

An Investigation of Mediating Roles of Cognitive Emotion Regulation and Social Support for Reducing the Impacts of Perceived Job Stressors on Job Burnout

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The goal of this correlation research was to investigate the mediating roles of cognitive emotion regulation and social support for reducing the impact of job stressors on the job burnout on the basis of Hill's stress theory and Maslach et al.'s model of job-person fit. For this purpose, 285 accessed employees from 4 supportive organizations in Shiraz, 47% female and 53% male volunteers were selected to fill out the questionnaires. To gather data, four questionnaires regarding four latent variables (job stressors, cognitive emotion regulation, social support, and job burnout) with a total of 55 items and 14 observed subscales were used. SPSS 16 for descriptive statistics and Structural Equation Modeling (Lisrel 8.54) were applied to test the model. Data analysis showed that on one hand, job stressors had a dramatic direct effect on burnout with a significant correlation of 0.80. Moreover, there was a considerably significant correlation between job stressors and job burnout with a correlation coefficient of 0.46 due to the mediating role of cognitive emotion regulation; however, social support had no significant effect on job burnout directly or as a mediating variable in this study. To conclude, this survey illustrated that the theory about individual's perception of stressful events in Hill's model was supported. Furthermore, in this research the theory about the impact of social support was rejected, however, the model of job-person fit was substantially confirmed.

Keywords: job stressors, cognitive emotion regulation, social support, job burnout.

Nowadays, even though the development of technology and the mobilization of human life have led to higher social welfare and life facilities, as a direct result, individuals' expectations of a standard of

living have increased. Eventually unfulfilled expectations expose individuals to more stress and tension not only seen in their personal lives but also affecting individuals as they engage in the work place, where unmet expectations cause employers, employees, and clients to be at risk of experiencing stress. Continual tension in the organizational environment discourages human resources from their work and work places. In the long run, employees become worn-out, which results in a reduction of organizational output. The work of Stevens and O'Neill (1983) on staff members' expectations and burnout in workshops found that high expectations lead to burnout. Lait and Wallance (2002) obtained similar results. As Jenkins and Maslach (1994) have mentioned, this issue is seen more in supporting organizations where employees face unexpected, stressful conditions and distressed clients in crisis as well. In developing countries, organizations are forced to change organizational factors in order to decrease the effects of job stressors, meanwhile neglecting their human resources and employees' mental factors which do not profit them; however, developed countries have found that in order to increase productivity in their organizations, they should reduce the impact of job stressors on employees (Hoseinpour, 2011). Moreover, Saint Paul Fire and Marine Insurance Company's analysis of data (1992) shows that emotional and personal problems in the workplace have more effects on employees' health than any other stressors (Sauter, Hurell, Murphy, & Levi, 1997). Special attention to the personal health decreases the risk of burnout, and as a result, the higher the level of employees' mental health in an organization the higher the level of productivity in that organization, and a healthier society. Kahn and Langlieb (2003) focus on this issue in their research. Accordingly, to reduce the effects of stress in developed societies, scientists give priority to psychological aspects in their studies. On one hand, because there are permanent stressors in human life and individuals as small societies are unable to eradicate these stressors, some coping strategies are proposed to aid individuals in adapting to stressful events in their personal lives; for example, cognitive emotion regulation

(Garnefski, Kraaij, & Spinhoven, 2001) and self-regulation and self-control methods (Kanfer & Stevenson, 1985). The purpose of positive psychology was summed up in 1998 by Martin Seligman and Mihaly Csikszentmihalyi (2000) who said that all of these methods help people deal with crisis, but on the other hand, individuals as social creatures are always in interaction with their fellowmen. Afterwards, when faced with difficulties they need their fellowman's support to feel safe. In this regard, scientists rate social support from people with whom individuals interact during the day as a mediator of the impact of stressors in their lives (Turner-Cobb et al., 2004). With regard to these issues, this study is aimed at surveying the mediating roles of cognitive emotion regulation and social support for reducing the effects of job stressors on job burnout in four supportive organizations in Shiraz-Iran.

Stress, Job Stressors and Job Burnout

In recent years, people face a lack of time and enthusiasm in dealing with life's tension or reducing the destructive effects this tension has in their lives, mainly due to the mobilization of modern life which prevents individuals from having a freewheeling life. Undoubtedly, well-being is affected through determinants of stress (Edwards, 1992). As Morrow (2011) believes, stress is a body's reaction to any thought or situation causing one to be anxious, angry, or disappointed, which leads to a mental, physical, behavioral, or emotional response whether positive or negative. Moreover, if stress is not controlled, it appears in the form of anxiety, anger, exhaustion, crying, shouting at others, or possibly even various mental diseases and disorders (Esch, Stefano, Fricchione, & Benson, 2002). Selye (1976) defined stress as a condition caused by a series of symptoms including general changes in an individual's biological system. According to Selye's model of stress (General Adaptation Syndrome), when individuals resist the effects of a stressful event, they may adapt themselves to the situation or, if they cannot resist that stressor, may become exhausted and worn out. Then the person enters the exhaustion

phase (Selye, 1974). Farber (1990) recognized the condition of being worn out as a type of burnout (Montero-Marin, Garcia-Campayo, Mera, & del Hoyo, 2009). Exhaustion is also considered one of the dimensions of job burnout (Maslach & Jackson, 1982). Upon experiencing depletion toward job stressors, an individual becomes exposed to burnout. An employee faces job stress, which is defined as a complication having drawbacks for an individual's body and emotions occurring when job demands and an employee's resources, abilities, and necessities do not fit together (National Institute of Occupational Safety and Health, 1999). Job stressors occur when there are mismatches between a person and his work life (Maslach et al., 2001). The first two pioneers in burnout studies were Freudenberger (1975) and Maslach (1976). Maslach is credited with making MBI with Jackson's assistance (Maslach et al., 2001), working on job burnout and job stressors in supportive organizations and concluding that job stressors affect job burnout. Burnout as a psychological syndrome is defined by Maslach, et al. (2001) as a chronic response to emotional and interpersonal stressors, for which they consider three dimensions: emotional exhaustion, cynicism, and inefficacy which occur between employees who work together (Maslach & Zimbardo, 1982). Emotional exhaustion is regarded as a feeling of fatigue, disappointment, and lack of energy and enthusiasm toward one's job caused by the pressures of job stressors. When a person perceives emotional exhaustion and responds, immediately depersonalization or cynicism appears in one's behavior. It causes a person to be indifferent to clients' emotions. This person is also discouraged from performing their organizational responsibilities well. These two dimensions prevent individuals from accomplishing their duties leading to an employee's lack of personal development at the workplace, namely job inefficacy. With regard to Maslach et al.'s model of job-person fit (2001), there are six areas of work life which cause a person to be stressed if there are mismatches between them and employees. They are as follows:

Workload: time and work pressures in the workplace; control: an individual's authority toward their responsibilities; fairness: perceived inequity by employees in the work place; reward: compensation received in return for extra work done in an organization; community: the relationship with others in the workplace, and values: personal worth given to a job. Furthermore, burnout occurs when an employee becomes emotionally involved in dealing with clients or other job characteristics and does not find any release from these emotional resources (Jackson, Schwab & Schuler, 1986). Therefore, when an employee wants to regulate emotional response, he experiences emotional exhaustion or energy depletion because of stressful situations on the job (Cordes & Dougherty, 1993).

Cognitive Emotion Regulation

Over centuries, humans have always challenged failures, losses, disappointments, and also stressors in the arena of life, causing people to erupt emotionally toward these life obstacles. Nearly 2000 years ago, Marcus Aurelius found that human beings have an incredible capacity to regulate emotions resulting from these turbulences. Such an extraordinary ability to moderate the effect of these kinds of life confusions on physiological and psychological health (Ochsner & Gross, 2005) is called cognitive emotion regulation and is one of the cognitive aspects of the mind. Krohne, Pieper, Knoll, and Breimer (2002) argue that the subject of cognitive emotion regulation was considered by Freud, who examined the relationship between control of effective stimulants and mental health. It is a strategy of assisting a person in managing and regulating emotions and feelings. Emotions are assumed to be under its control and not allowed to dominate a person during the experience of stressful and frightening events (Garnefski et al., 2001). Cognitive emotion regulation assessing emotions is a process in which people affect their emotions and also the style in which they experience and express them (Gross, 1998). Emotion is created, supported, and regulated through cognitive processes (Ohman,

1999). Emotion regulation involves extended processes like biological, behavioral, conscious, and unconscious cognitive processes as well. For example, physiologically, emotions are regulated through breathing calmly, socially through searching for individual and financial support, and behaviorally through exhibiting various behavioral responses (coping) such as shouting, screaming, crying, or recessing in order to control emotions in response to stress (Thompson & Calkins, 1996). Emotion regulation occurring through perception or cognitive processes helps individuals deal with regulating and also supervising emotions when facing restless and overwhelming situations (Garnefski et al., 2001; Grandey, 2000).

Garnefski et al. (2001) considered cognitive emotion regulation as a mediator to reduce life tension and developed nine dimensions of cognitive emotion regulation with which to measure this construct. These nine dimensions are: self-blame, blaming others, acceptance, refocus on planning, positive refocusing, rumination or focus on thought, positive reappraisal, putting into perspective, and catastrophizing.

Self-blame, blaming others, rumination, and catastrophizing all have negative meanings, while refocus on planning, positive refocusing, and positive reappraisal all have positive meanings; however, acceptance can bear either positive (when a person deals with the event calmly) or negative (when a person thinks they are forced to accept a situation which causes anxiety) implications.

Here are the nine dimensions defined by Garnefski and Kraaij (2006):

- Self-blame: blaming one for what has been experienced.
- Blaming others: belief in the guilt and responsibility of others for what has happened.
- Acceptance: accepting reality and the existing situation.
- Refocus on planning: arranging a series of plans to improve the situation.

- Positive refocusing: thinking about pleasant scenes or previous positive events instead of real, current occurrences.
- Rumination or focus on thought: concentrating on how tragic an event is.
- Positive reappraisal: associating positive meanings to a negative event as a coping strategy.
- Putting into perspective: a persuading thought causing the belief that the existing event is less critical compared with others.
- Catastrophizing: showing an individual's emotional distress and depression and also emphasizing the extreme fright and disaster of the event.

As Ochsner and Gross (2008) argued, since 1960, empirical studies of cognitive emotion regulation have concentrated on defensive mechanisms to empower an individual's abilities to cope with stress. Nowadays, these studies try to develop cognitive emotion regulation in individuals. Moreover, Lazarus and colleagues (1984; 1978) proposed a cognitive theory of stress which focuses on an individual's attitude toward and evaluation of a situation determining whether it is stressful or not. Dewell (1989, 1991) concluded in his studies that the roles of different mediating emotions and cognitive processes lead to different evaluations of stressful events in the workplace (Peeters, Buunk, and Schaufeli, 1995). Hong-Ling and Wei-Zhen (2010) considered cognitive emotion regulation as a predictor for burnout in their study. They noted that organizational support could be a mediator in the relationship between cognitive emotion regulation and burnout.

A further mediator which can help a person moderate life's chaos would be social support, which is briefly explained below.

Social Support

In addition to cognitive and emotional factors, social support can mediate the relationship between stress and mental and physical depression (Solberg & Villareal, 1997).

Social support is a human interaction in which social, emotional, instrumental, and recreational resources are exchanged (Cohen & Syme, 1985; Depner, Wettington, Ingersoll-Dayton, 1984; Mitchell & Trickett, 1980; Thoits, 1982). Social support means the existence of people on whom we can rely, people allowing us to believe that they really care, respect, and love us (Bowlby, 1969, 1973 & 1980). Through social support, all kinds of aid are provided for individuals (Zimet, Dahlen, & Farley, 1988). Etzion (1984) defines social support as an informal social network providing people with emotional care, practical cooperation, and also informative support, all of which are types of social support in Etzion's view. Etzion divides social support into life support (family and friends) and work place support (colleagues, supervisors, and managers). Social support focuses on cooperating in problem solving, sharing information, reappraising situations, and counseling other personnel. Similarly, family, friends, and significant others are used as three subscales of social support (Zimet, Dahlem, Zimet, and Farley, 1988). Viswesvaran, Sanchez, and Fisher (1999) also found that social support affects work stress.

Having healthy social support can control most stressors in humans' lives (Sarason, Levine, Basham, & Sarason, 1983). A proper supporting network including family and friends may help a suffering person cope with travails such as the death of a relative, job loss, or any restless agent which can lead to mental illnesses like depression. Individuals who have no confident social support cannot control stressful events suitably. A lack of social support increases feelings of disappointment and loss, and increases the probability of the development of symptoms of depression (Wade & Kendler, 2000). House (1981) and LaRocco et al. (1980) stated that an increase in social support networks leads to a decrease in stress and

burnout in the organizational environment. Moreover, they pointed out that stress enhances burnout; while social support lessens it. Pines (1983) believe that higher social support is followed by lower burnout. He and Aronson (1988) emphasize that people need effective social support networks to cope with potential burnout. Beehr, King, and King (1990) attempted to make a survey encompassing social support and job stress and found that social support and positive communication result in more personal coping. As in Hill's stress theory, both social support and an individual's positive attitude toward a stressful event help with coping with life crises (McDonald, n.d.). In addition, McCubbin and Patterson (1981) extended Hill's theory by adding other mediating factors (Lavee, McCubbin, and Patterson, 1985). Both cognitive emotion regulation (the personal factor) and social support (the group factor) can play significant roles in reducing the impact of job stressors without eliminating job tension in the organizational environment. It is noteworthy for organizations to train employees on how to regulate their emotions and cope with negative events as well as check employees for support from family, friends, and a significant other who have important roles in employees' lives when it is impossible to fit its employees to their work life areas or eliminate job stressors. Hence, employees adapt to these stress-inducing situations on their own and can naturally continue their work life without difficulty. Similarly, Solberg and Villarreal (1997) found that cognitive emotion regulation and social support moderate the relationship between stress and physical and mental distress. Additionally, Dwyer and Cummings (2001) found in their investigation that there was a significant correlation between stress and coping strategies and between social support and emotional coping strategies as well. Low social support and low cognitive emotion regulation are related to a rise in stress (Wirtz et al., 2006). Hong-Ling and Wei-Zhen (2010) found that cognitive emotion regulation is a predictor of burnout; in other words, negative emotions enhance burnout syndromes. In addition, they thought that there

are some other new mediators of the relationship between cognitive emotion regulation and burnout, like organizational support.

Thus, the model of the present study is based on Hill's stress theory (1949). He theorized that two protective factors moderate the effects of stressors in critical situations. One of them is informal and formal social support, and the other is perceptions, including an individual's perception and attitude toward critical events which can be positive or negative. In this regard, both a person's perception and his social support are recognized as mediators of the stress effect. This relationship is shown in Diagram-1, known as the conceptual model:

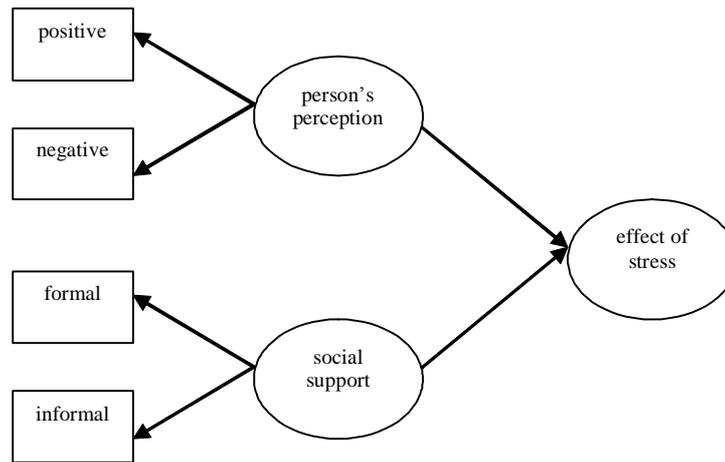
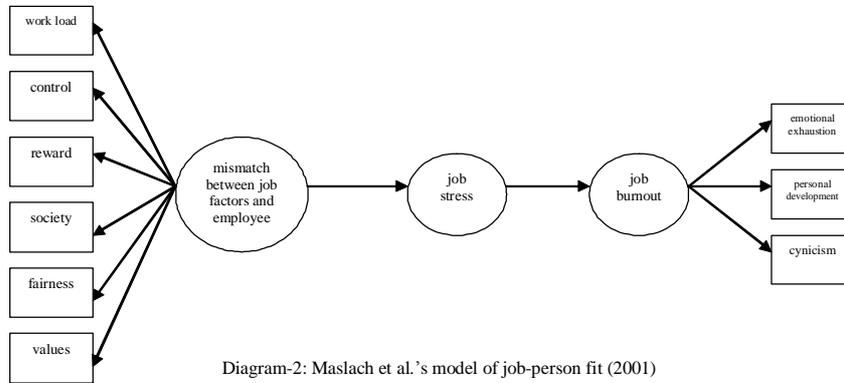
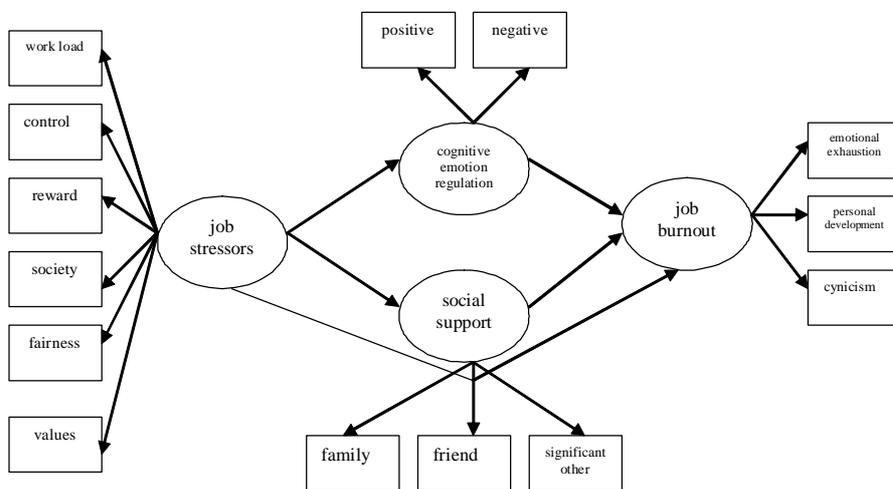


Diagram 1. Hill's Stress Model (1949)

This study also extends the model of job-person fit (Maslach et al., 2001) in which burnout is the result of a mismatch between job factors and the individual (Diagram-2).



Thus, the aim of this study is to examine the mediating roles of cognitive emotion regulation and social support in reducing the impact of job stressors on job burnout (Diagram-3).



It is obvious from the model given that the most important questions of this survey are:

- Do job stressors lead to job burnout?
- Does cognitive emotion regulation have a significant role in reducing the impact of job stressors?
- Does social support have a significant role in reducing the impact of job stressors?

Method

Samples

This study is a correlation methodology which deals with the relationship between its variables. The statistical population was selected, based on the judgment sampling procedure, from four supportive organizations, namely Crescent Organization, Welfare Organization, Imam Khomeini Relief Committee, and nurses in a hospital of Shiraz. The statistical samples of this study were 64, 65, 90, and 66, respectively, taken from accessed employees who were volunteers from the four supportive organizations, constituting 285 cases, with 134 females and 151 males who filled out questionnaires. Moreover, Raosoft (a sample size calculator) was used to calculate the sample size.

Instruments

A biographic inventory and four questionnaires including: 1-Scale of Job Stressors, 2-Cognitive Emotion Regulation Questionnaire, 3-Multidimensional Scale of Perceived Social Support, and 4-Job Burnout Questionnaire were used as measuring instruments in this study. The 5-point Likert scale was applied (ranged from always to never) for all four questionnaires.

Job stressors scale. The first questionnaire was the job stressors scale based on Bresic, et al.'s Occupational Stress Assessment Questionnaire–

the Oil Industry Version and Work Ability Index (WAI) Questionnaire. In their study, the obtained results demonstrated high reliability and validity (Bresic, J., et al., 2007). This scale with 16 negative-meaning items included 6 dimensions which are workload (items 1 to 4), control (items 5 to 7), fairness (items 8 and 9), reward (item 10), society (items 11 to 14), and values (items 15 and 16). Moreover, Maslach et al. (2001) considered them as job stressors provided that there are mismatches between them and the employee. Chronbach's alpha of perceived job stressors scale was 0.88.

Cognitive Emotion Regulation Questionnaire. The next questionnaire was the cognitive emotion regulation questionnaire based on the Canadian Community Health Survey (CCHS) with 14 clauses used by Park (2007). Chronbach's alpha of negative coping and positive coping were 0.60 and 0.51, respectively. Meanwhile in the present questionnaire there are some changes in its clauses. In addition to this, it has 12 items with both negative and positive meanings which are self-blame (question 10), blaming others (question 6), acceptance (questions 4 and 5), refocus on planning (questions 2 and 9), positive refocusing (questions 7 and 8), rumination or focus on thought (question 3), positive reappraisal (question 1), putting into perspective (question 12), and catastrophizing (question 11). Chronbach's alpha of cognitive emotion regulation scale was 0.58. It is necessary to mention that these dimensions are based on Garnefski et al.'s CERQ (2001) which has 9 subscales, each consisting of 4 items in which the alphas of most subscales exceeded 0.80. Principal component analyses supported the allocation of items to subscales.

Multidimensional Scale of Perceived Social Support. The next scale was Zimet et al.'s multidimensional scale of perceived social support (1988) with 12 positive meaning items and 3 dimensions which are family, friends, and significant other. On one hand, Edwards (2004) measured this scale obtaining Cronbach's alpha of 0.88 and 0.90 for family and friends,

respectively, while the significant other subscale illustrated low reliability with 0.61. The total MSPSS demonstrated high alpha of 0.86 and conversely, Edwards provided high support for factorial validity and construct validity. Additionally, in this study, Chronbach's alpha of social support was 0.89.

Job Burnout Questionnaire. The last one was the job burnout questionnaire based on MBI (Maslach Burnout Inventory) conducted by Maslach and Jackson (1981) with 25 statements, each of which was rated on two dimensions: frequency and intensity. Moreover, the reliability coefficients for the subscales emotional exhaustion, personal accomplishment, depersonalization, and involvement used optionally were 0.89 (frequency) and 0.86 (intensity), 0.74 (frequency) and 0.74 (intensity), 0.77 (frequency) and 0.72 (intensity) and 0.59 (frequency) and 0.57 (intensity) for the four subscales, respectively. In addition, the individual's MBI scores were correlated with several ways of convergent validity such as behavioral ratings, the presence of certain job characteristics, and measures of various outcomes, whereas in the present research, there are 15 items with negative meaning, including 3 dimensions of MBI: questions 1 to 5: emotional exhaustion; questions 6 to 10: lack of personal development; and questions 11 to 15: depersonalization. 30 employees exposed to job burnout were interviewed and asked to name the job stressors which disturb them in the work place for the purpose of designing the job burnout questionnaire. Chronbach's alpha of job burnout questionnaire was 0.89, and eventually, the reliability statistic was 0.91 for all 55 items. The validity of the 55 questions was measured through convergent validity and discriminate validity which was measured with MedCalc (medical calculator software). Furthermore, the descriptive statistics method was used to measure the correlation between 4 variables (job stressors, cognitive emotion regulation, social support and job burnout) and their means and standard deviation through SPSS 16. For

inferential statistics in order to test the model of this study, SEM (Structural Equation Modeling) was used through Lisrel 8.54.

Results

To clarify the relationship between the studied variables in this research, first of all, the descriptive indices are offered in Table 1 below which shows the correlation matrix of the variables:

Table 1
Pearson Correlation Coefficients of Four Variables N=285

Row	Studied variables	1	2	3	4
1	Job stressors	-			
2	CER	.32**	-		
3	Social support	.10	.16**	-	
4	Job burnout	.72**	.37**	.10	-

It is seen from Table 1 that almost all the ** correlations between the variables of the research are significant at $P < 0.01$ level, exceptionally the correlations between social support and job stressors and also social support and job burnout.

The result of SEM is presented in the following model with the figures of significance among variables:

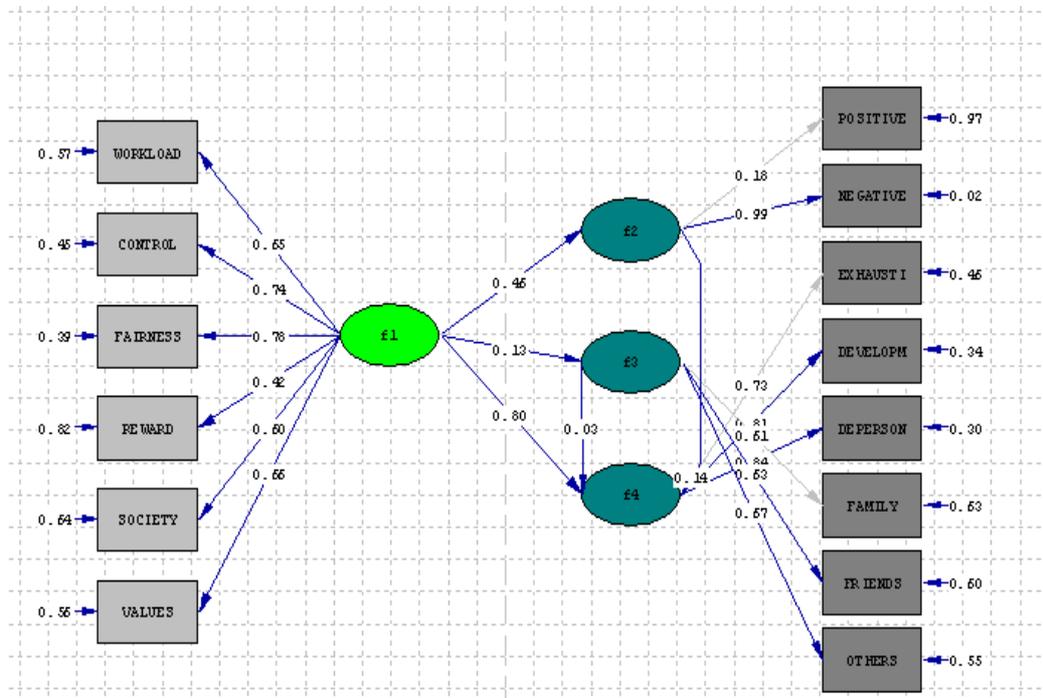


Diagram 4. Basic Model of Examining the Mediating Roles of Cognitive Emotion Regulation and Social Support for Reducing the Impacts of Job Stressors on Job Burnout with Estimated Figures

f1- job stressors, f2- cognitive emotion regulation, f3- social support and f4- job burnout

As indicated in Diagram-4, all four variables in this study are latent variables, whereas their subscales are observed ones. Latent variables can not be measured by themselves; but, it is possible to measure them through their dimensions (Schumacker and Lomax, 2004).

Fit Statistics of the Model

A theoretical model should have criteria and indices to prove its significance; in fact, it is the primary goal of structural equation modeling

to test theorized model. Because of this, in this type of modeling there are indices named fit statistics to test model significance.

Here are the main fit statistics and their optimal cut points:

Table 2
Fit Statistics of Model and their Optimal Cut Point

Row	Fit statistics and their optimal cut point	Figures
1	Chi-Square (P=0.00)	208.25
2	Degree of Freedom (DF)	72
3	Comparative Fit Index (CFI) CFI 0.95	.91
4	Goodness of Fit Index (GFI) GFI 0.95	.91
5	Root Mean Square Error of Approximation (RMSEA) RMSEA ≤0.08	.082

In accordance with the indices of Table 2 above indicating a good fit of the model, the tested model is a reasonable one for the data of this research.

Discussion and Conclusion

In this research the results of the data analysis and achieved fit statistics (Table 2) verify the tested model (primary theoretical model) and also the proper fit of the model. With regard to Diagram-4, the first factor directly influencing job burnout dramatically is job stressors in the organizational environment which significantly wear out and discourage employees from their work duties with the correlation coefficient of 0.80. According to the data in the diagram, job stressors affect job burnout considerably through cognitive emotion regulation in an indirect path with the correlation rate of 0.46, demonstrating that an employee reduces the impact of job stressors (mismatches between person and six areas of work life) by increasing the application of positive strategies of cognitive emotion regulation, resulting in a decrease in burnout syndromes (exhaustion, lack of personal development, and depersonalization) or these symptoms do not appear

from the beginning. In this regard, there is an inverse relationship as well; if employees do not implement positive strategies in themselves, the impact of job stressors on the employees can overwhelm them, which chronically comes with burnout. Similarly, strengthened negative strategies lead to the domination of the impact of job stressors followed by burnout syndrome. These results show that the mediating role of cognitive emotion regulation for reducing the impacts of perceived job stressors on job burnout is accepted. On the other hand, as indicated in Diagram 4, cognitive emotion regulation has a slight effect on job burnout with the correlation coefficient of 0.14 in the direct path. It can be said that cognitive emotion regulation does not affect job burnout directly. The other mediating variable in this study was social support, which has no significant effect on job burnout with the correlations of .03 directly and 0.13 as a mediating role. Therefore, it is clear that social support does not have a significant correlation with job burnout in both paths in the four supportive organizations of this study. It should be noted that there is a high correlation coefficient between cognitive emotion regulation and social support. Meanwhile, the correlations between social support and job stressors and also social support and job burnout are not significant (Table 1). It also showed that the social support variable is not involved in the equation. In conclusion, in this study Hill's stress theory regarding the mediating role of social support for reducing the impacts of perceived job stressors on job burnout is rejected, and only the effect of a person's perception of stressful events on job burnout, as a mediating role, is acceptable in accordance with the present results. In addition, Maslach et al.'s model of job-person fit is considerably approved with regard to the achieved figures values.

Finally, based on the obtained results in this research, there are considerable limitations and consequently some suggestions as follows:

First of all, because the statistical population was selected from supportive organizations which are stressful workplaces, the employees lacked the time to fill out the questionnaires. As a result, the researcher

was forced to visit each of the four organizations three or four times. Secondly, the studied variables were limited to four, namely cognitive emotion regulation, social support, job stressors, and job burnout. Other factors were ignored. Third, the researched model was a causal one. Consequently, the effects of the demographic variables were omitted to lessen the control and increase heterogeneity, which resulted in a higher correlation coefficient. Furthermore, the role of social support was not substantial due to limitation of the relevant variances. Additionally, the lack of any research allocated to the four variables of this study led the researcher to collect theoretical literature on the four variables to some extent separately. The literature occupied too much space for this article, and the lack of an instrument with the proper number of items on the four questionnaires also caused the researcher to change the previous instruments and design new ones which had a validity and reliability as high as the previous ones. There was also an inaccessibility to guide resources and people knowledgeable in SEM which created a great number of difficulties for the researcher. In addition, the lack of original resources or their lack of availability to the researcher led to the use of the net ones.

With regard to these limitations, it is necessary to mention the following suggestions for improvement in the future studies.

It is suggested to carry out this research at other organizations and companies and to investigate the impact of the studied variables on other employees' mental or physical problems as well. The researcher confronted a large number of limitations in attempting to accomplish this study; thus officials should support researchers by providing educational environments and scientific resources. Finally, some applied questionnaires are used illegally from other countries' views; therefore, students should be encouraged to design questionnaires with high reliability and validity.

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