the following sequence:

- 1) Demographic profile of respondents.
- 2) Reliability test of items that represent the factors of problem-focused coping, emotion-focused coping, burnt-out, motivation, and psychological well-being.
- 3) Means and standard deviations of the five factors of problem-focused coping, emotion-focused coping, burnt-out, motivation, and psychological well-being.
- 4) GLM multivariate analysis of variance (MANOVA) to test for demographic differences for the five variables of problem-focused coping, emotion-focused coping, burnt-out, motivation, and psychological well-being.
- 5) Path analysis via regression analysis to test the hypothesized path model (Figure 1).

#### *Demographic Profile of Respondents*

The sample consisted of 302 stockbrokers; 41.7% ( $n=126$ ) were males and 58.3% ( $n=176$ ) were females. Their ages ranged from 25 years to 40 years, with a mean age within the interval of 26 to 33 years. In terms of educational attainment, 55%

( $n=166$ ) of the respondents possessed either a high school diploma or an undergraduate degree, and 45% ( $n=136$ ) possessed a graduate degree. Of the total sample, 24.8% ( $n=75$ ) had worked as a stockbroker for between 1 to 3 years, 30.8% ( $n=93$ ) had worked as a stockbroker for between 4 to 6 years, 8.3% ( $n=25$ ) had worked for between 7 to 9 years, 9.9% ( $n=30$ ) had worked for between 10 to 12 years, and 26.2% ( $n=79$ ) had worked for 13 or more years. The mean number of years worked as a stockbroker is within the interval of 4 to 7 years.

### *Reliability Analysis of Scales Employed*

Prior to computing the five scales of ‘problem-focused coping’, ‘emotion-focused coping’, ‘burnt-out’, ‘motivation’, and ‘psychological well-being’, reliability analysis was conducted on the items that represent the five scales. The purpose of the reliability analysis was to maximize the internal consistency of the three measures by identifying those items that are internally consistent (i.e., reliable), and to discard those items that are not. The criterion employed for retaining items is that any item with ‘Corrected Item-Total Correlation’ ( $I-T \geq .33$ ) will be retained (.33<sup>2</sup> represents approximately 10% of the variance of the total scale accounted for). Table 1 presents the retained items for the five scales, together with their I-T coefficients and Cronbach’s alphas.

Table 1

*Scale Items Together With Their Corrected Item-Total Correlations and Cronbach’s Alphas*

<u>Problem-Focused Coping</u>	<u>Corrected Item-Total Correlations</u>
• Schedule my time better.	.33
• Focus on the problem and see how I can solve it.	.53
• Do what I think is best.	.41
• Outline my priorities.	.49
• Think about how I have solved similar problems.	.49
• Determine a course of action and follow it.	.60
• Work to understand the situation.	.52
• Take corrective action immediately.	.50
• Think about the event and learn from my mistake.	.52

- Adjust my priorities. .36
- Get control of the situation. .56
- Make an extra effort to get things done. .62
- Come up with several different solutions to the problem. .62
- Use the situation to prove that I can do it. .44
- Try to be organized so I can be on top of the situation. .57

Cronbach's Alpha = .86

#### Emotion-Focused Coping

#### Corrected Item-Total Correlations

- Blame myself for putting things off. .50
- Preoccupied with aches and pains. .49
- Blame myself for having gotten in to this situation. .60
- Feel anxious about not being able to cope. .59
- Become very tense. .49
- Blame myself for being too emotional about the situation. .57
- Become very upset. .62
- Blame myself for not knowing what to do. .67
- "Freeze" and don't know what to do. .37
- Worry about what I am going to do. .55
- Tell myself that it will never happen again. .42
- Get angry. .45
- Take it out on other people. .40

Cronbach's Alpha = .85

#### Burnt-out

#### Corrected Item-Total Correlations

- I feel emotionally drained from my work. .66
- I feel used up at the end of the work day. .53
- I feel tired when I get up in the morning and have to face another day on the job. .55
- Working all day is really a strain for me. .58
- I feel burned out from my work. .56
- I have become less interested in my work since I started this job. .57
- I have become less enthusiastic about my work. .60
- I have become more cynical about whether my work contributes anything. .44
- I doubt the significance of my work. .35

Cronbach's Alpha = .81

MotivationCorrected Item-Total Correlations

- I usually end up carrying out the things I plan at work. .33
- I am very optimistic about my work career. .49
- I don't usually tackle problems that others have found to be difficult. .53
- I am hesitant about making important decisions at work. .41
- The idea of struggling my way to the top does not appeal to me. .43
- I would prefer a job which is important, difficult, and involves a 50% chance of failure to a job which is somewhat important but not difficult. .33
- I am usually tempted to take on more responsibilities than a job originally entails. .37
- The thought of having to take on a new job would bother me. .43
- I find it especially satisfying to complete an important job that required a lot of effort. .42
- I believe that if I try hard enough, I will be able to reach my goals in life. .37
- I take pride in my work. .42
- I only work as hard as I have to. .33
- I tend to set very difficult goals for myself. .39
- I like tasks that require little effort once I have learned them. .53
- I am ambitious. .33
- I prefer small daily projects to long term ones. .37
- I really enjoy a job that involves overcoming obstacles. .55
- I appreciate opportunities to discover my own strengths and weaknesses. .53
- I find little satisfaction in working hard. .49
- Solving a simple problem is not as satisfying to me as trying a difficult one. .48
- I prefer a job which doesn't require original thinking. .43
- I like a job which doesn't require my making risky decisions. .43
- I only work because I have to. .49
- I often succeed in reaching important goals I've set for myself. .40
- I perform best in competitive situations. .41
- I don't like to have the responsibility of handling a difficult situation. .56
- I prefer my work to be filled with challenging tasks. .66
- I would rather do something at which I feel confident and relaxed than something which is challenging and difficult. .49

Cronbach's Alpha = .87

Satisfaction with LifeCorrected Item-Total Correlations

- In most ways, my life is close to my ideal. .52
- The conditions of my life are excellent. .63



- I am satisfied with my life. .65
- So far, I have gotten the important things I want in life. .57
- If I could live my life over, I would change almost nothing. .34

Cronbach’s Alpha = .75

As can be seen from Table 1, 15 items were retained to represent the measure of ‘problem-focused coping’, 13 items were retained to represent the measure of ‘emotion-focused coping’, 9 items were retained to represent the measure of ‘burnt-out’, 28 items were retained to represent the measure of ‘motivation’, and 5 items were retained to represent the measure of ‘satisfaction with life/psychological well-being’. The computed Cronbach’s alpha coefficients for all five scales were adequate and ranged from .75 to .87. Each of the five factors of ‘problem-focused coping’, ‘emotion-focused coping’, ‘burnt-out’, ‘motivation’, and ‘psychological well-being’ was then computed by summing across the items that make up that factor and their means calculated.

Table 2 presents the means and standard deviations for the five computed factors.

Table 2  
*Means and Standard Deviations for the Computed Factors of ‘Problem-Focused Coping’, ‘Emotion-Focused Coping’, ‘Burnt-out’, ‘Motivation’, and ‘Psychological Well-Being’*

	Mean	Standard deviation
• Problem-focused coping	3.82	0.47
• Emotion-focused coping’	2.76	0.54
• Burnt-out	2.18	1.02
• Motivation	3.43	0.45
• Psychological well-being	4.57	1.04

As can be seen from Table 2, the factors of ‘problem-focused coping’, ‘motivation’ and ‘psychological well-being’ were rated above the mid-point on their respective scales, while the factors of ‘emotion-focused coping’ and ‘burnt-out’ were rated below

the mid-point on their respective scales. Thus, overall, the respondents were more likely to employ problem-focused coping than emotion-focused coping when dealing with stressful situations, experienced low level of burnt-out, agreed that they were achievement motivated, and are generally satisfied with their lives.

*Demographic differences for the five variables of problem-focused coping, emotion-focused coping, burnt-out, motivation, and satisfaction with life*

In order to investigate for demographic differences (gender, age, educational attainment, years worked as a stockbroker) for the five computed variables, GLM multivariate analysis of variance (MANOVA) was conducted. The results are presented as follows.

*Gender.* The results showed that there was an overall gender effect for the five variables combined,  $F(5,296)=2.46, p<.05$ . Follow-up tests of between-subjects effects showed that gender has a significant effect for the dependent variable of emotion-focused coping only,  $F(1,300)=3.98, p<.05$ . Examination of the marginal means showed that female stockbrokers are more likely to employ emotion-focused coping ( $M=2.81$ ) than their male counterparts ( $M=2.69$ ) in dealing with stressful situations. Male and female stockbrokers do not differ on their problem-focused coping, levels of burnt-out, motivation, and psychological well-being ( $p>.05$ ).

*Age.* The MANOVA results showed that there was an overall age effect for the five variables combined,  $F(15,888)=2.33, p<.01$ . Follow-up tests of between-subjects effects showed that age has a significant effect for the dependent variable of 'satisfaction with life' only,  $F(3,298)=6.31, p<.001$ . Examination of the marginal means with follow-up *post hoc* Scheffé comparisons showed that older stockbrokers (age 40

and above) are significantly more satisfied with their lives ( $M=4.95$ ) than younger stockbrokers (age 25 and below:  $M=4.14$ ; age 26 to 32:  $M=4.43$ ) ( $p<.05$ ).

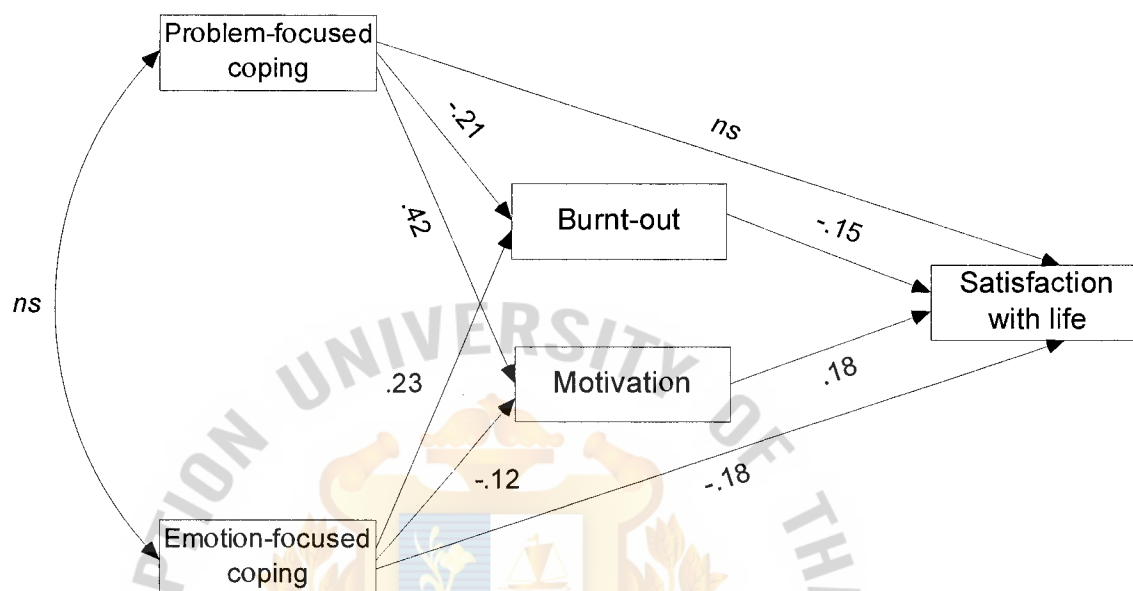
*Educational attainment.* The results showed that there was an overall education effect for the five variables combined,  $F(5,296)=5.30$ ,  $p<.001$ . Follow-up tests of between-subjects effects showed that education has a significant effect for the dependent variables of emotion-focused coping and satisfaction with life,  $F(1,300)=11.58$ ,  $p<.01$  and  $F(1,300)=9.41$ ,  $p<.01$  respectively. Examination of the marginal means showed that stockbrokers with a lower level of education (undergraduate degree or below) are more likely to employ emotion-focused coping ( $M=2.86$ ) and are less satisfied with their lives ( $M=4.01$ ) than their more educated (graduate degree) counterparts ( $M=2.65$ ,  $M=4.77$  respectively).

*Years worked as a stockbroker.* The MANOVA results showed that there was an overall 'years' effect for the five variables combined,  $F(20,1184)=1.84$ ,  $p<.05$ . Follow-up tests of between-subjects effects showed that 'years' has a significant effect for the dependent variable of 'satisfaction with life' only,  $F(4,297)=2.71$ ,  $p<.05$ . Examination of the marginal means with follow-up *post hoc* Scheffé comparisons showed that stockbrokers with the most years of service (13 or more years) are significantly more satisfied with their lives ( $M=4.80$ ) than stockbrokers with the least years of service (1 to 3 years:  $M=4.29$ ) ( $p<.05$ ).

### *Path Analysis*

In order to test the hypothesized direct and indirect relationships represented by the path model presented in Figure 1, path analysis via regression analysis was conducted. The analysis involved (1) regressing the dependent variable of life satisfaction on the predictor variables of problem-focused coping, emotion-focused

coping, burnt-out, and motivation; and (2) regressing the mediator variables of burnt-out and motivation on the predictor variables of problem-focused coping and emotion-focused coping. The results of this path analysis are presented in Figure 2.



**Figure 2**  
*Path model of Thai stockbrokers' well-being as a function of the direct and indirect influences (being mediated by their levels of burnt-out and motivation) of their coping styles*

The results showed that for the stockbrokers, their problem-focused coping has no direct influence on their life satisfaction. Rather, the influence is indirect, being mediated by their levels of burnt-out and achievement motivation. Thus, the more they employed problem-focused coping to deal with stressful situations, the higher is their level of motivation (Beta = .42),  $t = 8.05$ ,  $p < .001$ , and the lower is their level of burnt-out (Beta =  $-.21$ ),  $t = -3.72$ ,  $p < .001$ . Subsequently, the higher their level of motivation and the lower their level of burnt-out, the higher their level of reported life satisfaction, (Beta = .18),  $t = 2.93$ ,  $p < .01$  and (Beta =  $-.15$ ),  $t = -2.52$ ,  $p < .05$  respectively.

The results also showed that for the stockbrokers, employing emotion-focused coping has a direct influence on their life satisfaction. Thus, the more they employed emotion-focused coping to deal with stressful situations the lower is their reported level of life satisfaction ( $\text{Beta} = -.18$ ),  $t = -3.17$ ,  $p < .01$ . The results also showed that the influence is indirect, being mediated by the stockbrokers' levels of burnt-out and achievement motivation. Thus, the more they employed emotion-focused coping to deal with stressful situations, the lower is their level of motivation ( $\text{Beta} = -.12$ ),  $t = -2.37$ ,  $p < .05$ , and the higher is their level of burnt-out ( $\text{Beta} = .23$ ),  $t = 4.16$ ,  $p < .001$ . Subsequently, the lower their level of motivation and the higher their level of burnt-out, the lower is their level of reported life satisfaction, ( $\text{Beta} = .18$ ),  $t = 2.93$ ,  $p < .01$  and ( $\text{Beta} = -.15$ ),  $t = -2.52$ ,  $p < .05$  respectively.





## CHAPTER V

### Discussion, Conclusion, and Recommendations

This chapter presents a brief overview of the study, followed by the discussion of the study's findings, its limitations, the recommendations suggested by the findings, avenues for further research, and the conclusions drawn.

#### *Overview of the Study*

The present study was designed to investigate the determinants of psychological well-being among Thai stockbrokers. Specifically, the study investigated the processes by which the psychological variables of coping skills, burnout, and motivation impacted on these stockbrokers' psychological well-being, both directly and indirectly. It was hoped that an investigation of these processes will enable a better understanding of the antecedents of Thai stockbrokers' feelings of well-being, especially under the present negative economic climate. A total of 302 Thai stockbrokers participated in the study by filling in a survey questionnaire designed to tap the study's primary variables of coping skills, burnout, motivation, and psychological well-being.

#### *Discussion of Findings*

The following sections discuss the findings of the study in relation to both the theoretical perspectives underpinning the study and the practical significance of the findings.

#### *Descriptive characteristics.*

The study's findings showed that the factors of 'problem-focused coping', 'motivation' and 'psychological well-being' were rated above the mid-point on their

respective scales, while the factors of ‘emotion-focused coping’ and ‘burnt-out’ were rated below the mid-point on their respective scales. Thus, overall, the respondents were more likely to employ problem-focused coping than emotion-focused coping when dealing with stressful situations, experienced low level of burnout, agreed that they were achievement motivated, and are generally satisfied with their lives. These findings corroborate those obtained by Nonis and Frey (2005) who found that use of problem-focused coping by healthcare-personnel led to higher levels of trait optimism, motivation, and self-efficacy, and ultimately to higher levels of job performance and lower levels of burnout.

These findings are also generally in line with the study’s expectations. In terms of coping, the findings clearly reflect the Thai stockbrokers’ preference for problem-focused coping over emotion-focused coping in dealing with stressors associated with the current economic crisis. According to Aldwin and Revenson (1987), problem-focused coping can potentially involve several distinct activities such as planning, taking direct action, seeking assistance, screening out other activities, and sometimes even forcing oneself to wait before acting. These activities are often used by stockbrokers to avoid any miscalculations under unpredictable market condition. Yet, as mentioned earlier, problem-focused coping is often used for managing controllable stressors (Folkman, Lazarus, Gruen & Delongis, 1986). Thus, given the current economic crisis which is clearly beyond the stockbrokers’ control, it would be expected that they would rely more on emotion-focused coping rather than on problem-focused coping in dealing with these uncontrollable economic stressors. The finding that they articulated a stronger preference for problem-focused coping to deal with what are essentially uncontrollable (economic) events reflects their need to maintain a sense of personal control over their environment. That is, while realizing that the current global

financial crisis is clearly beyond their control, they nevertheless recognized that to deal successfully with these economic stressors, they have to stay focused on the problems at hand without reacting emotionally or engaging in panic responses such as fear.

The finding that the stockbroker respondents tended to employ problem-focused coping could have been a factor in contributing to their lower level of burnout. As pointed out by Furnham (2001), emotional coping strategies such as withdrawal from problem can lead stockbrokers to take a cold, distant attitude toward work and the people on the job. They will get less involved at work, and even give up their ideals towards work. The effect of withdrawal and depersonalization might decrease productivity leading to diminished personal accomplishments and create feelings of burnout. In contrast, a problem-focused orientation should enhance stockbrokers' accomplishments leading to lower level of burnout, greater motivation and satisfaction.

*Demographic differences for the five variables of problem-focused coping, emotion-focused coping, burnt-out, motivation, and satisfaction with life*

*Gender.* The study's findings indicated that female stockbrokers are more likely to employ emotion-focused coping than their male counterparts in dealing with stressful situations. This finding is in line with Matud's (2004) findings that women scored significantly higher than men on emotional and avoidance coping and lower on rational and detachment coping. The finding also corroborates the research by Eller (2000) who found that females were more likely to deal with stress by "tending and befriending" - that is, nurturing those around them and reaching out to others. Men, on the other hand, were found to more likely sequester themselves or to initiate a confrontation, behavior which is in line with the "fight or flight" response that has long been associated with

stress. Together, these findings suggest that men have higher emotional inhibition than women when dealing with stressors.

The findings that the study's male and female stockbrokers did not differ in their levels of burnout, motivation, and well-being suggest that their work experiences and perhaps more importantly, their reaction to the daily stresses of their job is highly similar. That is, regardless of the type of coping skills employed to handle their job stress, both male and female stockbrokers have been successful in lowering their level of burnout, maintaining their motivation at work, and experiencing a positive sense of well-being.

*Age and years worked as a stockbroker.* The study's findings showed that respondents in the older age bracket, i.e., those aged 40 and above, and respondents with longer tenure as stockbrokers are significantly more satisfied with their lives than younger and less experienced stockbrokers. In terms of age differences, the study's findings do not support those obtained from past studies which have found that, on average, life satisfaction is highest among those under the age of 25, and falls gradually with middle age (44-55 years) (Diener, 1999). A possible reason for this inconsistency could be due to the cultural differences in the way aged/older people are treated in different societies. For example, in Asian societies, such as in Japan and Thailand where older people are accorded greater respect, life satisfaction is highest among those over 65 years of age. In European countries, such as in Hungary, by contrast, the young are the most satisfied and satisfaction is lower among older generations (Diener, 1999). Another possible reason for the study's findings of higher life satisfaction among older and longer tenured stockbrokers could be a more secure financial situation built up across the years of employment. In contrast, younger stockbrokers with less years of

employment have yet to establish their own financial security, while at the same time having to face financial uncertainties brought about by the present economic downturn.

*Education attainment.* The study's findings showed that stockbrokers with a lower level of education (undergraduate degree or below) are more likely to employ emotion-focused coping and are less satisfied with their lives than their more educated counterparts. The higher the education, the higher the chance for career advancement and so promote higher life satisfaction. For instance, adolescents who achieve more academically are more likely to graduate from high school and to attend college (McNeal, 1995). Furthermore, young people's academic performance and educational attainment are strong predictors of the economic outcomes they will experience later in life, such as their income, employment, and occupational status. Finally, lower levels of education and skills are associated with lower levels of economic success, including a greater likelihood of living in poverty and receiving government assistance (Gottschalk, McLanahan, & Sandefur, 1994). With greater education, there may be a greater sense of control that is both domain-specific and general, given greater options in life style, career and time management.

#### *Path Analysis.*

The results from the path analysis are, in the main, consistent with the study's hypotheses. Specifically, the study's Thai stockbrokers' employment of problem-focused coping was found to have no direct influence on their life satisfaction. Rather, the influence is indirect, being mediated by their levels of burnt-out and achievement motivation. Thus, the more they employed problem-focused coping to deal with stressful situations, the higher their level of motivation, and the lower their level of



burnt-out, and subsequently the higher their level of life satisfaction. The literature on coping skills posits that people who utilize problem-focused coping deal with threatening events by developing strategies for action such as investigating the situation, making contingency plans and consulting others for advice. Thus, for the Thai stockbrokers in the present study, it may be that employing problem-focus coping to deal with the setbacks and frustrations of their job allowed them to engage in greater research into the problems as well as more detailed planning on how to overcome these problems. More detailed research and planning in turn are translated into higher achievement motivation and lower level of burnout. Subsequently, higher level of motivation combined with lower level of burnout led to the respondents' reported higher level of life satisfaction.

The literature on coping skills also suggests that people who employ emotion-focus coping deal with threatening events by expressing their feelings outwardly, by seeking support from others, and by turning their frustration against themselves. The finding from the path analysis that emotion-focused coping has a direct negative influence on the respondents' reported life satisfaction is in line with this suggestion. Thus, for the study's stockbroker respondents, employing emotional focus coping to deal with stressful situations meant coping in emotional ways, such as venting feelings, blaming themselves or other, relying much on ad hoc decisions than carefully constructed plans. The result of these emotional responses is a lower sense of life satisfaction.

The results from the path analysis also showed that the influence of emotion-focused coping on life satisfaction is indirect, being mediated by the stockbrokers' higher level of burnt-out and lower level of achievement motivation. As stated earlier, emotional-focused coping tend to rely more on ad hoc decisions than on carefully

constructed strategies/plans to deal with identified problems or stressors. Thus, without detailed planning to address the problems at hand, the emotion-focused person may feel a lack of control over outcomes, leading to a sense of powerlessness and feelings of hopelessness. These feelings in turn could well be translated into higher levels of stress/burnout and a lower level of achievement motivation. The end result is a lower reported level of life satisfaction.

### *Limitations of the Study*

As in the case with other research investigations, the current study suffers from a number of methodological limitations. First, the psychosocial variables investigated in this study, although widely used in Western nations, are not well-researched within the Asian context. In particular, the psychometric properties (reliability, validity) of the scales employed to measure these constructs (Coping Inventory for Stressful Situations – Adult (CISS); Maslach Burnout Inventory- General Survey (MBI-GS); Mehrabian and Bank's (1978) measure of Achieving Tendency) have not been tested within the Thai context. As such, there is a need for the validation of these scales within the Asian/Thai cultural context before their use can be justified and the obtained results interpreted with confidence.

Second, the path analysis employed to test the study's path model used correlation analysis. Both the correlational nature of the results and the cross-sectional design prevent any definitive conclusions to be drawn about the causal ordering of the exogenous and endogenous variables in the path model.

Third, the sampling method employed in this study is not random. Rather, the study's sample of Thai stockbrokers was obtained through convenience sampling. This non-random method of sampling means that the study's sample may not reflect the total population of stockbrokers in Thailand. Therefore, the findings from the present study may not be generalizable to the country-wide population of stockbrokers.

Lastly, the cross-sectional design of the study meant that the study's variables were studied only at a single point in time. The study's stockbrokers' coping skills, levels of burnout, motivation, and life satisfaction may change across time as a function of the 'ups and downs' of the financial market, and thus may render the present findings 'unstable'. In addition, the data obtained from the present study relied on subjective evaluations by the stockbroker respondents. As such, their responses could have been affected by their mood and attitudes which may change over time.

Despite the above limitations, the researcher believes that this exploratory study would serve as a gateway to more critical investigations of the roles that coping skills, burnout, and achievement motivation play in the process of enhancing the life satisfaction of Thai stockbrokers. Moreover, the study being the first of its kind in Thailand will more than likely contribute to the body of literature, as well as acting as a catalyst to further research.

### *Recommendations*

Based on the major findings of the study and the conclusions drawn, the following recommendations are offered:

*To stockbroker members in Thailand*

The findings from the present study show that stockbrokers who employ problem-focused coping to deal with the stressors of their daily lives are more likely to experience lower level of burnout and higher level of motivation and greater life satisfaction. However, this does not mean that emotional-focused strategy has no place in the adaptive process. Rather, it would be worthwhile to consider the efficacy of both type of coping strategies within the context of the existing problem and to adopt the strategy that offers the best potential outcome for that specific situation.

*To business leaders*

Business leaders should encourage their staff to use problem-focused coping in dealing with work related stress. Focusing on the problems at hand while avoiding emotional reactions could lead to more effective problem-solving and ultimately to the promotion of healthier lifestyles in these difficult economic times. In addition to emphasizing the importance of problem-focused coping, training programs on well being and stress awareness could also be developed and made available to all staff (e.g., IBM's employees' well-being program). Lastly, business leaders should be aware of their staff's level of life satisfaction and to be prepared to provide opportunities for professional counseling, if requested, in order to promote their feeling of well-being and satisfaction.

*To government policy makers and helping professionals*

The researcher recommends that government policy makers as well as helping professionals such as counselors, psychologists, and health providers emphasize the efficacy of adopting a hands-on problem-focused coping strategy to handle the daily

stressors of life. Such an emphasis can help promote the public's awareness of stress-related issues such as work-related stress, burnout, and de-motivation. The ability to handle these stress-related issues effectively should, in turn, lead to a better sense of well-being and more positive life satisfaction.

### *Conclusions and avenues for future/further research*

In addition to the contribution and practical implications arising from the study's findings, future research focusing on stockbrokers' coping strategies could provide greater understanding of the relative efficacy of adopting problem-focused coping versus emotion-focused coping strategy in dealing with work stressors. In this regard, future research could seek to replicate the findings from this effort—thus, potentially providing additional support for the results reported here. These future efforts could be based on larger random samples to enhance both the validity and generalizability of the findings. While the present study was conducted in Bangkok, Thailand and targeted only Thai stockbrokers, it would be useful to replicate this study in other cultural settings to investigate the cross-cultural validity of the present study's findings.

In conclusion, stockbrokers need to develop effective coping strategies to deal with the many uncertainties brought by the present financial/economic crisis. In order to cope effectively, stockbrokers should embrace a problem-focused coping approach when dealing with job related stressors. In contrast, the use of escapist activities, typified by an emotion-focused coping approach, to avoid difficulties during the hard times will more than likely increase the probability of burnout, and a reduction in motivation and life satisfaction. Understanding this, stockbrokers should be encouraged to adopt problem-focused behavior in handling job related stressors as this should lead



to successful outcomes. However, it is important not to absolutely value a particular form of coping without reference to the context in which it is used. There may be occasions, for example, when emotional coping is the more adaptive form.



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## APPENDIX A

## Research Instrument (English Version)

Dear Participant,

My name is Pornpot Kanpetch and I am a graduate student in counseling psychology at Assumption University. I am writing to invite you to participate in my research on “The Psychological Well-being of Thai Stockbrokers” in the form of survey questionnaire. The questionnaire should take about ten to fifteen minutes to complete.

The information supplied by participants will be treated as confidential. Access to the questionnaire is restricted only to me. Completion of the questionnaire is voluntary. If you would like to obtain a summary of the results of this research, I am happy to send you copies upon completion.

Please feel free to contact me on 081 – 4881122 or polkanpetch@yahoo.com in regard to any queries you may have.

Yours truly,

Pornpot Kanpetch

## SURVEY QUESTIONNAIRE

Dear Participant,

For your information, this questionnaire is being distributed as part of a graduate school study and will be used for research purposes only. Note that there is no right or wrong answer, so please answer all questions honestly. Rest assured that all responses and data will remain confidential. Thank you for your cooperation.

### Part1. Personal Information

Directions: Fill in the correct personal information by marking a tick (✓) in the appropriate space.

#### 1. Gender

- ☐ Male
- ☐ Female

#### 2. Age:

- ☐ 25 and below
- ☐ 26-32
- ☐ 33-39
- ☐ 40 and above

#### 3. Education Attainment

- ☐ Undergraduate degree or below
- ☐ Graduate degree
- ☐ Doctorial degree

#### 4. Number of years worked as stockbrokers

- ☐ 1 - 3
- ☐ 4 - 6
- ☐ 7 - 9
- ☐ 10 - 12
- ☐ 13 or more



## Part 2 (CISS)

The following items describe ways people react to various difficult, stressful, or upsetting situations. Using the rating scale below, please indicate how much you engage in these types of activities when you encounter a difficult, stressful, or upsetting situation by putting a ✓ mark in a box next to each item.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Not at all      Seldom      Sometimes      Often      Very much

1	Schedule my time better.	1	2	3	4	5
2	Focus on the problem and see how I can solve it.	1	2	3	4	5
3	Think about the good times I've had.	1	2	3	4	5
4	Try to be with other people.	1	2	3	4	5
5	Blame myself for putting things off.	1	2	3	4	5
6	Do what I think is best.	1	2	3	4	5
7	Preoccupied with aches and pains.	1	2	3	4	5
8	Blame myself for having gotten in to this situation.	1	2	3	4	5
9	Window shop.	1	2	3	4	5
10	Outline my priorities.	1	2	3	4	5
11	Try to go to sleep.	1	2	3	4	5
12	Treat myself to a favorite food or snack.	1	2	3	4	5
13	Feel anxious about not being able to cope.	1	2	3	4	5
14	Become very tense.	1	2	3	4	5
15	Think about how I have solved similar problems.	1	2	3	4	5
16	Tell myself that it is really not happening to me.	1	2	3	4	5

17	Blame myself for being too emotional about the situation.	1	2	3	4	5
18	Go out for a snack or meal.	1	2	3	4	5
19	Become very upset.	1	2	3	4	5
20	Buy myself something.	1	2	3	4	5
21	Determine a course of action and follow it.	1	2	3	4	5
22	Blame myself for not knowing what to do.	1	2	3	4	5
23	Go to a party.	1	2	3	4	5
24	Work to understand the situation.	1	2	3	4	5
25	"Freeze" and don't know what to do.	1	2	3	4	5
26	Take corrective action immediately.	1	2	3	4	5
27	Think about the event and learned from my mistake.	1	2	3	4	5
28	Wish that I could change what had happened or how I felt.	1	2	3	4	5
29	Visit a friend.	1	2	3	4	5
30	Worry about what I am going to do.	1	2	3	4	5
31	Spend time with special person.	1	2	3	4	5
32	Go for a walk.	1	2	3	4	5
33	Tell myself that it will never happen again.	1	2	3	4	5
34	Focus on my general inadequacies.	1	2	3	4	5
35	Talk to someone whose advice I value.	1	2	3	4	5
37	Phone a friend.	1	2	3	4	5
38	Get angry.	1	2	3	4	5
39	Adjust my priorities.	1	2	3	4	5
40	See a movie	1	2	3	4	5
41	Get control of the situation.	1	2	3	4	5

42	Make an extra effort to get things done.	1	2	3	4	5
43	Come up with several different solutions to the problem.	1	2	3	4	5
44	Take time off and get away from the situation.	1	2	3	4	5
45	Take it out on other people.	1	2	3	4	5
46	Use the situation to prove that I can do it.	1	2	3	4	5
47	Try to be organized so I can be on top of the situation.	1	2	3	4	5
48	Watch T. V.	1	2	3	4	5



### Part 3 (MBI – GS)

Please read statement carefully and decide if you ever feel this way about your job. If you never had this feeling, write a “0” (zero) in the space before the statement. If you had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequency you feel that way.

How often:

- |                          |                         |
|--------------------------|-------------------------|
| 0 = Never                | 1 = A few times a year  |
| 2 = Once a month or less | 3 = A few times a month |
| 4 = Once a week          | 5 = A few times a week  |
| 6 = Everyday             |                         |

- \_\_\_ 1. I feel emotionally drained from my work.
- \_\_\_ 2. I feel used up at the end of the work day
- \_\_\_ 3. I feel tried when I get up in the morning and have to face another day on the job.
- \_\_\_ 4. Working all day is really strain for me.
- \_\_\_ 5. I can effectively solve the problems that arise in my work.
- \_\_\_ 6. I feel burned out from my work.
- \_\_\_ 7. I feel I am making an effective contribution to what this organization does.
- \_\_\_ 8. I have become less interested in my work since I started this job.
- \_\_\_ 9. I have become less enthusiastic about my work.
- \_\_\_ 10. In my opinion, I am good at my job.
- \_\_\_ 11. I feel exhilarated when I accomplish something at work.
- \_\_\_ 12. I have accomplished many worthwhile things in this job.
- \_\_\_ 13. I just want to do my job and not be bothered.
- \_\_\_ 14. I have more cynical about whether my work contributes anything.
- \_\_\_ 15. I doubt the significance of my work.
- \_\_\_ 16. At my work, I feel confident that I am effective at getting things done.

## Part 4. (MIT)

Please use the following scale to indicate the degree of your agreement or disagreement with each of the statements on the following pages.

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Slightly disagree          |
| 3 | Neither agree nor disagree |
| 4 | Slight agree               |
| 5 | Strongly agree             |

- \_\_\_ 1. I usually end up carrying out the things I plan at work
- \_\_\_ 2. I have difficulty working in a new and unfamiliar situation.
- \_\_\_ 3. I am very optimistic about my work career.
- \_\_\_ 4. I don't usually tackle problems that others have found to be difficult.
- \_\_\_ 5. I am hesitant about making important decisions at work.
- \_\_\_ 6. The idea of struggling my way to the top does not appeal to me
- \_\_\_ 7. I would prefer a job which is important, difficult, and involves a 50 % chance of failure to a job which is somewhat important but not difficult.
- \_\_\_ 8. I am usually tempted to take on more responsibilities than a job originally entails
- \_\_\_ 9. The thought of having to take on a new job would bother me
- \_\_\_ 10. I find it especially satisfying to complete an important job that required a lot of effort.
- \_\_\_ 11. I don't work well under pressure
- \_\_\_ 12. I believe that if I try hard enough, I will be able to reach my goals in life.
- \_\_\_ 13. I take pride in my work
- \_\_\_ 14. Learning new skills doesn't excite me very much
- \_\_\_ 15. I only work as hard as I have to
- \_\_\_ 16. I tend to set very difficult goals for myself
- \_\_\_ 17. I like tasks that require little effort once I have learned them.
- \_\_\_ 18. I am ambitious
- \_\_\_ 19. I prefer small daily projects to long term ones
- \_\_\_ 20. I really enjoy a job that involves overcoming obstacles.
- \_\_\_ 21. I appreciate opportunities to discover my own strengths and weaknesses.
- \_\_\_ 22. I find little satisfaction in working hard
- \_\_\_ 23. These days, I see little chance for promotion on the job unless a person gets a break
- \_\_\_ 24. Solving a simple problem is not as satisfying to me as trying a difficult one
- \_\_\_ 25. I prefer a job which doesn't require original thinking
- \_\_\_ 26. I like a job which doesn't require my making risky decisions.
- \_\_\_ 27. I only work because I have to
- \_\_\_ 28. I often succeed in reaching important goals I've set for myself
- \_\_\_ 29. I feel relief rather than satisfaction when I have finally completed a difficult task.
- \_\_\_ 30. I perform best in competitive situations
- \_\_\_ 31. Constant work toward goals is not my idea of a rewarding life
- \_\_\_ 32. I more often attempt difficult tasks that I am not sure I can do than easier tasks I believe I can do.
- \_\_\_ 33. I am not satisfied unless I excel in my work
- \_\_\_ 34. I don't like to have the responsibility of handling a difficult situation
- \_\_\_ 35. I prefer my work to be filled with challenging tasks
- \_\_\_ 36. When I do a job, I set high standards for myself regardless of what others do
- \_\_\_ 37. I try to anticipate and avoid situations where there is a moderate chance of failure
- \_\_\_ 38. I would rather do something at which I feel confident and relaxed than something which is challenging and difficult



Part 5. (SWLS)

Direction: Below are five statements with which you may agree or disagree. Using the 1-7 scale below; indicate your agreement with each item by circling the number that corresponds to it.

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Slightly Disagree
- 4 – Neither Agree nor Disagree
- 5 – Slightly Agree
- 6 – Agree
- 7 – Strongly Agree

	Strongly Disagree				Strongly Agree		
1. In most ways my life is close to my ideal.	1	2	3	4	5	6	7
2. The conditions of my life are excellent.	1	2	3	4	5	6	7
3. I am satisfied with my life.	1	2	3	4	5	6	7
4. So far I have gotten the important things I want in life.	1	2	3	4	5	6	7
5. If I could live my life over, I would change almost nothing.	1	2	3	4	5	6	7

## APPENDIX B

### Research Instrument (Thai Version)

เรียน ผู้ตอบแบบสอบถาม

ผมชื่อ พรพจน์ แก่นเพชร และกำลังศึกษาในระดับปริญญาโทในสาขาวิชา จิตวิทยาที่ปรึกษาในมหาวิทยาลัยอัสสัมชัญ และใคร่ขอเชิญท่านเข้าร่วมทำแบบสอบถามในงานวิจัยหัวข้อ “The Psychological Well-being of Thai Stockbrokers” แบบสอบถามใช้เวลาทั้งสิ้นประมาณสิบนาทีถึงสิบห้านาที

ข้อมูลที่ถูกรวบรวมได้ทั้งหมดจะถูกเก็บไว้เป็นความลับและจะไม่มีใครที่สามารถเข้าดูข้อมูลได้นอกจากผู้ทำวิจัยเท่านั้น ข้อมูลที่ถูกบันทึกในแบบสอบถามจะไม่ถูกนำไปใช้ในวัตถุประสงค์อื่นนอกเหนือจากวัตถุประสงค์ของการวิจัยเท่านั้น การเข้าร่วมการวิจัยนี้ถือเป็นความสมัครใจของผู้เข้าร่วมตอบแบบสอบถาม หากท่านมีความสนใจในผลวิจัย ผู้วิจัยยินดีส่งผลวิจัยให้กับท่านเมื่อการวิจัยได้ผลเป็นที่เรียบร้อยแล้ว

หากท่านมีข้อสงสัยประการใดกรุณาติดต่อผู้วิจัยได้ที่ 081 – 4881122 หรือ polkanpetch@yahoo.com ผู้วิจัยขอขอบคุณในความร่วมมือเป็นอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ



แบบสอบถาม

แบบสอบถามนี้เป็นส่วนหนึ่งของการเก็บข้อมูลเพื่อทำวิทยานิพนธ์ ความร่วมมือของท่านในการตอบแบบสอบถามนี้จะเป็นประโยชน์ในการรวบรวมข้อมูลในการทำวิจัย

ตอนที่ 1 ข้อมูลส่วนตัวผู้ตอบแบบสอบถาม

1. เพศ

☐ ชาย

☐ หญิง

2. อายุ

☐ 25 หรือน้อยกว่า

☐ 26-32

☐ 33-39

☐ 40 หรือมากกว่า

3. ระดับการศึกษา

☐ ปริญญาตรีหรือน้อยกว่า

☐ ปริญญาโท

☐ ปริญญาเอก

4. จำนวนปีที่ทำงานเป็น stock broker

☐ 1 - 3

☐ 4 - 6

☐ 7 - 9

☐ 10 - 12

☐ 13 หรือมากกว่า

## ส่วนที่ 2. (CISS)

ข้อความด้านล่างอธิบายวิธีถึงการตอบสนองต่อสถานการณ์ที่ตึงเครียดหรือสถานการณ์ที่ทำให้โกรธ กรุณาระบุว่าคุณเลือกทำเช่นนั้นบ่อยขนาดไหนเมื่อเกิดสถานการณ์ตึงเครียด ไม่พอใจ หรือสถานการณ์ที่คุณโกรธโดยเลือกวงตั้งแต่ 1 – 5 ด้านหลังข้อความ

1                      2                      3                      4                      5  
 ไม่เคย              ค่อนข้างน้อยครั้ง              บางครั้ง              ค่อนข้างบ่อยครั้ง              บ่อยครั้ง

1	ปรับเวลาของคุณให้ดีขึ้น.	1	2	3	4	5
2	มองไปที่ปัญหาและมองว่าจะแก้ไขอย่างไร	1	2	3	4	5
3	คิดถึงเวลาดีๆ ที่คุณเคยมี	1	2	3	4	5
4	พยายามอยู่กับผู้อื่น.	1	2	3	4	5
5	โทษตัวเองที่คอยปลัดวันประกันพรุ่ง	1	2	3	4	5
6	ทำสิ่งที่คุณคิดว่าดีที่สุด.	1	2	3	4	5
7	ทนอยู่กับความเจ็บปวด	1	2	3	4	5
8	โทษตัวเองที่ทำให้ตกอยู่ในสถานการณ์นี้	1	2	3	4	5
9	เดินซอกปึงเล่น.	1	2	3	4	5
10	ร่างลำดับความสำคัญของคุณ.	1	2	3	4	5
11	พยายามนอน	1	2	3	4	5
12	ให้รางวัลตัวเองด้วยอาหารหรือขนมโปรด	1	2	3	4	5
13	รู้สึกวิตกกังวลที่ไม่สามารถรับมือกับปัญหาได้	1	2	3	4	5
14	รู้สึกตึงเครียด	1	2	3	4	5

15	นึกถึงเวลาที่เคยแก้ไขปัญหาในรูปแบบเดียวกัน	1	2	3	4	5
16	บอกตัวเองว่ามันไม่ได้เกิดขึ้นกับคุณ	1	2	3	4	5
17	โทษตัวเองที่ถืออารมณ์เกินไปกับสถานการณ์นั้นๆ	1	2	3	4	5
18	ออกไปหาอาหารหรือขนมทาน	1	2	3	4	5
19	รู้สึกเสียใจมาก	1	2	3	4	5
20	ชื่อของให้ตัวเอง	1	2	3	4	5
21	คิดหาทางแก้ไขและทำมัน	1	2	3	4	5
22	โทษตัวเองที่ไม่รู้จะจัดการกับมันอย่างไร	1	2	3	4	5
23	ไปปาร์ตี้	1	2	3	4	5
24	ทำความเข้าใจกับสถานการณ์.	1	2	3	4	5
25	หยุดอยู่กับที่และไม่รู้จะทำอะไร	1	2	3	4	5
26	ดำเนินการแก้ไขโดยทันที.	1	2	3	4	5
27	เรียนรู้เพื่อเป็นบทเรียน	1	2	3	4	5
28	หวังว่าคุณสามารถเปลี่ยนสถานการณ์นั้นหรือ สามารถเปลี่ยนความรู้สึกได้	1	2	3	4	5
29	ไปเยี่ยมเพื่อน.	1	2	3	4	5
30	เป็นห่วงว่าจะทำอะไรต่อไป	1	2	3	4	5
31	อยู่กับคนพิเศษของคุณ	1	2	3	4	5
32	ไปเดินเล่น.	1	2	3	4	5
33	บอกตัวเองว่ามันจะไม่เกิดขึ้นอีก	1	2	3	4	5



34	มองถึงจุดบกพร่องของคุณ.	1	2	3	4	5
35	คุยกับคนที่คุณเชื่อถือ.	1	2	3	4	5
37	โทรหาเพื่อน.	1	2	3	4	5
38	โกรธ.	1	2	3	4	5
39	ปรับลำดับความสำคัญของคุณ.	1	2	3	4	5
40	ดูหนัง	1	2	3	4	5
41	พยายามควบคุมสถานการณ์	1	2	3	4	5
42	พยายามเพิ่มขึ้นเพื่อให้งานเสร็จ	1	2	3	4	5
43	พยายามหาหลายๆหนทางเพื่อแก้ปัญหา	1	2	3	4	5
44	หยุดพักและหลีกเลี่ยงปัญหาชั่วขณะ	1	2	3	4	5
45	ลงกับผู้อื่น	1	2	3	4	5
46	ใช้สถานการณ์เพื่อพิสูจน์ความสามารถของคุณ	1	2	3	4	5
47	พยายามมีระเบียบและจัดการเพื่อให้อยู่เหนือปัญหา	1	2	3	4	5
48	ดูโทรทัศน์	1	2	3	4	5

ตอนที่ 3 กรุณาอ่านข้อความด้านล่างอย่างละเอียดและเลือกว่าคุณรู้สึกอย่างไรเกี่ยวกับงานของคุณ ถ้าคุณไม่เคยรู้สึกอะไรเลยกรุณา  
ตอบ 0 ลงในช่องว่างด้านหน้าข้อความ และถ้าคุณเคยรู้สึกเช่นนั้นมาก่อนกรุณาระบุว่าคุณรู้สึกเช่นนั้นบ่อยขนาดไหน โดยเลือกใส่ตั้งแต่ 1  
– 6 ด้านหน้าข้อความ

0 = ไม่เคยเลย

1 = บางครั้งต่อปี

2 = เดือนละครั้งหรือน้อยกว่า

3 = บางครั้งในหนึ่งเดือน

4 = อาทิตย์ละครั้ง

5 = บางครั้งต่ออาทิตย์

6 = ทุกวัน

- \_\_\_\_\_ 1. ฉันรู้สึกเหนื่อยล้ากับงาน
- \_\_\_\_\_ 2. ฉันรู้สึกหมดแรงทุกครั้งหลังเลิกงาน
- \_\_\_\_\_ 3. ฉันรู้สึกเหนื่อยทุกเช้าเมื่อต้องตื่นมาทำงาน
- \_\_\_\_\_ 4. ฉันรู้สึกเครียดกับการทำงานทั้งวัน
- \_\_\_\_\_ 5. ฉันสามารถแก้ไขปัญหาที่เกิดขึ้นในงานได้อย่างมีประสิทธิภาพ
- \_\_\_\_\_ 6. ฉันรู้สึกหมดกำลังใจในการทำงาน
- \_\_\_\_\_ 7. ฉันรู้สึกว่าได้ช่วยทำในสิ่งที่ประโยชน์กับบริษัท
- \_\_\_\_\_ 8. ฉันรู้สึกสนใจในงานน้อยลงตั้งแต่เริ่มทำงาน
- \_\_\_\_\_ 9. ฉันกระตือรือร้นในการทำงานน้อยลง
- \_\_\_\_\_ 10. ฉันคิดว่าฉันทำงานได้ดี
- \_\_\_\_\_ 11. ฉันรู้สึกตื่นเต้นทุกครั้งที่ฉันทำงานบรรลุเป้าหมาย
- \_\_\_\_\_ 12. ฉันทำสิ่งที่ควรค่าแก่การทำงานได้สำเร็จบ่อยครั้ง
- \_\_\_\_\_ 13. ฉันแค่ต้องการทำงานของฉันโดยไม่ถูกรบกวน
- \_\_\_\_\_ 14. ฉันไม่รู่ว่างานของฉันทำแล้วเกิดประโยชน์อะไร
- \_\_\_\_\_ 15. ฉันสงสัยว่างานของฉันสำคัญอย่างไร
- \_\_\_\_\_ 16. ฉันรู้สึกมั่นใจว่าฉันสามารถทำงานเสร็จอย่างมีประสิทธิภาพ

ตอนที่ 4 โปรดใช้ scale ด้านล่างเพื่อสื่อถึงระดับความเห็นด้วยและไม่เห็นด้วยกับข้อความต่างๆ

1 = ไม่เห็นด้วยอย่างยิ่ง

2 = ค่อนข้างไม่เห็นด้วย

3 = ไม่มีความเห็น

4 = ค่อนข้างเห็นด้วย

5 = เห็นด้วยอย่างยิ่ง

- ☐ 1. ฉันมักจะทำงานเสร็จตามที่ฉันวางแผนไว้
- ☐ 2. ฉันมีปัญหาเมื่อต้องทำงานใหม่ๆที่ไม่คุ้นเคย
- ☐ 3. ฉันรู้สึกดีกับงานที่ฉันทำ
- ☐ 4. ฉันมักจะเล็งที่จะเผชิญปัญหาที่ผู้อื่นเห็นว่ายาก
- ☐ 5. ฉันรู้สึกถึงเลในการตัดสินใจที่สำคัญเกี่ยวกับงาน
- ☐ 6. ฉันไม่สนใจความคิดที่จะก้าวไปสู่จุดสูงสุดในการทำงาน
- ☐ 7. ฉันเลือกที่จะทำงานที่สำคัญ รุ่งชาก และงานที่มีโอกาสผิดพลาด 50 % มากกว่างานซึ่งไม่มีความสำคัญและไม่ยุ่งยาก
- ☐ 8. ฉันมักจะรู้สึกตื่นเต้นที่ได้รับมอบหมายงานมากขึ้นกว่าความรับผิดชอบที่มีอยู่
- ☐ 9. ฉันรำคาญทุกครั้งที่คิดว่าจะต้องทำงานใหม่
- ☐ 10. ฉันรู้สึกพอใจเป็นพิเศษเมื่อทำงานสำคัญที่ต้องใช้ความพยายามสูงได้สำเร็จ
- ☐ 11. ฉันทำงานได้ไม่เต็มที่แรงกดดัน
- ☐ 12. ฉันเชื่อว่าถ้าฉันพยายามอย่างเต็มที่ฉันจะสามารถบรรลุเป้าหมายในชีวิต
- ☐ 13. ฉันภูมิใจในงานที่ฉันทำ
- ☐ 14. ฉันไม่ตื่นเต้นมากนักกับการเรียนทักษะใหม่ๆ
- ☐ 15. ฉันแค่ทำงานหนักเท่าที่ฉันต้องทำ
- ☐ 16. ฉันมักจะตั้งเป้าหมายที่ยากสำหรับตัวเอง
- ☐ 17. ฉันชอบงานที่ไม่ต้องใช้ความพยายามมากนัก
- ☐ 18. ฉันเป็นคนทะเยอทะยาน
- ☐ 19. ฉันชอบทำงานเล็กๆที่จบในแต่ละวันมากกว่างานที่ใช้เวลานาน
- ☐ 20. ฉันรู้สึกสนุกมากกับงานที่ต้องเอาชนะอุปสรรคต่างๆ
- ☐ 21. ฉันชอบที่จะมีโอกาสได้เรียนรู้จุดอ่อนและจุดแข็งของตัวเอง
- ☐ 22. ฉันไม่ค่อยมีความสุขกับการทำงานหนัก
- ☐ 23. ทุกวันนี้ฉันไม่เห็น โอกาสที่จะได้เลื่อนตำแหน่งจนกว่าจะมีคนออก
- ☐ 24. ฉันชอบที่จะแก้ปัญหาที่ยากมากกว่าปัญหาที่ง่าย
- ☐ 25. ฉันชอบงานที่ต้องใช้ความคิด
- ☐ 26. ฉันชอบการทำงานที่ไม่ต้องเสี่ยงต่อการตัดสินใจ
- ☐ 27. ฉันแค่ทำงานเพราะฉันต้องทำ
- ☐ 28. ฉันมักจะบรรลุเป้าหมายที่ฉันตั้งไว้กับตัวเอง
- ☐ 29. ฉันรู้สึกโล่งอกมากกว่าพึงพอใจเมื่อทำงานที่ยากได้สำเร็จ
- ☐ 30. ฉันทำงานที่ต้องมีการแข่งขันสูงได้ดีมาก
- ☐ 31. การทำงานเพื่อไปสู่เป้าหมาย ในความคิดของฉันไม่ใช่การให้รางวัลสำหรับชีวิต
- ☐ 32. ฉันมักจะพยายามทำสิ่งที่ดีฉันไม่มั่นใจว่าจะทำได้มากกว่างานที่ฉันเชื่อว่าฉันทำได้เสมอ
- ☐ 33. ฉันจะรู้สึกไม่พอใจจนกว่าฉันจะทำงานได้ดีมาก
- ☐ 34. ฉัน ไม่ชอบที่จะต้องมีความรับผิดชอบกับสถานะการณ์ที่ยาก
- ☐ 35. ฉันชอบงานที่มีเต็มไปด้วยความท้าทาย
- ☐ 36. ฉันมักจะตั้งบรรทัดฐานที่สูงในการทำงานโดยไม่คำนึงว่าผู้อื่นจะทำอย่างไร
- ☐ 37. ฉันพยายามคาดการณ์และหลีกเลี่ยงสถานการณ์ที่มีความเสี่ยงต่อความล้มเหลว
- ☐ 38. ฉันเลือกที่จะทำงานที่ฉันรู้สึกมั่นใจและสบายมากกว่างานที่ยากและท้าทาย

ตอนที่ 5 กรุณาลงความคิดเห็นของคุณตามลำดับ.....

- 1 – ไม่เห็นด้วยอย่างมาก
- 2 – ไม่เห็นด้วย
- 3 – ไม่เห็นด้วยเล็กน้อย
- 4 – ไม่มีข้อคิดเห็น เป็นกลาง ไม่ออกความเห็น
- 5 – เห็นด้วยเล็กน้อย
- 6 – เห็นด้วย
- 7 – เห็นด้วยอย่างมาก

	ไม่เห็นด้วยอย่างมาก					เห็นด้วยอย่างมาก	
1. โดยรวมแล้ว ชีวิตคุณใกล้เคียงกับอุดมคติของคุณ	1	2	3	4	5	6	7
2. สถานภาพชีวิตของคุณดีมาก	1	2	3	4	5	6	7
3. คุณมีความสุขและพอใจในชีวิตของคุณ	1	2	3	4	5	6	7
4. เท่าที่ผ่านมาคุณได้สิ่งสำคัญในชีวิตที่คุณต้องการ	1	2	3	4	5	6	7
5. ถ้าคุณย้อนชีวิตได้ คุณไม่ต้องการเปลี่ยนอะไรเลย	1	2	3	4	5	6	7



APPENDIX C  
Research output

Reliability Coping

Notes		
Output Created		17-Jun-2009 21:26:29
Comments		
Input	Data	L:\SPSS personal\ABAC 2008\MSCP\Pol\working.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	302
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		reliability variables=c1 to c48 /scale(task)=c1 c2 c6 c10 c15 c21 c24 c26 c27 c39 c41 c42 c43 c46 c47 /summary=total.
Resources	Processor Time	00:00:00.000
	Elapsed Time	00:00:00.000

Scale: TASK

Case Processing Summary			
		N	%
Cases	Valid	279	92.4
	Excluded <sup>a</sup>	23	7.6
	Total	302	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.859	15



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
c1	53.9928	44.834	.333	.861
c2	53.2581	44.293	.528	.849
c6	53.1792	45.220	.414	.854
c10	53.3118	44.021	.491	.851
c15	53.6953	43.637	.485	.851
c21	53.2258	43.521	.597	.845
c24	53.3656	44.729	.520	.849
c26	53.6523	43.861	.499	.850
c27	53.2975	44.368	.523	.849
c39	53.8781	45.208	.364	.858
c41	53.6129	44.044	.558	.847
c42	53.2545	43.967	.622	.845
c43	53.3226	43.514	.616	.845
c46	53.8925	44.183	.437	.854
c47	53.6774	43.255	.574	.846

## Reliability burnout

### Notes

Output Created	17-Jun-2009 22:05:58	
Comments		
Input	Data	L:\SPSS personal\ABAC 2008\MSCP\Pol\working.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	302
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

Cases Used		Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		reliability variables=b1 to b16 /scale(task)=b1 b2 b3 b4 b6 b8 b9 b13 b14 b15 /summary=total.
Resources	Processor Time	00:00:00.000
	Elapsed Time	00:00:00.000

Scale: TASK

Case Processing Summary

		N	%
Cases	Valid	300	99.3
	Excluded <sup>a</sup>	2	.7
	Total	302	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.807	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
b1	19.1367	82.921	.655	.772
b2	19.2167	83.929	.526	.785
b3	18.8400	81.774	.550	.782
b4	19.1367	84.125	.576	.780
b6	20.2833	86.772	.562	.783
b8	20.3667	84.668	.567	.781
b9	19.8367	85.040	.597	.779
b13	17.4300	95.925	.127	.833
b14	20.6833	87.970	.436	.795
b15	20.8200	90.770	.349	.804

Reliability motivation

Notes			
Output Created		17-Jun-2009 21:52:40	
Comments			
Input	Data	L:\SPSS personal\ABAC 2008\MSCP\Pol\working.sav	
	Active Dataset	DataSet1	
	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File	302	
	Matrix Input		
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.	
Syntax	reliability variables=m1 to m38		
	/scale(task)=m1 to m38		
	/summary=total.		
Resources	Processor Time	00:00:00.000	
	Elapsed Time	00:00:00.000	

Scale: TASK

Case Processing Summary			
		N	%
Cases	Valid	295	97.7
	Excluded <sup>a</sup>	7	2.3
	Total	302	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.871	38

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
m1	126.6915	277.520	.304	.869

m2	127.8441	273.023	.285	.870
m3	126.6339	271.505	.494	.866
m4	127.1695	266.624	.527	.865
m5	127.3288	269.065	.413	.867
m6	126.9898	267.187	.431	.867
m7	127.5932	271.637	.327	.869
m8	127.1763	270.574	.374	.868
m9	127.1797	267.706	.427	.867
m10	126.4508	271.316	.417	.867
m11	127.7831	275.647	.207	.872
m12	126.4746	273.760	.367	.868
m13	126.5559	271.908	.417	.867
m14	127.4237	279.333	.108	.874
m15	127.9797	270.680	.321	.869
m16	127.6102	270.810	.386	.868
m17	127.1119	266.392	.530	.865
m18	127.6508	270.704	.319	.869
m19	128.1085	268.852	.365	.868
m20	126.8814	267.806	.551	.865
m21	126.6780	270.199	.528	.866
m22	127.3186	266.109	.486	.865
m23	127.5356	273.270	.277	.870
m24	127.3593	269.428	.476	.866
m25	126.9695	271.533	.425	.867
m26	127.6169	268.877	.429	.867
m27	127.4847	265.427	.492	.865
m28	127.0068	273.809	.403	.868
m29	128.2305	275.525	.211	.872
m30	127.5085	271.434	.407	.867
m31	127.8678	277.156	.173	.872
m32	127.8949	281.094	.092	.873
m33	127.1831	275.960	.260	.870
m34	127.5458	264.181	.563	.864
m35	127.2678	263.673	.659	.863
m36	127.9864	278.075	.162	.872
m37	128.3695	282.948	.038	.874

m38	128.0169	265.887	.492	.865
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Reliability Life satisfaction

Notes			
Output Created		17-Jun-2009 21:54:32	
Comments			
Input	Data	L:\SPSS personal\ABAC 2008\MSCP\Pol\working.sav	
	Active Dataset	DataSet1	
	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File	302	
	Matrix Input		
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.	
Syntax	reliability variables=s1 to s5		
	/scale(task)=s1 to s5		
	/summary=total.		
Resources	Processor Time	00:00:00.000	
	Elapsed Time	00:00:00.000	

Scale: TASK

Case Processing Summary			
		N	%
Cases	Valid	301	99.7
	Excluded <sup>a</sup>	1	.3
	Total	302	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.748	5



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
s1	18.2857	18.998	.515	.704
s2	18.2060	18.404	.627	.669
s3	17.6811	18.218	.645	.662
s4	17.8771	18.842	.565	.688
s5	19.3654	17.593	.342	.802

Frequencies

Notes

Output Created	27-Jun-2009 23:01:27		
Comments			
Input	Data	L:\SPSS personal\ABAC 2008\MSCP\Pol\working.sav	
	Active Dataset	DataSet1	
	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data	302	
	File		
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on all cases with valid data.	
Syntax		FREQUENCIES VARIABLES=emot_cop burn_out achieve satis task_cop /STATISTICS=STDDEV MEAN /ORDER=ANALYSIS.	
Resources	Processor Time	00:00:00.031	
	Elapsed Time	00:00:00.015	

Statistics

		emotion-focused coping	burnt-out	achievement motivation	satisfaction with life	task-focused coping
N	Valid	302	302	302	302	302
	Missing	0	0	0	0	0
Mean		2.7622	2.1767	3.4344	4.5722	3.8163

Statistics						
		emotion-focused coping	burnt-out	achievement motivation	satisfaction with life	task-focused coping
N	Valid	302	302	302	302	302
	Missing	0	0	0	0	0
Mean		2.7622	2.1767	3.4344	4.5722	3.8163
Std. Deviation		.53638	1.01929	.44774	1.03905	.46960

Frequency Table

emotion-focused coping				
		Frequency	Percent	Cumulative Percent
Valid	1.4375	1	.3	.3
	1.5	1	.3	.7
	1.5625	1	.3	1.0
	1.625	2	.7	1.7
	1.75	5	1.7	3.3
	1.8125	4	1.3	4.6
	1.85714285714286	1	.3	5.0
	1.875	3	1.0	6.0
	1.9375	3	1.0	7.0
	2	2	.7	7.6
	2.0625	9	3.0	10.6
	2.125	11	3.6	14.2
	2.1875	8	2.6	16.9
	2.25	12	4.0	20.9
	2.3125	7	2.3	23.2
	2.375	8	2.6	25.8
	2.4375	10	3.3	29.1
	2.5	8	2.6	31.8
	2.53333333333333	1	.3	32.1
	2.5625	17	5.6	37.7
	2.625	11	3.6	41.4
	2.6875	15	5.0	46.4
	2.73333333333333	1	.3	46.7

2.75	17	5.6	5.6	52.3
2.8125	16	5.3	5.3	57.6
2.86666666666667	1	.3	.3	57.9
2.875	13	4.3	4.3	62.3
2.9375	8	2.6	2.6	64.9
3	9	3.0	3.0	67.9
3.0625	16	5.3	5.3	73.2
3.06666666666667	1	.3	.3	73.5
3.125	8	2.6	2.6	76.2
3.13333333333333	2	.7	.7	76.8
3.1875	8	2.6	2.6	79.5
3.2	1	.3	.3	79.8
3.25	13	4.3	4.3	84.1
3.26666666666667	1	.3	.3	84.4
3.3125	6	2.0	2.0	86.4
3.375	9	3.0	3.0	89.4
3.4	1	.3	.3	89.7
3.4375	2	.7	.7	90.4
3.5	6	2.0	2.0	92.4
3.5625	1	.3	.3	92.7
3.625	2	.7	.7	93.4
3.6875	5	1.7	1.7	95.0
3.75	3	1.0	1.0	96.0
3.8125	4	1.3	1.3	97.4
3.875	2	.7	.7	98.0
3.9375	2	.7	.7	98.7
4	2	.7	.7	99.3
4.0625	1	.3	.3	99.7
4.125	1	.3	.3	100.0
Total	302	100.0	100.0	

## burnt-out

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	.3	.3	.3
0.2	4	1.3	1.3	1.7
0.3	2	.7	.7	2.3
0.5	1	.3	.3	2.6
0.6	3	1.0	1.0	3.6
0.7	3	1.0	1.0	4.6
0.8	5	1.7	1.7	6.3
0.9	7	2.3	2.3	8.6
1	7	2.3	2.3	10.9
1.1	14	4.6	4.6	15.6
1.2	12	4.0	4.0	19.5
1.3	13	4.3	4.3	23.8
1.4	13	4.3	4.3	28.1
1.5	11	3.6	3.6	31.8
1.6	10	3.3	3.3	35.1
1.7	11	3.6	3.6	38.7
1.8	10	3.3	3.3	42.1
1.9	15	5.0	5.0	47.0
2	13	4.3	4.3	51.3
2.1	11	3.6	3.6	55.0
2.2	9	3.0	3.0	57.9
2.3	5	1.7	1.7	59.6
2.4	8	2.6	2.6	62.3
2.5	9	3.0	3.0	65.2
2.6	8	2.6	2.6	67.9
2.7	5	1.7	1.7	69.5
2.8	8	2.6	2.6	72.2
2.875	1	.3	.3	72.5
2.9	11	3.6	3.6	76.2
3	12	4.0	4.0	80.1
3.1	6	2.0	2.0	82.1

3.2	6	2.0	2.0	84.1
3.3	7	2.3	2.3	86.4
3.4	6	2.0	2.0	88.4
3.5	3	1.0	1.0	89.4
3.6	7	2.3	2.3	91.7
3.7	2	.7	.7	92.4
3.8	4	1.3	1.3	93.7
3.9	4	1.3	1.3	95.0
4.1	3	1.0	1.0	96.0
4.2	4	1.3	1.3	97.4
4.4	2	.7	.7	98.0
4.5	1	.3	.3	98.3
4.6	2	.7	.7	99.0
4.7	2	.7	.7	99.7
5.9	1	.3	.3	100.0
Total	302	100.0	100.0	

achievement motivation				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.02631578947368	1	.3	.3	.3
2.15789473684211	1	.3	.3	.7
2.23684210526316	1	.3	.3	1.0
2.26315789473684	1	.3	.3	1.3
2.32432432432432	1	.3	.3	1.7
2.42105263157895	1	.3	.3	2.0
2.44736842105263	1	.3	.3	2.3
2.52631578947368	1	.3	.3	2.6
2.55263157894737	2	.7	.7	3.3
2.57894736842105	1	.3	.3	3.6
2.65789473684211	2	.7	.7	4.3
2.68421052631579	3	1.0	1.0	5.3
2.7027027027027	1	.3	.3	5.6



2.71052631578947	1	.3	.3	6.0
2.73684210526316	1	.3	.3	6.3
2.76315789473684	1	.3	.3	6.6
2.78947368421053	3	1.0	1.0	7.6
2.81578947368421	2	.7	.7	8.3
2.84210526315789	2	.7	.7	8.9
2.86486486486486	1	.3	.3	9.3
2.86842105263158	3	1.0	1.0	10.3
2.89473684210526	1	.3	.3	10.6
2.92105263157895	5	1.7	1.7	12.3
2.94736842105263	5	1.7	1.7	13.9
2.97368421052632	2	.7	.7	14.6
3	5	1.7	1.7	16.2
3.02631578947368	3	1.0	1.0	17.2
3.05263157894737	7	2.3	2.3	19.5
3.07894736842105	7	2.3	2.3	21.9
3.10526315789474	6	2.0	2.0	23.8
3.13157894736842	7	2.3	2.3	26.2
3.15789473684211	7	2.3	2.3	28.5
3.16216216216216	1	.3	.3	28.8
3.18421052631579	3	1.0	1.0	29.8
3.21052631578947	7	2.3	2.3	32.1
3.23684210526316	4	1.3	1.3	33.4
3.26315789473684	11	3.6	3.6	37.1
3.28947368421053	4	1.3	1.3	38.4
3.31578947368421	3	1.0	1.0	39.4
3.34210526315789	7	2.3	2.3	41.7
3.36842105263158	11	3.6	3.6	45.4
3.37837837837838	1	.3	.3	45.7
3.39473684210526	4	1.3	1.3	47.0
3.42105263157895	10	3.3	3.3	50.3
3.44736842105263	5	1.7	1.7	52.0
3.47368421052632	7	2.3	2.3	54.3

3.5	5	1.7	1.7	56.0
3.52631578947368	6	2.0	2.0	57.9
3.55263157894737	8	2.6	2.6	60.6
3.57894736842105	6	2.0	2.0	62.6
3.60526315789474	5	1.7	1.7	64.2
3.63157894736842	5	1.7	1.7	65.9
3.64864864864865	1	.3	.3	66.2
3.65789473684211	7	2.3	2.3	68.5
3.68421052631579	7	2.3	2.3	70.9
3.71052631578947	5	1.7	1.7	72.5
3.73684210526316	5	1.7	1.7	74.2
3.76315789473684	9	3.0	3.0	77.2
3.78947368421053	6	2.0	2.0	79.1
3.81578947368421	9	3.0	3.0	82.1
3.84210526315789	8	2.6	2.6	84.8
3.86842105263158	4	1.3	1.3	86.1
3.89473684210526	1	.3	.3	86.4
3.92105263157895	3	1.0	1.0	87.4
3.94736842105263	4	1.3	1.3	88.7
3.97368421052632	3	1.0	1.0	89.7
4	1	.3	.3	90.1
4.02631578947368	3	1.0	1.0	91.1
4.05263157894737	5	1.7	1.7	92.7
4.07894736842105	2	.7	.7	93.4
4.10526315789474	3	1.0	1.0	94.4
4.13157894736842	2	.7	.7	95.0
4.15789473684211	2	.7	.7	95.7
4.18421052631579	2	.7	.7	96.4
4.23684210526316	2	.7	.7	97.0
4.26315789473684	2	.7	.7	97.7
4.36842105263158	1	.3	.3	98.0
4.39473684210526	1	.3	.3	98.3
4.42105263157895	2	.7	.7	99.0

4.44736842105263	1	.3	.3	99.3
4.57894736842105	2	.7	.7	100.0
Total	302	100.0	100.0	

satisfaction with life

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	.7	.7	.7
2.2	3	1.0	1.0	1.7
2.4	5	1.7	1.7	3.3
2.6	3	1.0	1.0	4.3
2.8	6	2.0	2.0	6.3
3	7	2.3	2.3	8.6
3.2	9	3.0	3.0	11.6
3.4	10	3.3	3.3	14.9
3.6	18	6.0	6.0	20.9
3.8	17	5.6	5.6	26.5
4	17	5.6	5.6	32.1
4.2	16	5.3	5.3	37.4
4.4	26	8.6	8.6	46.0
4.6	26	8.6	8.6	54.6
4.8	21	7.0	7.0	61.6
5	24	7.9	7.9	69.5
5.2	15	5.0	5.0	74.5
5.4	18	6.0	6.0	80.5
5.6	16	5.3	5.3	85.8
5.8	12	4.0	4.0	89.7
6	9	3.0	3.0	92.7
6.2	11	3.6	3.6	96.4
6.4	3	1.0	1.0	97.4
6.6	2	.7	.7	98.0
6.8	3	1.0	1.0	99.0
7	3	1.0	1.0	100.0
Total	302	100.0	100.0	

task-focused coping

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.33333333333333	1	.3	.3	.3
	2.73333333333333	1	.3	.3	.7
	2.8	2	.7	.7	1.3
	2.86666666666667	6	2.0	2.0	3.3
	2.92857142857143	1	.3	.3	3.6
	2.93333333333333	2	.7	.7	4.3
	3	1	.3	.3	4.6
	3.06666666666667	5	1.7	1.7	6.3
	3.13333333333333	4	1.3	1.3	7.6
	3.2	4	1.3	1.3	8.9
	3.26666666666667	9	3.0	3.0	11.9
	3.28571428571429	1	.3	.3	12.3
	3.33333333333333	8	2.6	2.6	14.9
	3.35714285714286	1	.3	.3	15.2
	3.4	11	3.6	3.6	18.9
	3.46666666666667	18	6.0	6.0	24.8
	3.5	1	.3	.3	25.2
	3.53333333333333	15	5.0	5.0	30.1
	3.57142857142857	1	.3	.3	30.5
	3.6	15	5.0	5.0	35.4
	3.64285714285714	1	.3	.3	35.8
	3.66666666666667	11	3.6	3.6	39.4
	3.73333333333333	24	7.9	7.9	47.4
	3.8	18	6.0	6.0	53.3
	3.85714285714286	1	.3	.3	53.6
	3.86666666666667	16	5.3	5.3	58.9
	3.92307692307692	1	.3	.3	59.3
	3.93333333333333	13	4.3	4.3	63.6
	4	23	7.6	7.6	71.2

4.06666666666667	16	5.3	5.3	76.5
4.13333333333333	9	3.0	3.0	79.5
4.2	8	2.6	2.6	82.1
4.21428571428571	1	.3	.3	82.5
4.26666666666667	9	3.0	3.0	85.4
4.28571428571429	2	.7	.7	86.1
4.33333333333333	6	2.0	2.0	88.1
4.4	3	1.0	1.0	89.1
4.46666666666667	2	.7	.7	89.7
4.53333333333333	5	1.7	1.7	91.4
4.6	5	1.7	1.7	93.0
4.66666666666667	7	2.3	2.3	95.4
4.73333333333333	7	2.3	2.3	97.7
4.8	2	.7	.7	98.3
4.86666666666667	3	1.0	1.0	99.3
5	2	.7	.7	100.0
Total	302	100.0	100.0	

Frequencies

Output Created	26-Jun-2009 13:48:48	
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	N of Rows in Working Data File	302
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax	FREQUENCIES VARIABLES=gender age educ years /STATISTICS=STDDEV MEAN MEDIAN /ORDER=ANALYSIS.	



Resources	Processor Time	00:00:00.016
	Elapsed Time	00:00:00.048

Statistics					
		gender	age	educational attainment	years worked as stockbroker
N	Valid	302	302	302	302
	Missing	0	0	0	0
Mean		1.5828	2.7219	1.4503	2.8179
Median		2.0000	3.0000	1.0000	2.0000
Std. Deviation		.49392	.96558	.49835	1.55624

Frequency Table

		gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	126	41.7	41.7	41.7
	female	176	58.3	58.3	100.0
	Total	302	100.0	100.0	

		age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 and below	29	9.6	9.6	9.6
	26-32	107	35.4	35.4	45.0
	33-39	85	28.1	28.1	73.2
	40 and above	81	26.8	26.8	100.0
	Total	302	100.0	100.0	

		educational attainment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undergraduate degree or below	166	55.0	55.0	55.0
	graduate degree	136	45.0	45.0	100.0
	Total	302	100.0	100.0	

years worked as stockbroker					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	75	24.8	24.8	24.8
	4-6 years	93	30.8	30.8	55.6
	7-9 years	25	8.3	8.3	63.9
	10-12 years	30	9.9	9.9	73.8
	13 or more years	79	26.2	26.2	100.0
	Total	302	100.0	100.0	

General Linear Model

Notes		
Output Created	17-Jun-2009 22:28:15	
Comments		
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	N of Rows in Working	302
	Data File	
Missing Value Handling*	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the model.
Syntax	GLM task_cop emot_cop burn_out achieve satis by gender /print=descriptives /EMMEANS=TABLES(gender).	
Resources	Processor Time	00:00:00.015
	Elapsed Time	00:00:00.017

Between-Subjects Factors

		Value Label	N
gender	1	male	126
	2	female	176

## Descriptive Statistics

gender		Mean	Std. Deviation	N
task-focused coping	male	3.8170	.52035	126
	female	3.8158	.43116	176
	Total	3.8163	.46960	302
emotion-focused coping	male	2.6898	.52062	126
	female	2.8141	.54292	176
	Total	2.7622	.53638	302
burnt-out	male	2.1063	1.03782	126
	female	2.2271	1.00574	176
	Total	2.1767	1.01929	302
achievement motivation	male	3.4775	.48935	126
	female	3.4035	.41409	176
	Total	3.4344	.44774	302
satisfaction with life	male	4.4587	1.00624	126
	female	4.6534	1.05727	176
	Total	4.5722	1.03905	302

Multivariate Tests<sup>b</sup>

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.994	9.461E3 <sup>a</sup>	5.000	296.000	.000
	Wilks' Lambda	.006	9.461E3 <sup>a</sup>	5.000	296.000	.000
	Hotelling's Trace	159.815	9.461E3 <sup>a</sup>	5.000	296.000	.000
	Roy's Largest Root	159.815	9.461E3 <sup>a</sup>	5.000	296.000	.000
gender	Pillai's Trace	.040	2.460 <sup>a</sup>	5.000	296.000	.033
	Wilks' Lambda	.960	2.460 <sup>a</sup>	5.000	296.000	.033
	Hotelling's Trace	.042	2.460 <sup>a</sup>	5.000	296.000	.033
	Roy's Largest Root	.042	2.460 <sup>a</sup>	5.000	296.000	.033

a. Exact statistic

b. Design: Intercept + gender

## Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	task-focused coping	.000 <sup>a</sup>	1	.000	.000	.983
	emotion-focused coping	1.134 <sup>b</sup>	1	1.134	3.982	.047
	burnt-out	1.071 <sup>c</sup>	1	1.071	1.031	.311
	achievement motivation	.402 <sup>d</sup>	1	.402	2.010	.157
	satisfaction with life	2.783 <sup>e</sup>	1	2.783	2.591	.108
Intercept	task-focused coping	4277.994	1	4277.994	1.933E4	.000
	emotion-focused coping	2224.391	1	2224.391	7.808E3	.000
	burnt-out	1378.954	1	1378.954	1.327E3	.000
	achievement motivation	3476.825	1	3476.825	1.740E4	.000
	satisfaction with life	6097.011	1	6097.011	5.677E3	.000
gender	task-focused coping	.000	1	.000	.000	.983
	emotion-focused coping	1.134	1	1.134	3.982	.047
	burnt-out	1.071	1	1.071	1.031	.311
	achievement motivation	.402	1	.402	2.010	.157
	satisfaction with life	2.783	1	2.783	2.591	.108
Error	task-focused coping	66.378	300	.221		
	emotion-focused coping	85.465	300	.285		
	burnt-out	311.651	300	1.039		
	achievement motivation	59.940	300	.200		
	satisfaction with life	322.183	300	1.074		
Total	task-focused coping	4464.717	302			
	emotion-focused coping	2390.817	302			
	burnt-out	1743.656	302			
	achievement motivation	3622.446	302			
	satisfaction with life	6638.240	302			
Corrected Total	task-focused coping	66.378	301			
	emotion-focused coping	86.599	301			
	burnt-out	312.722	301			
	achievement motivation	60.342	301			
	satisfaction with life	324.966	301			

a. R Squared = .000 (Adjusted R Squared = -.003)

b. R Squared = .013 (Adjusted R Squared = .010)

c. R Squared = .003 (Adjusted R Squared = .000)

d. R Squared = .007 (Adjusted R Squared = .003)

e. R Squared = .009 (Adjusted R Squared = .005)

## Estimated Marginal Means

		gender			
Dependent Variable	gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
task-focused coping	male	3.817	.042	3.735	3.899
	female	3.816	.035	3.746	3.886
emotion-focused coping	male	2.690	.048	2.596	2.783
	female	2.814	.040	2.735	2.893
burnt-out	male	2.106	.091	1.928	2.285
	female	2.227	.077	2.076	2.378
achievement motivation	male	3.477	.040	3.399	3.556
	female	3.404	.034	3.337	3.470
satisfaction with life	male	4.459	.092	4.277	4.640
	female	4.653	.078	4.500	4.807

## General Linear Model

### Notes

Output Created	17-Jun-2009 22:32:02	
Comments		
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	N of Rows in Working Data File	302
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

Syntax	Cases Used	Statistics are based on all cases with valid data for all variables in the model.
		GLM emot_cop burn_out achieve satis task_cop BY age /METHOD=SSTYPE(3) /INTERCEPT=INCLUDE /POSTHOC=age(SCHEFFE) /EMMEANS=TABLES(age) /PRINT=DESCRIPTIVE /CRITERIA=ALPHA(.05) /DESIGN= age.
Resources	Processor Time	00:00:00.062
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Between-Subjects Factors

		Value Label	N
age	1	25 and below	29
	2	26-32	107
	3	33-39	85
	4	40 and above	81

Descriptive Statistics

	age	Mean	Std. Deviation	N
emotion-focused coping	25 and below	2.8536	.41676	29
	26-32	2.7837	.53140	107
	33-39	2.7052	.51446	85
	40 and above	2.7609	.60211	81
	Total	2.7622	.53638	302
burnt-out	25 and below	2.1552	.86296	29
	26-32	2.3262	1.03480	107
	33-39	2.0741	.97506	85
	40 and above	2.0948	1.08776	81
	Total	2.1767	1.01929	302
achievement motivation	25 and below	3.4673	.40645	29
	26-32	3.4528	.39477	107
	33-39	3.4414	.43805	85



	40 and above	3.3910	.53448	81
	Total	3.4344	.44774	302
satisfaction with life	25 and below	4.1379	.94582	29
	26-32	4.4262	.98941	107
	33-39	4.5435	1.05452	85
	40 and above	4.9506	1.02055	81
	Total	4.5722	1.03905	302
task-focused coping	25 and below	3.7186	.38016	29
	26-32	3.8826	.44180	107
	33-39	3.7703	.51401	85
	40 and above	3.8119	.48112	81
	Total	3.8163	.46960	302

#### Multivariate Tests<sup>c</sup>

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.992	7.579E3 <sup>a</sup>	5.000	294.000	.000
	Wilks' Lambda	.008	7.579E3 <sup>a</sup>	5.000	294.000	.000
	Hotelling's Trace	128.891	7.579E3 <sup>a</sup>	5.000	294.000	.000
	Roy's Largest Root	128.891	7.579E3 <sup>a</sup>	5.000	294.000	.000
age	Pillai's Trace	.114	2.334	15.000	888.000	.003
	Wilks' Lambda	.889	2.355	15.000	812.006	.003
	Hotelling's Trace	.122	2.371	15.000	878.000	.002
	Roy's Largest Root	.086	5.116 <sup>b</sup>	5.000	296.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + age

#### Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	emotion-focused coping	.568 <sup>a</sup>	3	.189	.656	.580
	burnt-out	3.842 <sup>b</sup>	3	1.281	1.236	.297

	achievement motivation	.225 <sup>c</sup>	3	.075	.371	.774
	satisfaction with life	19.420 <sup>d</sup>	3	6.473	6.313	.000
	task-focused coping	.930 <sup>e</sup>	3	.310	1.411	.240
Intercept	emotion-focused coping	1814.668	1	1814.668	6.286E3	.000
	burnt-out	1101.374	1	1101.374	1.063E3	.000
	achievement motivation	2783.826	1	2783.826	1.380E4	.000
	satisfaction with life	4799.902	1	4799.902	4.681E3	.000
	task-focused coping	3393.267	1	3393.267	1.545E4	.000
age	emotion-focused coping	.568	3	.189	.656	.580
	burnt-out	3.842	3	1.281	1.236	.297
	achievement motivation	.225	3	.075	.371	.774
	satisfaction with life	19.420	3	6.473	6.313	.000
	task-focused coping	.930	3	.310	1.411	.240
Error	emotion-focused coping	86.031	298	.289		
	burnt-out	308.880	298	1.037		
	achievement motivation	60.117	298	.202		
	satisfaction with life	305.546	298	1.025		
	task-focused coping	65.448	298	.220		
Total	emotion-focused coping	2390.817	302			
	burnt-out	1743.656	302			
	achievement motivation	3622.446	302			
	satisfaction with life	6638.240	302			
	task-focused coping	4464.717	302			
Corrected Total	emotion-focused coping	86.599	301			
	burnt-out	312.722	301			
	achievement motivation	60.342	301			
	satisfaction with life	324.966	301			
	task-focused coping	66.378	301			

a. R Squared = .007 (Adjusted R Squared = -.003)

b. R Squared = .012 (Adjusted R Squared = .002)

c. R Squared = .004 (Adjusted R Squared = -.006)

d. R Squared = .060 (Adjusted R Squared = .050)

e. R Squared = .014 (Adjusted R Squared = .004)

Estimated Marginal Means

		age			
Dependent Variable	age	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
emotion-focused coping	25 and below	2.854	.100	2.657	3.050
	26-32	2.784	.052	2.682	2.886
	33-39	2.705	.058	2.591	2.820
	40 and above	2.761	.060	2.643	2.878
burnt-out	25 and below	2.155	.189	1.783	2.527
	26-32	2.326	.098	2.132	2.520
	33-39	2.074	.110	1.857	2.291
	40 and above	2.095	.113	1.872	2.317
achievement motivation	25 and below	3.467	.083	3.303	3.631
	26-32	3.453	.043	3.367	3.538
	33-39	3.441	.049	3.346	3.537
	40 and above	3.391	.050	3.293	3.489
satisfaction with life	25 and below	4.138	.188	3.768	4.508
	26-32	4.426	.098	4.234	4.619
	33-39	4.544	.110	4.327	4.760
	40 and above	4.951	.113	4.729	5.172
task-focused coping	25 and below	3.719	.087	3.547	3.890
	26-32	3.883	.045	3.793	3.972
	33-39	3.770	.051	3.670	3.870
	40 and above	3.812	.052	3.709	3.914

Post Hoc Tests

Age

Multiple Comparisons

Scheffe

			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Dependent Variable	(I) age	(J) age				Lower Bound	Upper Bound
emotion-focused coping	25 and below	26-32	.0699	.11249	.943	-.2464	.3861
		33-39	.1484	.11555	.649	-.1765	.4732
		40 and above	.0927	.11627	.888	-.2342	.4196

	26-32	25 and below	-.0699	.11249	.943	-.3861	.2464
		33-39	.0785	.07807	.799	-.1410	.2980
		40 and above	.0228	.07913	.994	-.1997	.2453
	33-39	25 and below	-.1484	.11555	.649	-.4732	.1765
		26-32	-.0785	.07807	.799	-.2980	.1410
		40 and above	-.0557	.08343	.931	-.2902	.1789
	40 and above	25 and below	-.0927	.11627	.888	-.4196	.2342
		26-32	-.0228	.07913	.994	-.2453	.1997
		33-39	.0557	.08343	.931	-.1789	.2902
burnt-out	25 and below	26-32	-.1710	.21314	.886	-.7702	.4283
		33-39	.0811	.21894	.987	-.5345	.6966
		40 and above	.0604	.22031	.995	-.5590	.6798
	26-32	25 and below	.1710	.21314	.886	-.4283	.7702
		33-39	.2521	.14792	.408	-.1638	.6679
		40 and above	.2314	.14994	.498	-.1902	.6530
	33-39	25 and below	-.0811	.21894	.987	-.6966	.5345
		26-32	-.2521	.14792	.408	-.6679	.1638
		40 and above	-.0206	.15808	.999	-.4651	.4238
	40 and above	25 and below	-.0604	.22031	.995	-.6798	.5590
		26-32	-.2314	.14994	.498	-.6530	.1902
		33-39	.0206	.15808	.999	-.4238	.4651
	achievement motivation	25 and below	.0145	.09403	.999	-.2498	.2789
		33-39	.0260	.09659	.995	-.2456	.2975
		40 and above	.0764	.09720	.892	-.1969	.3496
	26-32	25 and below	-.0145	.09403	.999	-.2789	.2498
		33-39	.0114	.06526	.999	-.1721	.1949
		40 and above	.0618	.06615	.832	-.1241	.2478
	33-39	25 and below	-.0260	.09659	.995	-.2975	.2456
		26-32	-.0114	.06526	.999	-.1949	.1721
		40 and above	.0504	.06974	.914	-.1457	.2465
	40 and above	25 and below	-.0764	.09720	.892	-.3496	.1969
		26-32	-.0618	.06615	.832	-.2478	.1241
		33-39	-.0504	.06974	.914	-.2465	.1457
	satisfaction with life	25 and below	-.2882	.21199	.605	-.8842	.3078
		26-32					
		33-39					

		33-39		-.4056	.21776	.327	-1.0178	.2066
		40 and above		-.8127*	.21912	.004	-1.4288	-.1966
26-32	25 and below			.2882	.21199	.605	-.3078	.8842
	33-39			-.1174	.14712	.888	-.5310	.2963
	40 and above			-.5244*	.14913	.007	-.9437	-.1052
33-39	25 and below			.4056	.21776	.327	-.2066	1.0178
	26-32			.1174	.14712	.888	-.2963	.5310
	40 and above			-.4071	.15723	.084	-.8491	.0350
40 and above	25 and below			.8127*	.21912	.004	.1966	1.4288
	26-32			.5244*	.14913	.007	.1052	.9437
	33-39			.4071	.15723	.084	-.0350	.8491
task-focused coping	25 and below	26-32		-.1641	.09811	.425	-.4399	.1118
		33-39		-.0517	.10078	.967	-.3350	.2317
		40 and above		-.0934	.10141	.838	-.3785	.1917
26-32	25 and below			.1641	.09811	.425	-.1118	.4399
		33-39		.1124	.06809	.437	-.0791	.3038
		40 and above		.0707	.06902	.789	-.1234	.2648
33-39	25 and below			.0517	.10078	.967	-.2317	.3350
		26-32		-.1124	.06809	.437	-.3038	.0791
		40 and above		-.0417	.07277	.955	-.2463	.1629
40 and above	25 and below			.0934	.10141	.838	-.1917	.3785
		26-32		-.0707	.06902	.789	-.2648	.1234
		33-39		.0417	.07277	.955	-.1629	.2463

Based on observed means.  
The error term is Mean Square(Error) = .220.  
\*. The mean difference is significant at the .05 level.

Homogeneous Subsets

emotion-focused coping

Scheffe

age	N	Subset	
		1	
33-39	85	2.7052	
40 and above	81	2.7609	

26-32	107	2.7837
25 and below	29	2.8536
Sig.		.524

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .289.

burnt-out

Scheffe

age	N	Subset	
		1	
33-39	85		2.0741
40 and above	81		2.0948
25 and below	29		2.1552
26-32	107		2.3262
Sig.			.615

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = 1.037.

achievement motivation

Scheffe

age	N	Subset	
		1	
40 and above	81		3.3910
33-39	85		3.4414
26-32	107		3.4528
25 and below	29		3.4673
Sig.			.837

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .202.



satisfaction with life

Scheffe

age	N	Subset	
		1	2
25 and below	29	4.1379	
26-32	107	4.4262	4.4262
33-39	85	4.5435	4.5435
40 and above	81		4.9506
Sig.		.196	.050

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = 1.025.

task-focused coping

Scheffe

age	N	Subset	
		1	
25 and below	29		3.7186
33-39	85		3.7703
40 and above	81		3.8119
26-32	107		3.8826
Sig.			.309

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .220.

General Linear Model

Notes

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Between-Subjects Factors

		Value Label	N
educational attainment	1	undergraduate degree or below	166
	2	graduate degree	136

Descriptive Statistics

educational attainment		Mean	Std. Deviation	N
task-focused coping	undergraduate degree or below	3.7975	.49938	166
	graduate degree	3.8392	.43119	136
	Total	3.8163	.46960	302
emotion-focused coping	undergraduate degree or below	2.8556	.51090	166
	graduate degree	2.6482	.54645	136
	Total	2.7622	.53638	302
burnt-out	undergraduate degree or below	2.1145	.97802	166
	graduate degree	2.2528	1.06621	136
	Total	2.1767	1.01929	302
achievement motivation	undergraduate degree or below	3.4264	.43235	166
	graduate degree	3.4441	.46726	136
	Total	3.4344	.44774	302

satisfaction with life	undergraduate degree or below	4.4084	.97094	166
	graduate degree	4.7721	1.08707	136
	Total	4.5722	1.03905	302

Multivariate Tests<sup>b</sup>

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.994	9.649E3 <sup>a</sup>	5.000	296.000	.000
	Wilks' Lambda	.006	9.649E3 <sup>a</sup>	5.000	296.000	.000
	Hotelling's Trace	162.982	9.649E3 <sup>a</sup>	5.000	296.000	.000
	Roy's Largest Root	162.982	9.649E3 <sup>a</sup>	5.000	296.000	.000
educ	Pillai's Trace	.082	5.302 <sup>a</sup>	5.000	296.000	.000
	Wilks' Lambda	.918	5.302 <sup>a</sup>	5.000	296.000	.000
	Hotelling's Trace	.090	5.302 <sup>a</sup>	5.000	296.000	.000
	Roy's Largest Root	.090	5.302 <sup>a</sup>	5.000	296.000	.000

a. Exact statistic

b. Design: Intercept + educ

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	task-focused coping	.130 <sup>a</sup>	1	.130	.589	.443
	emotion-focused coping	3.218 <sup>b</sup>	1	3.218	11.576	.001
	burnt-out	1.430 <sup>c</sup>	1	1.430	1.378	.241
	achievement motivation	.023 <sup>d</sup>	1	.023	.116	.734
	satisfaction with life	9.884 <sup>e</sup>	1	9.884	9.411	.002
Intercept	task-focused coping	4359.667	1	4359.667	1.974E4	.000
	emotion-focused coping	2264.489	1	2264.489	8.147E3	.000
	burnt-out	1425.769	1	1425.769	1.374E3	.000
	achievement motivation	3528.756	1	3528.756	1.755E4	.000
	satisfaction with life	6300.457	1	6300.457	5.999E3	.000
educ	task-focused coping	.130	1	.130	.589	.443
	emotion-focused coping	3.218	1	3.218	11.576	.001
	burnt-out	1.430	1	1.430	1.378	.241

	achievement motivation	.023	1	.023	.116	.734
	satisfaction with life	9.884	1	9.884	9.411	.002
Error	task-focused coping	66.248	300	.221		
	emotion-focused coping	83.381	300	.278		
	burnt-out	311.292	300	1.038		
	achievement motivation	60.318	300	.201		
	satisfaction with life	315.082	300	1.050		
Total	task-focused coping	4464.717	302			
	emotion-focused coping	2390.817	302			
	burnt-out	1743.656	302			
	achievement motivation	3622.446	302			
	satisfaction with life	6638.240	302			
Corrected Total	task-focused coping	66.378	301			
	emotion-focused coping	86.599	301			
	burnt-out	312.722	301			
	achievement motivation	60.342	301			
	satisfaction with life	324.966	301			

- a. R Squared = .002 (Adjusted R Squared = -.001)
- b. R Squared = .037 (Adjusted R Squared = .034)
- c. R Squared = .005 (Adjusted R Squared = .001)
- d. R Squared = .000 (Adjusted R Squared = -.003)
- e. R Squared = .030 (Adjusted R Squared = .027)

Estimated Marginal Means

educational attainment

Dependent Variable	educational attainment	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
task-focused coping	undergraduate degree or below	3.797	.036	3.726	3.869
	graduate degree	3.839	.040	3.760	3.919
emotion-focused coping	undergraduate degree or below	2.856	.041	2.775	2.936
	graduate degree	2.648	.045	2.559	2.737
burnt-out	undergraduate degree or below	2.114	.079	1.959	2.270
	graduate degree	2.253	.087	2.081	2.425
achievement motivation	undergraduate degree or below	3.426	.035	3.358	3.495

	graduate degree	3.444	.038	3.368	3.520
satisfaction with life	undergraduate degree or below	4.408	.080	4.252	4.565
	graduate degree	4.772	.088	4.599	4.945

## General Linear Model

### Notes

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### Between-Subjects Factors

		Value Label	N
years worked as stockbroker	1	1-3 years	75
	2	4-6 years	93
	3	7-9 years	25
	4	10-12 years	30

## Between-Subjects Factors

		Value Label	N
years worked as stockbroker	1	1-3 years	75
	2	4-6 years	93
	3	7-9 years	25
	4	10-12 years	30
	5	13 or more years	79

## Descriptive Statistics

	years worked as stockbroker	Mean	Std. Deviation	N
emotion-focused coping	1-3 years	2.7961	.47759	75
	4-6 years	2.7482	.53214	93
	7-9 years	2.5900	.45718	25
	10-12 years	2.8334	.63749	30
	13 or more years	2.7741	.57577	79
	Total	2.7622	.53638	302
burnt-out	1-3 years	2.0703	.87945	75
	4-6 years	2.3946	1.06968	93
	7-9 years	1.8160	.95729	25
	10-12 years	2.1667	.86755	30
	13 or more years	2.1392	1.11957	79
	Total	2.1767	1.01929	302
achievement motivation	1-3 years	3.5170	.35052	75
	4-6 years	3.3791	.40414	93
	7-9 years	3.5989	.52852	25
	10-12 years	3.3728	.45202	30
	13 or more years	3.3924	.52949	79
	Total	3.4344	.44774	302
satisfaction with life	1-3 years	4.2907	1.03469	75
	4-6 years	4.5398	.93659	93
	7-9 years	4.5680	1.19259	25
	10-12 years	4.7867	.95402	30
	13 or more years	4.7975	1.09240	79



Total		4.5722	1.03905	302
task-focused coping	1-3 years	3.8653	.43967	75
	4-6 years	3.7473	.43355	93
	7-9 years	3.9724	.52412	25
	10-12 years	3.8716	.46541	30
	13 or more years	3.7806	.51243	79
	Total	3.8163	.46960	302

Multivariate Tests<sup>c</sup>

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.992	7.262E3 <sup>a</sup>	5.000	293.000	.000
	Wilks' Lambda	.008	7.262E3 <sup>a</sup>	5.000	293.000	.000
	Hotelling's Trace	123.923	7.262E3 <sup>a</sup>	5.000	293.000	.000
	Roy's Largest Root	123.923	7.262E3 <sup>a</sup>	5.000	293.000	.000
years	Pillai's Trace	.120	1.837	20.000	1.184E3	.014
	Wilks' Lambda	.883	1.853	20.000	972.721	.013
	Hotelling's Trace	.128	1.863	20.000	1.166E3	.012
	Roy's Largest Root	.084	4.972 <sup>b</sup>	5.000	296.000	.000

- a. Exact statistic
- b. The statistic is an upper bound on F that yields a lower bound on the significance level.
- c. Design: Intercept + years

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	emotion-focused coping	1.009 <sup>a</sup>	4	.252	.875	.479
	burnt-out	8.632 <sup>b</sup>	4	2.158	2.108	.080
	achievement motivation	1.726 <sup>c</sup>	4	.431	2.186	.071
	satisfaction with life	11.432 <sup>d</sup>	4	2.858	2.707	.031
	task-focused coping	1.424 <sup>e</sup>	4	.356	1.628	.167
Intercept	emotion-focused coping	1715.480	1	1715.480	5.953E3	.000
	burnt-out	1018.206	1	1018.206	994.465	.000

	achievement motivation	2706.413	1	2706.413	1.371E4	.000
	satisfaction with life	4798.427	1	4798.427	4.545E3	.000
	task-focused coping	3361.876	1	3361.876	1.537E4	.000
years	emotion-focused coping	1.009	4	.252	.875	.479
	burnt-out	8.632	4	2.158	2.108	.080
	achievement motivation	1.726	4	.431	2.186	.071
	satisfaction with life	11.432	4	2.858	2.707	.031
	task-focused coping	1.424	4	.356	1.628	.167
Error	emotion-focused coping	85.590	297	.288		
	burnt-out	304.091	297	1.024		
	achievement motivation	58.616	297	.197		
	satisfaction with life	313.535	297	1.056		
	task-focused coping	64.954	297	.219		
Total	emotion-focused coping	2390.817	302			
	burnt-out	1743.656	302			
	achievement motivation	3622.446	302			
	satisfaction with life	6638.240	302			
	task-focused coping	4464.717	302			
Corrected Total	emotion-focused coping	86.599	301			
	burnt-out	312.722	301			
	achievement motivation	60.342	301			
	satisfaction with life	324.966	301			
	task-focused coping	66.378	301			

a. R Squared = .012 (Adjusted R Squared = -.002)

b. R Squared = .028 (Adjusted R Squared = .015)

c. R Squared = .029 (Adjusted R Squared = .016)

d. R Squared = .035 (Adjusted R Squared = .022)

e. R Squared = .021 (Adjusted R Squared = .008)

## Estimated Marginal Means

years worked as stockbroker

Dependent Variable	years worked as stockbroker	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
emotion-focused coping	1-3 years	2.796	.062	2.674	2.918

	4-6 years	2.748	.056	2.639	2.858
	7-9 years	2.590	.107	2.379	2.801
	10-12 years	2.833	.098	2.641	3.026
	13 or more years	2.774	.060	2.655	2.893
burnt-out	1-3 years	2.070	.117	1.840	2.300
	4-6 years	2.395	.105	2.188	2.601
	7-9 years	1.816	.202	1.418	2.214
	10-12 years	2.167	.185	1.803	2.530
	13 or more years	2.139	.114	1.915	2.363
achievement motivation	1-3 years	3.517	.051	3.416	3.618
	4-6 years	3.379	.046	3.288	3.470
	7-9 years	3.599	.089	3.424	3.774
	10-12 years	3.373	.081	3.213	3.532
	13 or more years	3.392	.050	3.294	3.491
satisfaction with life	1-3 years	4.291	.119	4.057	4.524
	4-6 years	4.540	.107	4.330	4.749
	7-9 years	4.568	.205	4.164	4.972
	10-12 years	4.787	.188	4.417	5.156
	13 or more years	4.797	.116	4.570	5.025
task-focused coping	1-3 years	3.865	.054	3.759	3.972
	4-6 years	3.747	.048	3.652	3.843
	7-9 years	3.972	.094	3.788	4.156
	10-12 years	3.872	.085	3.704	4.040
	13 or more years	3.781	.053	3.677	3.884

Post Hoc Tests

Years worked as stockbroker

Multiple Comparisons

Scheffe

Dependent Variable	(I) years worked as stockbroker	(J) years worked as stockbroker	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
emotion-focused	1-3 years	4-6 years	.0479	.08331	.988	-.2103	.3062
		7-9 years	.2061	.12397	.599	-.1782	.5904

	10-12 years	-.0373	.11597	.999	-.3968	.3221
	13 or more years	.0221	.08655	.999	-.2462	.2903
4-6 years	1-3 years	-.0479	.08331	.988	-.3062	.2103
	7-9 years	.1582	.12094	.789	-.2167	.5330
	10-12 years	-.0853	.11272	.966	-.4347	.2641
	13 or more years	-.0259	.08214	.999	-.2805	.2287
7-9 years	1-3 years	-.2061	.12397	.599	-.5904	.1782
	4-6 years	-.1582	.12094	.789	-.5330	.2167
	10-12 years	-.2434	.14537	.592	-.6940	.2072
	13 or more years	-.1841	.12319	.693	-.5659	.1978
10-12 years	1-3 years	.0373	.11597	.999	-.3221	.3968
	4-6 years	.0853	.11272	.966	-.2641	.4347
	7-9 years	.2434	.14537	.592	-.2072	.6940
	13 or more years	.0594	.11513	.992	-.2975	.4162
13 or more years	1-3 years	-.0221	.08655	.999	-.2903	.2462
	4-6 years	.0259	.08214	.999	-.2287	.2805
	7-9 years	.1841	.12319	.693	-.1978	.5659
	10-12 years	-.0594	.11513	.992	-.4162	.2975
burnt-out	1-3 years	-.3243	.15704	.373	-.8111	.1625
	4-6 years	.2543	.23368	.880	-.4700	.9787
	7-9 years	.2543	.23368	.880	-.4700	.9787
	10-12 years	-.0963	.21859	.996	-.7739	.5812
	13 or more years	-.0689	.16313	.996	-.5746	.4368
4-6 years	1-3 years	.3243	.15704	.373	-.1625	.8111
	7-9 years	.5786	.22796	.171	-.1280	1.2852
	10-12 years	.2280	.21246	.886	-.4306	.8865
	13 or more years	.2554	.15482	.606	-.2245	.7353
7-9 years	1-3 years	-.2543	.23368	.880	-.9787	.4700
	4-6 years	-.5786	.22796	.171	-1.2852	.1280
	10-12 years	-.3507	.27401	.802	-1.2000	.4987
	13 or more years	-.3232	.23220	.747	-1.0430	.3965
10-12 years	1-3 years	.0963	.21859	.996	-.5812	.7739
	4-6 years	-.2280	.21246	.886	-.8865	.4306
	7-9 years	.3507	.27401	.802	-.4987	1.2000

		13 or more years	.0274	.21700	1.000	-.6452	.7001
	13 or more years	1-3 years	.0689	.16313	.996	-.4368	.5746
		4-6 years	-.2554	.15482	.606	-.7353	.2245
		7-9 years	.3232	.23220	.747	-.3965	1.0430
		10-12 years	-.0274	.21700	1.000	-.7001	.6452
achievement	1-3 years	4-6 years	.1379	.06895	.408	-.0758	.3516
motivation		7-9 years	-.0820	.10260	.959	-.4000	.2360
		10-12 years	.1442	.09597	.689	-.1533	.4416
		13 or more years	.1246	.07162	.555	-.0974	.3466
	4-6 years	1-3 years	-.1379	.06895	.408	-.3516	.0758
		7-9 years	-.2199	.10008	.308	-.5301	.0904
		10-12 years	.0063	.09328	1.000	-.2829	.2954
		13 or more years	-.0133	.06797	1.000	-.2240	.1974
	7-9 years	1-3 years	.0820	.10260	.959	-.2360	.4000
		4-6 years	.2199	.10008	.308	-.0904	.5301
		10-12 years	.2261	.12030	.474	-.1468	.5990
		13 or more years	.2065	.10194	.394	-.1095	.5225
	10-12 years	1-3 years	-.1442	.09597	.689	-.4416	.1533
		4-6 years	-.0063	.09328	1.000	-.2954	.2829
		7-9 years	-.2261	.12030	.474	-.5990	.1468
		13 or more years	-.0196	.09527	1.000	-.3149	.2757
	13 or more years	1-3 years	-.1246	.07162	.555	-.3466	.0974
		4-6 years	.0133	.06797	1.000	-.1974	.2240
		7-9 years	-.2065	.10194	.394	-.5225	.1095
		10-12 years	.0196	.09527	1.000	-.2757	.3149
satisfaction	1-3 years	4-6 years	-.2491	.15946	.656	-.7434	.2452
with life		7-9 years	-.2773	.23728	.850	-1.0128	.4582
		10-12 years	-.4960	.22196	.291	-1.1840	.1920
		13 or more years	-.5068	.16565	.055	-1.0203	.0067
	4-6 years	1-3 years	.2491	.15946	.656	-.2452	.7434
		7-9 years	-.0282	.23147	1.000	-.7457	.6893
		10-12 years	-.2469	.21573	.859	-.9156	.4218
		13 or more years	-.2577	.15721	.612	-.7450	.2296
	7-9 years	1-3 years	.2773	.23728	.850	-.4582	1.0128

		4-6 years	.0282	.23147	1.000	-.6893	.7457
		10-12 years	-.2187	.27824	.961	-1.0811	.6438
		13 or more years	-.2295	.23578	.917	-.9603	.5014
	10-12 years	1-3 years	.4960	.22196	.291	-.1920	1.1840
		4-6 years	.2469	.21573	.859	-.4218	.9156
		7-9 years	.2187	.27824	.961	-.6438	1.0811
		13 or more years	-.0108	.22035	1.000	-.6938	.6722
	13 or more years	1-3 years	.5068	.16565	.055	-.0067	1.0203
		4-6 years	.2577	.15721	.612	-.2296	.7450
		7-9 years	.2295	.23578	.917	-.5014	.9603
		10-12 years	.0108	.22035	1.000	-.6722	.6938
task-focused coping	1-3 years	4-6 years	.1179	.07258	.620	-.1070	.3429
		7-9 years	-.1071	.10800	.912	-.4419	.2276
		10-12 years	-.0063	.10102	1.000	-.3195	.3068
		13 or more years	.0847	.07539	.868	-.1490	.3184
	4-6 years	1-3 years	-.1179	.07258	.620	-.3429	.1070
		7-9 years	-.2251	.10535	.337	-.5516	.1015
		10-12 years	-.1243	.09819	.808	-.4286	.1801
		13 or more years	-.0333	.07155	.995	-.2551	.1885
	7-9 years	1-3 years	.1071	.10800	.912	-.2276	.4419
		4-6 years	.2251	.10535	.337	-.1015	.5516
		10-12 years	.1008	.12664	.959	-.2918	.4933
		13 or more years	.1918	.10731	.527	-.1409	.5244
	10-12 years	1-3 years	.0063	.10102	1.000	-.3068	.3195
		4-6 years	.1243	.09819	.808	-.1801	.4286
		7-9 years	-.1008	.12664	.959	-.4933	.2918
		13 or more years	.0910	.10029	.935	-.2199	.4019
	13 or more years	1-3 years	-.0847	.07539	.868	-.3184	.1490
		4-6 years	.0333	.07155	.995	-.1885	.2551
		7-9 years	-.1918	.10731	.527	-.5244	.1409
		10-12 years	-.0910	.10029	.935	-.4019	.2199

Based on observed means.

The error term is Mean

Square(Error) = .219.



Homogeneous Subsets

emotion-focused coping

Scheffe

years worked as stockbroker	N	Subset	
		1	
7-9 years	25		2.5900
4-6 years	93		2.7482
13 or more years	79		2.7741
1-3 years	75		2.7961
10-12 years	30		2.8334
Sig.			.325

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .288.

Scheffe

years worked as stockbroker	N	Subset	
		1	
7-9 years	25		1.8160
1-3 years	75		2.0703
13 or more years	79		2.1392
10-12 years	30		2.1667
4-6 years	93		2.3946
Sig.			.118

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = 1.024.

achievement motivation

Scheffe

years worked as stockbroker	N	Subset	
		1	
10-12 years	30		3.3728

4-6 years	93	3.3791
13 or more years	79	3.3924
1-3 years	75	3.5170
7-9 years	25	3.5989
Sig.		.211

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .197.

satisfaction with life

Scheffe

years worked as stockbroker	N	Subset	
		1	
1-3 years	75	4.2907	
4-6 years	93	4.5398	
7-9 years	25	4.5680	
10-12 years	30	4.7867	
13 or more years	79	4.7975	
Sig.		.240	

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = 1.056.

task-focused coping

Scheffe

years worked as stockbroker	N	Subset	
		1	
4-6 years	93	3.7473	
13 or more years	79	3.7806	
1-3 years	75	3.8653	
10-12 years	30	3.8716	
7-9 years	25	3.9724	
Sig.		.264	

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .219.

Regression

Notes		
Output Created	17-Jun-2009 22:48:21	
Comments		
Input	Data	L:\SPSS personal\ABAC 2008\MSCP\Pol\working.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	302
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax	REGRESSION VARIABLES=(COLLECT) /STATISTICS=DEFAULTS CHA TOL CI /DEPENDENT=satis /FORWARD task_cop emot_cop burn_out achieve.	
Resources	Processor Time	00:00:00.000
	Elapsed Time	00:00:00.000
	Memory Required	4484 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	burnt-out		. Forward (Criterion: Probability-of-F-to-enter <= .050)
2	emotion-focused coping		. Forward (Criterion: Probability-of-F-to-enter <= .050)
3	achievement motivation		. Forward (Criterion: Probability-of-F-to-enter <= .050)

a. Dependent Variable: satisfaction with life

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.266 <sup>a</sup>	.071	.068	1.00314	.071	22.935	1	300	.000
2	.317 <sup>b</sup>	.101	.095	.98869	.030	9.832	1	299	.002
3	.355 <sup>c</sup>	.126	.117	.97638	.025	8.587	1	298	.004

a. Predictors: (Constant), burnt-out

b. Predictors: (Constant), burnt-out, emotion-focused coping

c. Predictors: (Constant), burnt-out, emotion-focused coping, achievement motivation

ANOVA<sup>d</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.079	1	23.079	22.935	.000 <sup>a</sup>
	Residual	301.887	300	1.006		
	Total	324.966	301			
2	Regression	32.690	2	16.345	16.721	.000 <sup>b</sup>
	Residual	292.277	299	.978		
	Total	324.966	301			
3	Regression	40.876	3	13.625	14.293	.000 <sup>c</sup>
	Residual	284.090	298	.953		
	Total	324.966	301			

a. Predictors: (Constant), burnt-out

b. Predictors: (Constant), burnt-out, emotion-focused coping

c. Predictors: (Constant), burnt-out, emotion-focused coping, achievement motivation

d. Dependent Variable: satisfaction with life

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF

1	(Constant)	5.164	.136		37.882	.000	4.895	5.432		
	burnt-out	-.272	.057	-.266	-4.789	.000	-.383	-.160	1.000	1.000
2	(Constant)	6.022	.305		19.749	.000	5.422	6.622		
	burnt-out	-.233	.057	-.229	-4.072	.000	-.346	-.120	.954	1.048
	emotion-focused coping	-.341	.109	-.176	-3.136	.002	-.555	-.127	.954	1.048
3	(Constant)	4.457	.613		7.269	.000	3.250	5.663		
	burnt-out	-.157	.062	-.154	-2.519	.012	-.279	-.034	.787	1.271
	emotion-focused coping	-.341	.107	-.176	-3.174	.002	-.552	-.130	.954	1.048
	achievement motivation	.407	.139	.175	2.930	.004	.134	.681	.818	1.223

a. Dependent Variable:  
satisfaction with life

Excluded Variables <sup>d</sup>								
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
						Tolerance	VIF	Minimum Tolerance
1	task-focused coping	.038 <sup>a</sup>	.664	.507	.038	.965	1.037	.965
	emotion-focused coping	-.176 <sup>a</sup>	-3.136	.002	-.178	.954	1.048	.954
	achievement motivation	.176 <sup>a</sup>	2.888	.004	.165	.818	1.223	.818
2	task-focused coping	.060 <sup>b</sup>	1.064	.288	.062	.950	1.052	.912
	achievement motivation	.175 <sup>b</sup>	2.930	.004	.167	.818	1.223	.787
3	task-focused coping	-.002 <sup>c</sup>	-.027	.979	-.002	.816	1.226	.702

- a. Predictors in the Model: (Constant), burnt-out
- b. Predictors in the Model: (Constant), burnt-out, emotion-focused coping
- c. Predictors in the Model: (Constant), burnt-out, emotion-focused coping, achievement motivation
- d. Dependent Variable: satisfaction with life

Regression

Notes

Output Created	17-Jun-2009 22:48:21
Comments	

Input	Data	L:\SPSS personal\ABAC 2008\MSCP\Pol\working.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	302
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION VARIABLES=(COLLECT) /STATISTICS=DEFAULTS CHA TOL CI COLLIN /DEPENDENT=burn_out achieve /FORWARD task_cop emot_cop.
Resources	Processor Time	00:00:00.046
	Elapsed Time	00:00:00.032
	Memory Required	3996 bytes
	Additional Memory Required for	0 bytes
	Residual Plots	

Dependent Variable: burnt-out

Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	emotion-focused coping		Forward (Criterion: Probability-of-F-to-enter <= .050)
2	task-focused coping		Forward (Criterion: Probability-of-F-to-enter <= .050)

a. Dependent Variable: burnt-out

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.215 <sup>a</sup>	.046	.043	.99716	.046	14.509	1	300	.000
2	.297 <sup>b</sup>	.088	.082	.97651	.042	13.818	1	299	.000



Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.215 <sup>a</sup>	.046	.043	.99716	.046	14.509	1	300	.000
2	.297 <sup>b</sup>	.088	.082	.97651	.042	13.818	1	299	.000

a. Predictors: (Constant), emotion-focused coping

b. Predictors: (Constant), emotion-focused coping, task-focused coping

ANOVA<sup>c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.426	1	14.426	14.509	.000 <sup>a</sup>
	Residual	298.296	300	.994		
	Total	312.722	301			
2	Regression	27.602	2	13.801	14.473	.000 <sup>b</sup>
	Residual	285.120	299	.954		
	Total	312.722	301			

a. Predictors: (Constant), emotion-focused coping

b. Predictors: (Constant), emotion-focused coping, task-focused coping

c. Dependent Variable: burnt-out

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.049	.301		3.480	.001	.456	1.643		
	emotion-focused coping	.408	.107	.215	3.809	.000	.197	.619	1.000	1.000
2	(Constant)	2.672	.527		5.070	.000	1.635	3.709		
	emotion-focused coping	.438	.105	.230	4.162	.000	.231	.645	.994	1.006
	task-focused coping	-.447	.120	-.206	-3.717	.000	-.683	-.210	.994	1.006

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.049	.301		3.480	.001	.456	1.643		
	emotion-focused coping	.408	.107	.215	3.809	.000	.197	.619	1.000	1.000
2	(Constant)	2.672	.527		5.070	.000	1.635	3.709		
	emotion-focused coping	.438	.105	.230	4.162	.000	.231	.645	.994	1.006
	task-focused coping	-.447	.120	-.206	-3.717	.000	-.683	-.210	.994	1.006

a. Dependent Variable: burnt-out

Excluded Variables<sup>b</sup>

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
					Tolerance	VIF	Minimum Tolerance
1 task-focused coping	-.206 <sup>a</sup>	-3.717	.000	-.210	.994	1.006	.994

a. Predictors in the Model: (Constant), emotion-focused coping

b. Dependent Variable: burnt-out

Collinearity Diagnostics<sup>a</sup>

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	emotion-focused coping	task-focused coping
1	1	1.982	1.000	.01	.01	
	2	.018	10.413	.99	.99	
2	1	2.967	1.000	.00	.00	.00
	2	.026	10.657	.03	.90	.15
	3	.007	20.726	.96	.10	.84

a. Dependent Variable: burnt-out

Dependent Variable: achievement motivation

Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	task-focused coping		Forward (Criterion: Probability-of-F-to-enter <= .050)
2	emotion-focused coping		Forward (Criterion: Probability-of-F-to-enter <= .050)

a. Dependent Variable: achievement motivation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.412 <sup>a</sup>	.170	.167	.40869	.170	61.261	1	300	.000
2	.430 <sup>b</sup>	.185	.179	.40558	.015	5.624	1	299	.018

a. Predictors: (Constant), task-focused coping

b. Predictors: (Constant), task-focused coping, emotion-focused coping

ANOVA<sup>c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.233	1	10.233	61.261	.000 <sup>a</sup>
	Residual	50.109	300	.167		
	Total	60.342	301			
2	Regression	11.158	2	5.579	33.915	.000 <sup>b</sup>
	Residual	49.184	299	.164		
	Total	60.342	301			

a. Predictors: (Constant), task-focused coping

b. Predictors: (Constant), task-focused coping, emotion-focused coping

c. Dependent Variable: achievement motivation

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	1.936	.193		10.038	.000	1.556	2.316		

	task-focused coping	.393	.050	.412	7.827	.000	.294	.491	1.000	1.000
2	(Constant)	2.188	.219		9.995	.000	1.757	2.619		
	task-focused coping	.402	.050	.421	8.045	.000	.303	.500	.994	1.000
	emotion-focused coping	-.104	.044	-.124	-2.371	.018	-.190	-.018	.994	1.000

a. Dependent Variable: achievement motivation

Excluded Variables<sup>b</sup>

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
					Tolerance	VIF	Minimum Tolerance
1 emotion-focused coping	-.124 <sup>a</sup>	-2.371	.018	-.136	.994	1.006	.994

a. Predictors in the Model: (Constant), task-focused coping  
b. Dependent Variable: achievement motivation

Collinearity Diagnostics<sup>a</sup>

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	task-focused coping	emotion-focused coping
1	1	1.993	1.000	.00	.00	
	2	.007	16.342	1.00	1.00	
2	1	2.967	1.000	.00	.00	.00
	2	.026	10.657	.03	.15	.90
	3	.007	20.726	.96	.84	.10

a. Dependent Variable: achievement motivation

Correlations

Notes

Output Created	17-Jun-2009 22:48:21	
Comments		
Input	Data	L:\SPSS personal\ABAC 2008\MSCP\Pol\working.sav
	Active Dataset	DataSet1
	Filter	<none>

Missing Value Handling	Weight	<none>	302
	Split File	<none>	
	N of Rows in Working Data File		
	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.	
Syntax		correlations task_cop with emot_cop.	
Resources	Processor Time		00:00:00.000
	Elapsed Time		00:00:00.000

Correlations		
		emotion-focused coping
task-focused coping	Pearson Correlation	.076
	Sig. (2-tailed)	.186
	N	302



