

**The Causal Relationship between Job Characteristics, Organizational Support, Stress and
Performance**

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Abstract

Job stress is a common occurrence and of the utmost concern for management (Avey, Luthans, & Jensen, 2009). Canadian employees report workplace stress as a primary cause of mental health concerns which can subsequently impact workplace productivity and job performance (Mental Health Commission of Canada, 2019). In addition, the novel Coronavirus has had several negative consequences on people including for example the forced closure of work which has resulted in financial, social and health related problems in part due to the consequences of stress (Brooks et al., 2020; Hossain, Sultana, & Purohit, 2020; Probst, Humer, Stippl, & Pieh, 2020; Sharma et al., 2020). Sport organizations and their employees are certainly not immune to the deleterious effects of stress (c.f., MacIntosh & Burton, 2019). Consequently, one of the management considerations to attenuate for stress is known as job characteristics (c.f., Hackman & Oldham, 1976).

Hackman and Oldham (1976) developed the job characteristics theory, which can be used to understand the relationship between job characteristics, job design with various outcomes of interests such as performance. They suggested five characteristics of the job (i.e., skill variety, task identity, task significance, autonomy, and feedback) that influenced personal and work-related outcomes (Hackman & Oldham, 1976). Research has shown that when employees are faced with stressful conditions and high job demands, moral and economic support from the organization are needed (Krishnan & Mary, 2012). Organizational support theory (OST) proposes that employees form a general perception and belief concerning how the organizational management values their contributions and cares about their well-being (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). According to OST, such perceptions could have considerable

effects on work outcomes (Eisenberger & Stinglhamber, 2011; Rhoades & Eisenberger, 2002), employees' work attitudes and behaviors including feelings of stress (Kurtessis et al., 2015).

The purpose of this study was to investigate the causal relationship between job characteristics, perceived organizational support, job stress and job performance. This research was conducted on the employees within the sports sectors in Canada (N = 146) during the Covid-19 pandemic. Using a structural equation model (SEM), this study describes the relationships which exist based upon validated existing measures, specifically: Job Characteristics questionnaires (Morgeson & Humphrey, 2006), Perceived Organizational Support (SPOS) short version questionnaire (Eisenberger, Cummings, Armeli, & Lynch, 1997), Job Stress Scale (Parker & DeCotiis, 1983) and Williams and Anderson's job performance questionnaire (Williams & Anderson, 1991).

The results of the study confirm that job characteristics components can decrease overall job stress and improve job performance amongst sport employees even during a pandemic. Moreover, there is a significant impact between the level of organizational support and job stress. Specifically, when organizational support increases, job stress will be reduced. This study contributes to the extant sport management literature within organizational behavior and provides an account of the importance for management to take a person-centered approach, particularly during high stress times such as the Covid-19 Pandemic.

Keywords: Job stress, job characteristics, organizational support theory, job performance, organizational behavior

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List of Abbreviation

POS	Perceived Organizational Support
JCM	Job Characteristics Model
NSO	National Sport organizations
PLS	Partial Least Square
AVE	Average Variance Extracted
CR	Composite Reliability

Chapter 1: Introduction

The industrialization of countries coupled with the quick growth of technology has led to rapid changes in the psychological and social environment of organizations having an impact on the human relations at work (MacIntosh & Burton, 2019). The present century has been referred to as the Century of Stress (c.f., Geving, 2007). Over the last few years, job stress has become a common occurrence, complicating the role of human resource managers in organizations (Avey, Luthans, & Jensen, 2009). Indeed, few can deny the importance of employment on a person's psychological needs and overall wellness (Cloete, 2015). Latessa (2012) noted that "supporting one's self and others, developing the self-worth that comes from work and a job well done, having stakes in society and conformity, and building prosocial relationships and a sense of community are all things that employment can bring" (p. 87). Moreover, employment is one of the most significant social and economic issues (Kareem, 2015). Previous studies confirm the fact that proper employment and job satisfaction have led to happiness (e.g., Hu, 2012; Shirakawa, 2016; Winkelmann, & Winkelmann, 1998).

Working on the one hand can meet a number of human needs such as social communication, self-esteem, competence (Kalimo & Vuori, 1990). But on the other hand, it is a major source of stress (Farahmand, 2009). Szymanski, Ryan, Merz, Trevino & Johnson-Rodriguez (1996), believe that working is a tool for determining social identity in individuals, and given the increasing importance and the amount of time a person spends day and night doing their job duties, it can be seen that one's job is a potential source of stress (Szymanski et al., 1996). There is little doubt that "stress has become a common denominator in our fast-paced, complex society" (Matthieu & Ivanoff, 2006, p. 337).

Within sport management research, there is a small but growing body of research that has focused on stress and factors such as intention to leave among employees of sports organizations (Cuskelly & Hoye, 2013). “Despite the clear importance of organizational stress in a number of working environments, the sports arena seems to have been somewhat overlooked by researchers” (Woodman & Hardy, 2001, p. 209). It is argued that the employees of sport sectors expect to experience various levels of stressful events, and most of them have to deal with high levels of stress in their job, particularly within sport events (MacIntosh & Burton, 2019). In physical education settings and in sport organizations in general, there are numerous references related to job stress particularities (Stănescu, Vasiliu, & Stoicescu, 2012). Increased responsibilities and intrinsic features of contemporary sports organizations to maintain competitive programs have the potential for rising job stress among leaders and employees of sport organizations (Copeland & Kirsch, 1995; MacIntosh & Burton, 2019).

Sport management researchers have demonstrated that stress is a predictor of burnout and burnout leads to an increase in intention to leave among sports officials, managers, and employees of sport organizations (Anshel & Weinberg, 1996; Rainey & Duggan, 1998; Rainey & Hardy, 1999; Rainey, 1994, 1995a, 1995b; Schmidt & Stein, 1991; Taylor, Daniel, Leith, & Burke, 1990). Dorsch and Paskevich (2007) conducted a research on the influence of certification level on the sources and intensity of stressful events. They reported people with lower-level officials experienced less stress than higher level officials. Additionally, long-term exposure to stress could lead to higher levels of intention to leave (Dorsch & Paskevich, 2007). Researchers have noted that sport officials have experienced high levels of work-related stress which is associated with this highly demanding occupation (Cuskelly & Hoye, 2013).

However, it is not just sport officials that experience stress. MacIntosh and Burton (2019) argued that stress is pervasive in sport organizations due in part to the circumstances surrounding sports events, scheduling sports competitions and sometimes abnormally high job demands and pressures around fixed timetables for event delivery (MacIntosh & Burton, 2019). Indeed, the manifestation of the stress response can be determined physiologically (elevated blood pressure, red bloodshot eyes), psychologically (depression, agitation, anxiety), and includes social and behavioral forms (e.g., isolation, failing to engage with others) (MacIntosh, & Burton, 2019). Cuskelly and Hoye (2013) noted that coping strategies and management support are important to understand to help control stress levels in sport. Talebpour, Loghmani, Rohani, & Irani (2013) stated that from the organizational point of view, reducing job stress in sport organizations can increase productivity. For management then, a focus on understanding attitudinal components that predict job performance is of the utmost interest.

Fletcher, Hanton, and Mellalieu (2006) developed an alternative conceptual framework of organizational stressors in sport performers that consist of five general dimensions: factors intrinsic to the sport, roles in the sport organization, sport relationships and interpersonal demands, athletic career and performance development issues and organizational structure and climate of the sport (Fletcher et al., 2006). Hanton, Wagstaff, and Fletcher (2012) in their study about stress in sport organizations stated that “within the field of organizational psychology, researchers have examined in some detail the relationships between employees’ health, wellbeing, and performance” (Hanton et al., 2012, p. 276). Their findings indicate that cognitive appraisals are a pivotal mechanism in stress transactions in sport organizations. Smith and Steward (2010) believe that sport contexts have distinctive features that cannot be found in other domains (Smith & Stewart, 2010). Lee (2020) noted that stress is a constant companion for

employees working in this environment. “While job stress in diverse occupations has received the great attention of experts in both academic research and occupational health care, there is a dearth of information about stress levels among managers and employees in the sport field” (Du, Leung, Fu, & Ransdell, 2012, p. 15). Others have noted similar suggesting that although various research has explored the relationship between variables such as stress, job performance and job satisfaction among employees and managers, there is a dearth of research within sports organizations (Nedae, Alavi, & Nobakht-Ramezani, 2012; Nobakht-Ramezani, Nedae, Alimohammadi, & Adabi-Firouzjah, 2013).

One of the issues that is related to job stress is job characteristics. Managers strive to continuously provide a series of rules, guidance and structure for employees who are then tasked with performing their duties. In fact, most sport organizations that are founded within the amateur sport sectors have become highly formalized and bureaucratic (Kikulis, Slack, & Hinings, 1992). It is argued that highly-mechanized structures and become formalized could cause stress among employees from highly organic structures (Conner & Douglas, 2005). Some managers may assume that when a person is hired by an organization or administration, they must accept all the conditions and occupational job characteristics that come with employment. To improve employee performance, many research scholars and experts have argued in the literature of management sciences that job enhancement can play one of the most significant roles in motivating employees at all levels (Awamleh & Fernandes, 2011; Hackman & Oldham, 1976; Morgeson & Campion, 2003; Park, 2017).

When employees are faced with stressful conditions and high job demands, moral and economic, support from the organization is needed (Krishnan & Mary, 2012). Since the early 1990s, perceived organizational support (POS) has received great attention among researchers in

the fields of psychology and management (Eisenberger, Jones, Aselage, & Sucharski, 2004). Perceived organizational support refers to the extent to which employees feel that their organization cares about their well-being and realizes their contribution (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Interestingly, to date, the concept of organizational support to attenuate the stress concerns have been largely ignored in sport management research. This is of course surprising given that the most important asset of any organization is its human resources (Wicker, Filo, & Cuskelly, 2013; Hayduk, 2017; Chelladurai & Kerwin, 2018).

Given the importance of people in organizations, it can be said that the success and effectiveness of any organization depend to a large extent on the proper use of its human resources (Okoye & Ezejiofor, 2013). Thus, managers should provide employees with a supportive job environment to enhance employees' health, job satisfaction and job performance (Arogundade, Arogundade, & Adebajo, 2015).

Study Purpose

Work-related stress is a common problem that could lead to different and often negative consequences for people and organizations. Perceived organizational support may be effective in reducing job stress and yet the topic has been neglected in the sport management literature. The overall purpose of this study is to investigate the causal relationships between job characteristics (see figure 1), perceived organizational support with job stress, and employees' job performance. The thesis will examine the relationship between these important variables within the hypothetical model (see figure 2).

Research Questions

This study will seek to answer the following questions:

1. Are job characteristics (i.e., task significance, autonomy, skill variety, task identity and feedback) related to job stress and if so, how?
2. Is organizational support effective in reducing job stress?
3. To what extent are job characteristics (task significance, autonomy, skill variety, task identity and feedback) related to job performance within sport organizations?
4. What is the relationship between organizational support and job performance?
5. To what extent is job stress related to job performance?

Contribution Statement

The Canadian Center for Occupational Health and Safety has defined job stress as “a harmful physical and emotional response that could happen when there is not balance between job demands on the employee and the amount of control an employee has over meeting these demands” (Canadian Center for Occupational Health and Safety, 2018). Canadian employees report workplace stress as a primary cause of mental health concerns which can subsequently impact workplace productivity and job performance (Mental Health Commission of Canada, 2019). In addition, the novel Coronavirus and its consequences such as forced closure, social distancing, financial problems amongst other negative effects have increased the need for stress-related researches (Brooks et al., 2020; Hossain, Sultana, & Purohit, 2020; Probst, Humer, Stippl, & Pieh, 2020; Sharma et al., 2020).

Since the advancement of the country's sports goals and its development depends on the activities of sports organizations and their employees, this research contributes to a greater understanding of job characteristics and forms of organizational support on job stress during the Covid pandemic. Specifically, this study investigates the causal relationship between job characteristics, job stress and job performance and uncovers the role of organizational support.

The findings provide an understanding of the level of stress and organizational support in sport organizations in Canada, while elucidating the facilitative job characteristics that reduce employees' job stress. Ultimately, this study has both theoretical and practical advancements for sport management research and administration.

Chapter 2: Literature Review

Job Characteristics

“Work design is recognized as a key antecedent of most of the major dependent variables we focus on in the field of psychology and management including productivity, well-being/strain, absenteeism, presentism, job satisfaction, organizational commitment, job performance, creativity, and more” (Parker, Morgeson, & Johns, 2017, p. 412). Although employees today are more focused on the economic issues of the workplace because of the financial stress they are facing, employees are increasingly interested in doing more important work and greater job autonomy because they feel valued in this way (Khodadadi & Pasha, 2008).

There are important approaches in designing jobs such as scientific attitude, individual attitude, contemporary or ergonomic attitude and job matching. One of the contemporary views on designing a job is individual design. Hackman and Oldham (1975) job characteristics theory provided a model for understanding the adjustment between job and employee through interactions of core dimensions of the job with employee's psychological states; experience of meaningful work, experience of responsibility for outcomes of the work, and knowledge of the actual results of the work activities (Bohlander & Snell, 2013; Cascio, 2010; Moorhead & Griffin, 2008; Ozturk, Hancer & Im, 2014). These psychological states collectively impact employees' personal and work outcomes, such as employees' motivation, satisfaction, and work performance as well as low absenteeism and turnover rates (Hackman & Oldham, 1980). Previous studies proposed that positive job characteristics could give rise to positive mental states, which would lead to cognitive and behavioral outcomes, higher motivation, job satisfaction, low absenteeism, growth, effectiveness, and a lower rate of turnover, and in contrast negative characteristics have negative health and work-related effects on employees (Chung-

Yan, 2010). “Most research has supported the validity of the Job Characteristics Model as the degree to which a job requires a variety of different activities in carrying out the work, which involved the use of a number of skills and talents of the employee” (Ali, Said, Yunus, Kader, Latif, & Munap, 2014, p. 47).

The most important features required for any job are presented in this well-known model. They presented five job characteristics including skill variety (how many different skills are required), task significance (how important the job is), task identity (how well everyday tasks are related to overall work goals), autonomy (how free the individual is to manage their own work) and feedback (the amount of reward, praise, or comment the worker receives) as the main features of any job that lead to higher job satisfaction (Hackman & Oldham, 1975). Skill variety refers to the degree to which a job requires a variety of different skills in doing work, which involves the use of a number of different talents of the person (Hackman & Oldham, 1975). Task significance refers to the level to which the job has a considerable effect on the lives or work of other people in or out of the organization (Hackman & Oldham, 1975). Task Identity refers to the degree to which the job requires completion of a whole piece of work that is doing a job from beginning to end or just a component of that (Hackman & Oldham, 1975). Task Autonomy refers to the degree to which the job gives considerable independence and freedom to the employees in prioritizing their work (Hackman & Oldham, 1975). The last feature which is feedback refers to the amount of information received by employees about the effectiveness and quality of their job performance (Hackman & Oldham, 1975).

These five main job features, believed to positively correlate with job satisfaction, job performance and behavioral (e.g., performance quality, absenteeism) responses of employees to their work (Kumar, Abbas, Ghumro, & Zeeshan, 2016; Hunter, 2006). Grant, Fried, & Juillerat

(2011) identified other features such as information processing, expertise, and problem-solving which are based on people's job knowledge (Grant, Fried, & Juillerat, 2011). On the other hand, Morgeson and Humphrey (2006) consider job characteristics as including job autonomy, job significance and job complexity (Morgeson & Humphrey, 2006). Hwang & Jang (2020), in their research, studied the relationship between job characteristics and work outcomes among employees of the Organizing Committee for the Olympic Games (OCOG); their findings show that job characteristics, especially task significance, affect work outcomes through meaningfulness among the OCOG employees (Hwang & Jang, 2020).

Researchers believe that individual and organizational efficiency could be affected by the elements and the features of the work design (Bhatti, Shah, & Shaikh, 2012). It is obvious that job characteristics influence job satisfaction, organizational commitment, and job performance (Usman & Jangraiz, 2015).

Job Characteristics Theory

Hackman and Oldham (1976) developed the job characteristics theory, which can be used to understand the relationship between job characteristics and job design with job outcomes. They proposed five characteristics of the job (i.e., skill variety, task identity, task significance, autonomy, and feedback) that could influence personal and work outcomes and describe psychological states. These job characteristics will provoke to desired psychological states; “It is the presence or absence of these characteristics which determines whether the job motivates the workers to their peak performance and to experience feelings of satisfaction” (Ammar, 2018, p. 349).

According to the theory, there are direct correlations between core characteristics and psychological states such as experienced meaningfulness of the work, experienced responsibility

for work-related outcomes, and knowledge of actual results of the work (Hackman & Oldham, 1976). The way workers perceived the job in terms of the five core job characteristics invokes these three psychological reactions which are referred to “critical psychological states” (Ayanyinka & Nnamseh. 2014).

The validity of the job characteristics model has been supported by most research (Fried & Ferris, 1987; Price & Muller, 1986). Skill variety refers to the extent to which an employee has to perform a wide range of activities and/or work with a variety of equipment and procedures, using diverse skills (Hackman & Oldham 1980; Sims, Szilagyi, & Keller, 1976). “Jobs high in variety increase intrinsic motivation because they provide employees with the feeling that their assignments are meaningful and worthwhile; thus, and according to the componential model of creativity, variety contributes to creative performance” (Coelho & Augusto, 2010, p. 429).

Task identity has been defined as the degree to which the task requires performing the whole process from beginning to the end with visible results (Hackman, & Morris, 1975). Coelho and Augusto (2010) mentioned that task identity leads to the feeling that your job is important, and it encourage employee to work efficiently (Coelho & Augusto, 2010).

Feedback has been defined as the degree to which a job provides information on the effectiveness of employees’ performance, in other words, how well or bad they are performing their jobs (Hackman, & Morris, 1975). High administrative need to give feedback to the employee so that they know their weak points and the areas that need to be improved and this will lead to a better understanding of their performance (Coelho & Augusto, 2010).

Hackman and Oldham (1974) defined task significance as how much your job has considerable impacts on the lives or work of other people within or outside the organization.

Task significance has been defined as a degree to which employee's work aids other people, which itself has been linked to higher job performance (Grant, 2007, 2008) and is firmly related to job satisfaction (Ali et al., 2014).

Job autonomy is the degree to which a job provides freedom, independence, and options to the employees in scheduling their work and in controlling the procedures used to do their responsibilities in their work (Hackman & Oldham, 1975). Increased autonomy over the work motivates individuals to try out and master new tasks (Fried & Ferris, 1987; Morgeson & Campion, 2003) and allow employees greater flexibility in how they characterize their role because they will have more control over operating their work (Fried, Hollenbeck, Slowik, Tiegs, & Ben-David, 1999; Troyer, Mueller, & Osinsky, 2000).

According to past studies it is obvious that positive job characteristics are the key factors in basic need satisfaction, which lead to autonomous motivation and consequently optimal functioning (De Cooman, Stynen, Van den Broeck, Sels, & De Witte, 2013; Gillet, Fouquereau, Forest, Brunault, & Colombat, 2012). De Cooman et al., (2013) mentioned that positive job characteristics are a predictor of the satisfaction of employees' psychological needs, which in turn successively predicted their work effort through autonomous motivation. On the other hand, negative job characteristics contributed to negative outcomes such as illness and suboptimal functioning through lack of satisfaction of employees' psychological needs (De Cooman et al., 2013).

"It is possible to combine the five characteristics into a single index that reflects the overall motivating potential of a job" (Abu Zafar, Shah Jahir, Fazlul, & Faijul, 2013, p. 190). According to the definitive version of the Job Characteristics Model, five main job characteristics (i.e., skill variety, task significance, task identity, autonomy, and feedback) were

to invoke three psychological states in employees; these five characteristics will lead to a lot of desirable personal and work outcomes (Janse, 2018). These three psychological states are experienced meaningfulness, experienced responsibility, and knowledge of results (Janse, 2018).

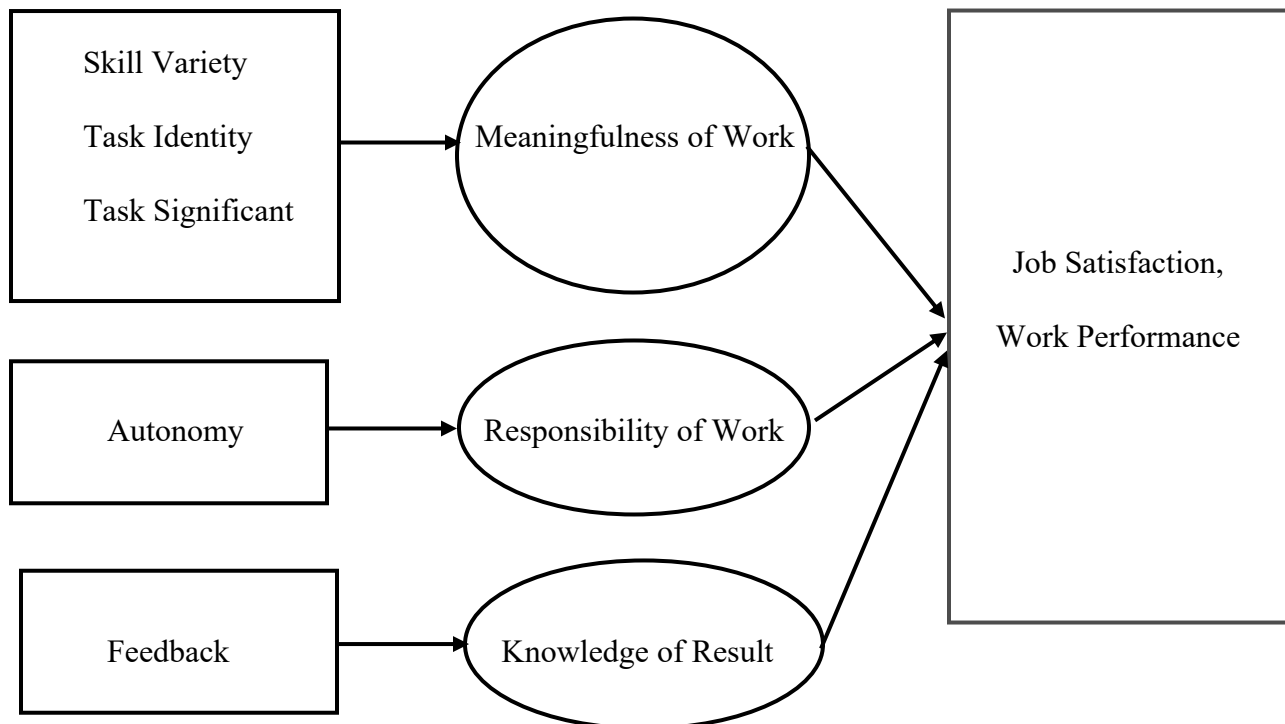
This theory in job design emphasizes the aspects of job satisfaction and job dissatisfaction which consists of the three following parts:

1. The main dimensions of the job include skill variety, task identity, task significance, job independence, job feedback.

2. Critical mental states include (meaning considering the work, feeling responsible for the results of doing the work, being aware of the results of doing the work)

3. Individual and work outcomes include promoting intrinsic motivation, improving quality of work performance, improving job satisfaction, and reducing layoffs and absenteeism (Renn, 1995).

Figure 1: *Job Characteristics Model (Hackman & Oldham, 1976)*



According to the job characteristics theory, all three of the psychological states must be perceived by an individual if favored outcomes are to emerge (Abu Zafar et al., 2013). Job characteristics, shape employees' experiences at work every day, and have considerable effects on employees' psychological needs, work motivation, and functioning (Bakker & Demerouti, 2007).

There have been so many evidence that job characteristics such as skill use, job control and qualitative job demands have noticeable effects on mental health including major depression, burnout (Iacovides, Fountoulakis, Kaprinis, & Kaprinis, 2003; Steyn & Vawda 2014; Williams & Cooper, 1998) and stress (Lambert, Hogan, & Cluse-Tolar, 2007; Mark & Smith, 2011; Mark, & Smith, 2012).

In Hackman and Oldham's model, they introduced the job characteristics that enhance employees' job motivation (Park, 2017). "Rather than being motivated by, say, the promise of rewards or the prospect of receiving (avoiding) supervisory attention, people would try to perform well simply because it felt good when they did and it felt bad when they did not" (Oldham & Hackman, 2010, p. 464). In this method, job design can be done in such a way that employees feel satisfied with their job, and in using this method, experts believe that by enriching certain elements of jobs, it is possible to change people's mental states and increase the effectiveness of employees (Darren, 2005).

Cleave (1993) pointed out that unlike businesses and industries where researchers have long studied the link between a worker's job characteristics and their response to them in terms of satisfaction, motivation, and productivity, physical education and sport researchers have not studied administrators' reactions to their jobs in terms of the effects of the job features (Cleave, 1993). Despite little research on the job design in the field of sports, researchers have

shown that job characteristics are important satisfying factors for sport organizations and intention to leave or continue among employees of sport sectors (Neufeind, Güntert, & Wehner, 2013; Schlesinger, Egli, & Nagel, 2013).

Stress in General

Over the past few decades, stress is emerging as a serious complication in organizations (Ahmed & Ramzan, 2013; Jemilohun, Babalola, & Nkire, 2019). Stress is a strong state in which an individual is confronted with a demand, or an opportunity related to what the person wishes and for which the outcome is perceived to be both vague and vital (Selye, 1976). The HSE (Health Safety Executive UK) defines stress as an undesirable response to tremendous pressures or other types of demands placed upon people; stress arises when they cannot deal with it. (Health and Safety Executive, 2001).

Stress could be caused by internal (personality, environmental perception, beliefs about personal locus of control, etc.) or external (available resources, social support, supervisory support, etc.) sources (MacIntosh & Burton, 2019). Lazarus & Folkman's (1984) defined stress as a particular relationship between individuals and the environment that is evaluated by the person as taxing or exceeding their resources and threatening their well-being (Lazarus & Folkman's, 1984). "Stress is defined as the occurrence of adversity in goal-related efforts" (Park et al., 2018, p. 2060). Stress in the general sense is a factor that disrupts the physical and psychological balance of individuals, and by creating mental problems that affect human's ability, reduces their efficiency in different aspects of work and social life (Ansari, Mirahmadi, & Zabihzadeh, 2010). Selye (1956) divided stress into two groups;

- Eustress (Positive Stress or Pleasant Stress): A type of stress that motivates a person to succeed.

- Distress (Negative or Unpleasant Stress): Stress that confuses and weakens a person (Selye, 1956).

Although various situations would lead to different patterns of stress responses in people, there are also individual differences in stress responses to the same situation (Schneiderman, Ironson & Siegel, 2005).

In 1908, the Yerkes–Dodson law of the empirical relationship between stress and performance was presented (Gjoreski, Luštrek, Gams & Gjoreski, 2017). According to this model, performance is at its highest level when there is an optimal level of stress. When stress is low or very high, individuals' performance is low and only when stress is moderately optimal the individuals' performance is also maximized (Chaby, Sheriff, Hirrlinger, & Braithwaite, 2015). Stress, in its positive form, can improve bio-psychosocial health and facilitate performance (Shahsavarani, Azad-Marz-Abadi, & Hakimi-Kalkhoran, 2015).

An optimal level of stress could be motivating for employees and could lead to creativity, innovation, and higher performance (Cox & Harquail, 1991; Gattiker & Larwood, 1988; Rajendran & Elizabeth, 2014; Tharenou, 2001). However, as the stress increases beyond this optimal level, could have a considerable negative impact on organizational and individual outcomes as well as job satisfaction (Fried, Ben-David, Tiegs, Avital, & Yeverechyahu, 1998; Gupta & Beehr, 1979; Kahn & Byosiere 1992; Matteson & Ivancevich, 1987; McGrath, 1976).

Job Stress

According to the World Health Organization (2020), job stress is a response to work demands and pressures that go beyond the limits of the individual's knowledge, skills, and ability to cope and manage; Stress occurs in many different work situations but is exacerbated when employees feel their organizations and colleagues do not support them

(World Health Organization, 2020). The term job stress can be defined as a group of external harmful elements in the work environment, which may be psychological, physical, or social (Borman, Ilgen, & Klimoski, 2003; Gharib, Jamil, Ahmad, & Ghouse, 2016; Greenberg & Baron, 2007).

Although multiple definitions of stress have been found throughout the literature, “virtually all of them can be placed into one of two categories: stress can be defined as either a stimulus or a response” (Matteson & Ivancevich, 1987, p. 9). Stress can perform as a stimulus with negative consequences, and these stimuli are known as stressors (Griffin, Hogan, Lambert, Tucker-Gail & Baker, 2010). Role conflict (receiving conflicting roles), role ambiguity (receiving unclear directions), role overload (being asked to do too many tasks or not being provided for those tasks), and dangerousness (feeling the job is dangerous) are examples of stressors that employees could experience in their job (Lambert, Hogan, Cheeseman, & Barton-Bellessa, 2013). “Job stress has been described as the response by an individual to such stressors” (Griffin et al., 2010, p. 242). Job stress is also associated with the working environment where people may feel insecure (Bashir & Ramay, 2010). The term "job stress" also refers to the physiological and emotional reactions that occurs when the tasks of a job do not match the employee's abilities, resources, and needs (Lindholm, 2006; Nabirye, Brown, Pryor, & Maples, 2011; Nakasis & Ouzouni 2008).

Sources of Job Stress

“Research on the sources of stress began in the 1970s” (Du et al., 2012, p. 16). Stress at workplace could be caused due to a set of various reasons and therefore the reactions of stress at the workplace are not a separate aspect (Fairbrother, & Warn, 2003).

There can be many sources of stress at work, and some are unique to a particular organization

or industry (Karasek & Theorell, 1990). Theoretical models of stress consider it to be either related to an individual's life events and stressful environments or the person's physiological and psychological responses to stressors, or a transactional interaction between the individuals and their environment (Florio, Donnelly, & Zevon, 1998; Cooper, Dewe, & O'Driscoll, 2001; Cox, 1993).

Rollinson (2005) defines work-related stress as the conditions emerging from the interactions between people and their jobs, which are characterized by changes within people that divert them from normal function; when conditions in the workplace result in someone experiencing a situation as stressful, they are called workplace stressors (Rollinson, 2005). He also mentioned the degree of stress experienced and the ways in which individuals react to it can be influenced by a number of elements such as personal characteristics, lifestyle, social support, appraisal of the stressor(s), life events and occupational variables (Rollinson, 2005). Job stress could be the result of specific aspects of the work, such as job demands, excessive workload, and role ambiguity, or social factors, such as inadequate leadership and the sense of being unappreciated or underestimated (Spurgeon, Mazelan, & Barwell, 2012). Cameron (1994) stated that a lack of clarity on the path ahead in terms of career growth has been proved to be the main cause of stress among employees (Cameron, 1994). According to Whittington, Mayer, Molloy, & Smith (2012), poor supervisory styles and dishonest management behavior are the main causes of workplace stress (Whittington, Mayer, Molloy, & Smith, 2012). Malik (2011) found that private sector employees suffer from higher levels of work-related stress than public sector employees (Malik, 2011).

Researchers have indicated the following factors as the most perceived sources of job stress that could be expected to have a measure of impact on organizational outcomes,

employees' wellbeing, and their engagement in the workplace (Coetzer & Rothmann 2007; De Bruin & Taylor 2006; Labuschagne, Bosman, & Buitendach, 2005; Martin, 2005; Rollinson, 2005):

- **Role Ambiguity:** Classical role theory (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964), defined role ambiguity as the lack of information accessible to perform one's responsibilities successfully. Role ambiguity can also be described as the absence of the information necessary for persons to fulfill their roles to a satisfactory standard (Zhao & Rashid, 2010). "This aspect relates to the amount of stress experienced by an individual due to vague specifications or constant change regarding the performance expectations, duties, responsibility and constraints that define the individual's job" (Coetzee & De Villiers, 2010, p. 29). Role ambiguity and job stress have a positive relationship which means when role ambiguity expands the job stress also increases and vice versa (Khattak, Ain, & Iqbal, 2013). Zhao & Rashid (2010) noted that "organizations should tackle role ambiguity with the highest priority and relieve work-leisure conflict to effectively retain employees under job stress" (p. 25).
- **Role Conflict:** Role conflict is the result of the simultaneous occurrence of two or more role or task requirements, so that performance of one of them makes the performance of the other more complicated (Katz & Kahn, 1970). Role conflict occurs when employees are expected to meet contradictory demands (Celik, 2013). Conflict can arise when: (i) due to new responsibilities, new skills are required from employees(ii) when new skills are a necessity of an executive in order to deal with new technologies or techniques (iii) as a result of an executive's deficient professional training, which does not allow them to go along with such changes effectively (Tarrant & Sabo, 2010). Researchers found that

role conflict has negative impacts on employees' job satisfaction (Khattak, 2013), and job stress (Ram, Khoso, Shah, Chandio, & Shaikih, 2011; Ranihusna, Wulansari, & Asiari, 2020; Usman, Akbar, Ahmed, & Ahmed, 2011). Koustelios, Theodorakis, & Goulimaris (2004), in their research reported the same result among sport and physical education teachers (Koustelios, Theodorakis, & Goulimaris, 2004).

- **Role Overload:** Role overload describes situations in which employees feel that there are too many responsibilities or tasks awaited of them considering the time available, their abilities, and other limitations (Rizzo, House, & Lirtzman, 1970). Jones, Chonko, Rangarajan, & Roberts (2007), described role overload as the degree to which individuals are overburdened cognitively due to time pressure and having too many commitments (Jones, Chonko, Rangarajan, & Roberts, 2007). "Role overload occurs when people feel inconsistency between the time required to finish the task and the time available for them" (Yongkang, Weixi, Yalin, Yipeng, & Liu, 2014, p. 8). Overload could be a stressor with considerable consequences for employees' productivity and job performance (Kirmeyer, 1988). According to the previous research, there is a positive relationship between role overload and job stress; simply, an increase in overload leads to an increase in job stress (Malik, Sajjad, Hyder, Ahmad, Ahmed, & Hussain, 2013; Parvaiz, Batool, Khalid, & Aftab-Farooqi, 2015; Shah, Jaffari, & Ul-Haq, 2011).
- **Lack of manager/organization support:** "A supportive work setting is necessary to alleviate the effects of stress in the workplace; employees need both tangible and emotional support, including trust and confidence, guidance, recognition, feedback and active interest from the immediate manager" (Coetzer, & Rothmann, 2007, p. 30). Being supported by the organizations for employees gives them the feeling that their well-being

is important (Eisenberger et al., 1986). Lack of support from managers, leaders or organizations has been reported as a major stressor in the workplace (Allisey, Noblet, Lamontagne, & Houdmont, 2013; Mosadeghrad, 2013; Spurgeon et al., 2012). Kazi & Haslam (2013) in their research mentioned that employees reported significantly improved job performance when they have high levels of their manager support (Kazi & Haslam, 2013).

- **Lack of Autonomy:** Job autonomy at work can be defined as “a practice or set of practices involving the delegation of the responsibility down the hierarchy so as to give employees increased decision-making authority in respect to the execution of their primary work tasks” (Leach, Wall, & Jackson, 2003, p. 28). Job autonomy is defined as the degree to which the job provides substantial freedom and discretion to the employees in scheduling their tasks and in determining the procedures to be used in doing related responsibilities (Saragih, 2011). As it was mentioned in Hackman and Oldham job characteristics model (1975), job autonomy is one of the core characteristics of job design which leads to the critical psychological state of experienced responsibility for outcomes of the work, which in turn results in work-related outcomes such as high job effectiveness and high internal job motivation (Hackman & Oldham, 1975). Job autonomy allows employees to restrict their exposure to stressors and gives them the power to choose their duties or allows them to limit the more stressful tasks, as a result the feeling of threat and job stress reduces (Elsass & Veiga, 1997). The availability of job autonomy in the workplace shows that employees with high levels of control over work, reported less stress at workplace (Spoor, De Jonge, & Hamers, 2010; Thompson & Prottas, 2005; Vui-Yee & Yen-Hwa, 2019).

- **Physical Workplace:** a “Physical environment can be defined in terms of lightening, noise, temperature, humidity, clean air, air circulation and exposure to dangerous substances” (Mansoor, Fida, Nasir, & Ahmad, 201, p. 52). Physical work environment in organizations includes the nature and arrangement of all the material objects and stimuli that employees face in their workplace (Davis, Leach, & Clegg, 2011; Elsbach & Pratt, 2007). “Changes such as reduced space per employee, and increased levels of noise and distraction are likely to have implications for stress on employees; a range of dimensions of the physical work environment, including a lack of access to views, increased noise, higher temperature, poor office layout, and a lack of nature-like surroundings, have been linked to increasing stress” (Sander, Caza, & Jordan, 2019, p. 270).

Negative Effects of Job Stress

Cummins (1990) reported that job stress could come from multiple sources, including a lack of resources, underutilization of skills, and inadequate participation opportunities (Cummins, 1990), which could lead to negative organizational and individual outcomes, including job dissatisfaction (Brief & Atieh, 1987; Friend, 1982; Jamal, 1984; Szilagyi, Sims, & Keller, 1976), lost productivity, increased insurance costs, lost or damaged property, and increased turnover (Penney & Spector, 2005; LeBlanc & Kelloway, 2002).

Previous research has shown that job stress influences employees’ satisfaction and performance (Ahmed & Ramzan, 2013). Long-term stress in the workforce can result in negative overall moods, physical ill health, job dissatisfaction, and increased substance abuse and it can also result in a decrease in organizational commitment (Finney, Stergiopoulos, Hensel, Bonato, & Dewa, 2013). Workplace stress contributes to low staff morale, absenteeism, high rate of turnover, and reduced job efficiency (Limm, et al.,2011). Employees with a high level of work-

related stress are more expensive for the organizations because of the consequence of medical support costs and lower productivity (VanWormer et al., 2011; Cosio, 2011).

Work-related stress leads to an increased number of accidents, absenteeism and also reduces labor productivity (Gjoreski et al., 2017; Zander, Botzen, Oppermann, Kjellstrom & Garnett, 2015), therefore it is necessary to pay more attention to this concept and its consequences. Beheshtifar and Nazarian (2013) mentioned that increased stress could affect organizations relationships with their suppliers, partners, and regulatory agencies causing consequences less easily calculated which sometimes can lead to a negative impact on a corporation's image and its reputation as the result of stressed employees (Beheshtifar & Nazarian, 2013).

In addition to the negative effects of stress on work-related outcomes, it can lead to catastrophic results in the human body; which can be physical (headaches, indigestion, tiredness, etc.), mental (difficulty in decision-making, forgetfulness Emotional, etc.), behavioral (diminished performance, withdrawal behavior, impulsive behavior, increase in alcohol and nicotine consumption, etc.) and physiological (heart rate, blood pressure, etc.) (Omolayo, 2018).

Sport leaders often experience high levels of stress due to idiosyncratic occupational characteristics deep-rooted in sport, including the core product (e.g., the various possibilities in the competition outcomes and emotion-laden experience), stakeholders (e.g., coaches, athletes, and involvements of fans), and financial structures (Mullin, 1980; Smith & Stewart, 2010).

“The sport industry was described as fraught with stress and hectic circumstances” (Paek, Martyn, Oja, Kim, & Larkins, 2020, p. 14). Based on the sport and physical education literature review on stress, unsurprisingly, stress is associated with burnout (Stanescu, Vasiliu, & Stoicescu, 2012), lack of job satisfaction (Mäkelä, Hirvensalo, & Whipp, 2015; Panagopoulos,

Anastasiou, & Goloni, 2014) and negative health outcomes (Bartholomew, Ntoumanis, Cuevas, & Lonsdale, 2014; Cunha, De Abreu, Frizzo, Cardoso, & Valenti, 2014).

Fletcher, Hanton, & Wagstaff (2012), in a qualitative study to explore sport performers' responses to stressors within sport organizations, concluded that anger and anxiety are the common responses to the stressful environments (Fletcher, Hanton, & Wagstaff, 2012). Arnold, Fletcher, and Daniels (2013) also believed that stress in organizations could cause depression and anger among athletes (Arnold, Fletcher, & Daniels, 2013).

Leaders within sport organizations due to their power and responsibilities regarding their own, other's and organizational goals, have an important role to play in establishing a good working environment (Hums & McLean, 2013). However, these people could be substantially and negatively affected by stress (Lee, 2020). Research has demonstrated that sport leaders experience substantial stress which increases their susceptibility to burnout and turnover (e.g., Judge & Judge, 2009; Kalahar, 2011; Kaplan, 2017; Lee, 2020; Martin, Kelley, & Eklund, 1999; Ryska, 2002). The results of previous studies on stress have proved that a stressful work environment is highly associated with employees' wellbeing (Kim, Kim, Newman, Ferris, & Perrewé, 2019).

One of the ways to reduce job stress is to fit the job characteristics with the individual; when there is a proportion between job characteristics and individuals, job satisfaction and job performance upgrade and job stress reduces (Kulik, Oldham, & Hackman, 1987). According to the Mental Health Commission of Canada (2016), 47% of working Canadians consider their work to be the most stressful part of daily life (Mental Health Commission of Canada, 2016). Additionally, stress is associated with contributing to chronic disease such as heart disease, diabetes and also mental health problems such as depression and anxiety (Statistics Canada,

2014). In the current pandemic reality, stress may be at an all-time high. Overall, we can say despite the clear importance of job stress and its consequences in various working environments, the sport arena has been somewhat neglected by researchers (Woodman & Hardy, 2001).

Managing Stress at Work Environment

Researchers and organizational leaders have identified job stress as one of the most significant complications facing leaders of organizations (Kelloway, Turner, Barling, & Loughlin, 2012). As a result of the negative impact of stress on the well-being and work productivity of employees, organizations should recognize and eliminate the stressors and try to provide a better work environment for their employees (Holton, Barry, & Chaney, 2016).

Managers could apply the following three steps to control workplace stress:

1. Evaluate the work environment for factors that can result in stress.
 2. Implement stress management measures to reduce work-related stress.
 3. Observe the progress and implement adjustments as appropriate
- (Ornelas & Kleiner, 2003).

Stress management is applied interventions or tools that relate to stressors within an administration and the factors of the design of the job that affect the outcomes of stress (Dollard & Gordon, 2014). “Stress management practices such as stress management training, seminars on job burnouts, supportive organizational climate, yoga and meditation, the close association of co-workers, celebrations” are strategies which have been proved to be influential not only in reducing job stress but also “can make a positive effect on productivity, inter-personal relations, absenteeism, labor turnover and physical and mental health among employees” (Patro & Kumar, 2019, p. 417).

Perceived Organizational Support

According to previous research, support in the work context is an important part of employees' work experience that not only affects their well-being in terms of reduced stress and increased job satisfaction, but also benefits organizations in terms of increased organizational performance, sustainability, and competitive advantages (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001; O'Driscoll & Beehr, 1994; Rhoades & Eisenberger, 2002; Van Lamoen, 2012). Hakkak and Ghodsi (2013) define perceived organizational support as a kind of support or cooperation from the organization that is necessary to ensure job success (Hakkak & Ghodsi, 2013). Organizational support has been defined as the extent to which employees perceive that their contributions are valued by their organization or administration (Muse & Stamper, 2007).

“Organizational support theory has attracted considerable interest because of the potential value of viewing the employee–organization relationship from the employees' viewpoint, the clarity of the POS construct, and the strong associations of POS with affective organizational commitment, job satisfaction, and other attitudinal outcomes” (Kurtessis, Eisenberger, Ford, Stewart, & Adis, 2015, p. 2). According to organizational support theory, the enhancement of POS is favored by employees' tendency to assign the organization humanlike characteristics (Eisenberger et al., 1986).

Blau (1964) mentioned that POS could be influenced by the frequency, extremity, and judge honesty of statements of praise and approval (Blau, 1964). Eisenberger, Fasolo, & Davis-LaMastro (1990) suggested how perceived organizational support would pay attention to the presence, participation, and contribution of employees in organizations survival (Eisenberger

Fasolo, & Davis-LaMastro, 1990). In fact, organizational support emphasizes employee engagement and their significant role in organization sustainability.

Employees of an organization always have a special belief and interest in the organization based on the value that the organization places on their well-being, comfort, and security. This belief has been introduced as POS (Eisenberger et al., 2001; Ingham, 2008). In other words, perceived organizational support is based on the individuals' belief and perception to which their well-being and participation are important in the success of the organization (Bell & Menguc, 2002). In fact, POS reflects the quality of social exchanges that occur between an employee and an employer (Casper, Harris, Taylor-Bianco, & Wayne, 2011). Cropanzano & Mitchell (2005) mentioned that organizational support theory has rooted in social exchange theory in the perspective that employment is considered as the exchange of effort and loyalty by the employee for noticeable benefits and social resources from the organization (Cropanzano & Mitchell, 2005). Social exchange theory states that when employers promote perceived organizational support, employees will feel committed and motivated to repay the favor by promoting positive work outcomes (Panaccio & Vandenberghe, 2009)

Previous studies have determined that POS is associated with higher levels of job performance, job commitment, work engagement, organizational identification, job satisfaction, and lower levels of job stress, absenteeism, and turnover (Caesens, Marique, & Stinglhamber, 2014; Caesens, Stinglhamber, & Luypaert, 2014; Caesens & Stinglhamber, 2014; Eisenberger & Stinglhamber, 2011; Kurtessis et al., 2015; Marique, Stinglhamber, Desmette, Caesens, & De Zanet, 2013; Neves & Eisenberger, 2014). Eisenberger & Stinglhamber (2011) also state that there is a relationship between perceived organizational support and employee-organization relevant outcomes (Eisenberger & Stinglhamber, 2011). Finally, POS can indoctrinate the feeling

amongst employees that they must “repay the positive treatment they received from their organization, through the increase of a positive orientation and voluntary actions which benefit the organization” (Caesens, Marique, Hanin, & Stinglhamber, 2015, p. 2). As Kurtessis et al., (2015) explained, “POS also fulfills socioemotional needs, resulting in greater identification and commitment to the organization, an increased desire to help the organization succeed, and greater psychological well-being” (Kurtessis et al., 2015, p. 2).

Riggle, Edmondson, & Hansen (2009) in their research indicated that POS has a considerable and positive correlation with job satisfaction and organizational commitment, a moderate and positive effect on employees’ performance, and a substantial negative relation with the intention to leave (Riggle, Edmondson, & Hansen, 2009). When organizations let their employees have voice opportunities, an exchange mechanism is triggered and employees try to compensate by their positive work-related outcomes and strong commitment (Bashshur & Oc, 2014; Colquitt, Conlon, Wesson, Porter, & Ng, 2001).

Researchers consider the POS to be an operational manifestation of the theory of social exchange; In fact, social exchange is the core of the psychological process involved in perceived organizational support (Cho, & Treadway, 2011). When people's perceptions of organizational support increase, they not only find higher motivations and work hard for better performance, but their perceptions of threatening and stressful factors also decrease; because they feel the organization as their supporter and this feeling make them able to deal with harmful situations and factors (Gao, & Yuan, 2012).

In sport context researchers have confirmed the relationship between POS and work outcomes especially job satisfaction, job commitment among employees of sport organizations (Ehsani, Sofdel, Amiri, Masrur, & Hossini, 2013), job performance (Rocha, &

Chelladurai, 2011), internal motivation (Hong, Jeong, & Downward, 2019) and job satisfaction (Choi & Chiui, 2017). Kim (2017) also identified POS as a critical variable that has a considerable impact on job commitment and job satisfaction among sport officials (Kim, 2017).

Organizational support is one of the most significant factors that affects job satisfaction among volunteers working for sport administrations (Maellaro, 2013). Ooi, Yusof, Geok, & Omar (2014) in their study on sports coaches, found that perceived organizational support increases organizational commitment by influencing the internal motivation of sports coaches (Ooi, Yusof, Geok, & Omar, 2014). Kim (2017) identified POS as a critical antecedent of sports officials 'commitment and satisfaction. Also, a meta-analysis of 167 studies found POS has a strong positive influence on employee commitment and satisfaction while decreasing employee intent to leave (Riggle et al., 2009)

Organizational Support Theory

The concept of organizational support was first introduced in 1986 and entered the management literature from the field of psychology (Kurtessis et al., 2015). Subsequently, researchers have paid great attention to the analysis of how organizational support is formed and the effects and consequences of organizational support in individual and organizational outcomes. Organizational support theory proposes that employees form a general perception and belief concerning to which the organization values their contributions and cares about their well-being (Eisenberger et al., 1986; Rhoades & Eisenberger 2002). According to organizational support theory (OST), such perceptions could have considerable effects on employees' work outcomes (Eisenberger & Stinglhamber, 2011; Rhoades & Eisenberger, 2002) and employees' work attitudes and behaviors (Kurtessis et al., 2015).

Shore and Wayne (1993) considered organizational support as a state in which the employee feels that the organization considers him or her an important, outstanding, and useful person that needs their services and work to achieve organizational goals (Shore & Wayne, 1993). Pooja (2011) sees organizational support as a reflection of employees' beliefs about their organization and the organization's commitment to its people (Pooja, 2011). This theory considers employees of an organization as valuable individuals and resources who express their sense of belonging to their organization in achieving the goals of the organization by understanding the fact that the organization supports them (Filipova, 2010)

If employees feel their organization is providing support for them, they will work for the organization's goals in other words employees form their perceptions on how much the organization values their contributions and concern their well-being and respond to it with job attitudes and/or organizational behaviors that facilitate organizational success (Eisenberger et al., 2001; Eisenberger et al., 1986).

Eisenberger et al., (1986) also suggested that actions taken by managers and supervisors may also be effective in developing employees' perceptions of organizational support. On the other hand, perceived organizational support is attractive for managers and organizations, because the phenomenon is closely related to the higher level of organizational commitment, form of increased effort and assimilation with organizational goals.

Job Performance

It is believed that the efficiency of organizations to a large extent depends on the performance of their employees, so paying attention to factors affecting job performance is one of the most important keys to increase employees' productivity and achieve organizational success (Jakobi, 2013; Kavooosi, Ghaderi, & Moenizadeh, 2015; Kehoe & Wright, 2010). The

Significance of this issue has led to a dramatic increase in the investment of the organizations to improve employee performance (Ellinger et al., 2013).

There are two types of employees' performance that are key factors in organizational effectiveness; task performance and contextual performance (Borman & Motowidlo, 1993). Task performance is the in-role behavior that refers to efforts that are directly involved in producing goods or services (Borman & Motowidlo, 1993; Katz, 1964; Werner, 2000; Williams & Anderson, 1991). How did the employee deal with the task entrusted to him/her? how successful was he/she in doing it or how effective were his/her activities? The answer to these kinds of questions refers to task performance. However, contextual performance refers to an array of interpersonal behaviors that are not directly associated with an employee's main job function, but rather contribute to the social and motivational context of an organization (Katz & Kahn, 1978; Werner, 2000; Van Scotter & Motowidlo, 1996).

Job performance has been defined as the aggregated value to an organization of the set of behaviors that employees contribute both directly and indirectly to organizational objects (Borman & Motowidlo, 1993). "A definition of job performance should be useful for the full range of strategies and interventions that the field of industrial-organizational psychology might utilize to improve human performance in work organizations; Definition of performance should allow for variation attributable to differences in (a) traits measured in selection programs, (b) participation in training and development programs, (c) exposure to motivational interventions and practices, and (d) situational constraints and opportunities" (Motowidlo, & Kell, 2012, p. 82). Job performance in general is performing the tasks assigned to the employees by an organization (Cascio, 1998).

According to previous studies, job performance refers to the ability of employees to do their job responsibilities and their tasks properly (Jacobs, Hellman, Wuest, & Markowitz, 2013). There are various definitions of job performance, and it has been widely researched across multiple disciplines (Brown, 2013; Guo, Liao, Liao, & Zhang, 2014; Tastan & Davoudi, 2015) but what all these definitions have in common is how to perform activities and responsibilities.

There are some factors which according to researchers' belief can improve or decrease employees job performance. One of these factors is how well the individual fits into the organization (Bal & Lange, 2014; Farooqui & Nagendra, 2014). When an employee fits into the organization, job satisfaction and job performance increase (Farooqui & Nagendra, 2014). Flexible human resource management is another factor that contributes to job engagement and job performance especially among older employees (Bal & Lange, 2014). Conflict surrounding tasks, conflict in the superior-subordinate relationship, and procedural conflict have been detected as other factors influencing job performance in organizations (Zhu, Yang, & Bai, 2016). Stress is another factor that has a significant negative correlation with job performance (Siu, 2003; Wu, 2011)

By increasing the importance of the sport and peoples' interest toward sport competitions the number of sport organizations in various fields (professional sport, recreation sport, coaching associations, etc.) has been expanded gradually. Hacıcaferoğlu, Günel, & Duyan (2018) have discussed the important role of quality of the services provided by sports organizations. They wrote:

The service of employees who work in sports organizations effectively and efficiently fulfill correctly is essential. Providing quality services to people by implementing a more effective sporting environment is important in terms of not shaking social trust. The

situation that most affects the performance of the employees is known to the sport managers as stress, especially job stress (p. 94).

Chapter 3: Methods

This chapter outlines the procedures that were employed to answer the purpose and research questions in the study. In the following chapter, the research method, population and statistical sample, research tools and variables and data analyses are described.

The present study is in regard to the JCM, stress and performance with an applied research approach whereby field level data from people working within the sports sectors in Canada are extrapolated into a statistical model.

Study Sample

The employees of National Sport organizations (NSO's) in Canada (e.g., Badminton Canada, Diving Canada, Weightlifting Canada, Swimming Canada), fitness companies, sport clubs and sport providers formed the basis for the study.

After obtaining ethics approval (Ethics file number: H-11-20-6165), some sport organizations (e.g., NSO's, sport clubs) received an invitation to participate via email that described the nature of the study (e.g., voluntary, confidentiality) including their involvement rights (e.g., could refuse to participate or answer any questions). The people contacted and then willing to contribute to the research were asked to distribute a recruitment email to their employees. This email contained a direct link to the study where consent forms and surveys were provided in both English and French. The link began with the consent form which explained that there is no obligation to the participant, and they can withdraw from the study at any time or refuse to answer any questions without suffering any negative consequences. Participants were assured confidentiality and were required to confirm that they are willing to participate before they were able to begin the survey.

Research Questions

This study was guided by the following questions: (1) Are job characteristics (task significance, autonomy, skill variety, task identity and feedback) related to job stress and if so, how? (2) Is organizational support effective in reducing job stress? (3) To what extent are job characteristics (task significance, autonomy, skill variety, task identity and feedback) related to job performance within sport organizations? (4) What is the relationship between organizational support and job performance? (5) To what extent is job stress related to job performance?

Data Collection

In this study employees will complete a demographic questionnaire and four questionnaires to assess their job characteristics, perceived organizational support, job stress and job performance. The details of the questionnaires are described below. Also, the survey started in late winter of 2020 until the spring of 2021 (open survey lasted for 4 months) during the second and third wave of the Covid-19 crisis in Canada.

Demographic Questionnaire. This section includes questions to collect the basic demographic information including gender, age, level of education, and work experience.

Job Characteristics Questionnaire. The participants were asked to complete the Job Characteristics scale (Morgeson & Humphrey, 2006) to measure the five facets of job characteristics, namely autonomy, task significance, task identity, feedback from the job and skill variety. Morgeson and Humphrey reported the average reliability across all the scales 0.87, which shows a high level of reliability (Morgeson & Humphrey, 2006). Respondents indicated their extent of agreement with each statement (21) using a 7-point Likert-type scale (1= strongly disagree, 7= strongly agree).

Perceived Organizational Support Questionnaire. Perceived Organizational Support has been examined via Eisenberger, Cummings, Armeli, and Lynch's (1997) short version of the Survey of Perceived Organizational Support (SPOS) to assess the extent to which employees perceived that the organization valued their contributions and cared about their well-being. This version of the SPOS contains 8 questions that loaded highly on the main POS factor reported in the scale's source article by Eisenberger et al., (1986) which apply to a wide variety of organizations (Eisenberger, Cummings, Armeli, & Lynch, 1997). Prior studies have found high internal reliability of the survey (e.g., Eisenberger et al., 1986; Settoon, Bennett, & Liden, 1996; Shore & Tetrick, 1991; Shore & Wayne, 1993; Wayne, Shore, & Liden, 1997)

Job Stress Questionnaire. To measure stress at work this study used the Job Stress Scale (Parker & DeCotiis, 1983), which is a Likert-type rating scale that measures overall job stress using anchors that range from 1 (strongly disagree) to 7 (strongly agree). In this section, 7 questions were asked to assess job stress. Reliability of this scale has been reported ranging from 0.74 to 0.89 across different occupational groups and cultures (Addae & Wang, 2006; Glazer & Kruse, 2008; Hsieh, 2004; Jamal, 2007; Xie, 1996).

Job Performance. Employees' job performance was measured by Williams and Anderson's (1991) seven-item scale that ranges from 1 (strongly disagree) to 7 (strongly agree) and is a self-reported scale. The reliability of this questionnaire was previously reported as 0.91 (Williams & Anderson, 1991).

Data Analysis

The success of any research depends on clear statements, accurate design and identification of the population, statistical sampling, definition and measuring the variables,

accurate introduction of data collection tools and proper use of statistical methods for data analysis (Kabir, 2016). This research is a descriptive study of correlation type, which is based on the structural equation model (SEM) (Hair, Ringle, & Sarstedt, 2011).

“In the statistical sense, SEM refers to a set of equations with accompanying assumptions of the analyzed system, in which the parameters are determined on the basis of statistical observation. Thus, structural equations refer to equations using parameters in the analysis of the observable or latent variables” (Tarka, 2018, p. 314).

One of the main reasons why researchers use SEM is the ability to test theories in the form of equations between variables (Weston & Gore, 2006). Another reason for using SEM method is that it allows the researcher to analyze data by reporting measurement error (Kroehne, & Funke, & Steyer, 2003).

Structural equation modeling has so far been introduced with two generations of data analysis methods. The first generation of structural equation modeling methods is covariance-based, which is intended for validating models and requires high-volume data to work; LISREL, AMOS, EQS, and MPLUS are four widely used models of this generation (Roldán, & Sánchez-Franc, 2012). A few years after the introduction of the covariance-based method, due to the weaknesses of this method, the second generation which is component-based structural equation modeling was introduced (Tenenhaus, 2008). The component-based methods, which were later renamed the partial least squares method (PLS), provided different methods for data analysis than the first generation (Tenenhaus, 2008).

PLS is a multivariate modeling approach used in many fields of studies to set forth the causal relations and test the structural model (Hair et al., 2011). As Hair et al., (2011) explain,

the PLS-SEM method enables the researcher to “estimate complex models with many constructs, indicator variables and structural paths without imposing distributional assumptions on the data” (p.3). “This method provides a causal-predictive approach to SEM that emphasizes prediction in estimating statistical models, whose structures are designed to provide causal explanations” (Hair et al., 2011, p. 3). This was chosen since one of the main advantages of PLS-SEM approach is that it can be used with small sample sizes when models comprise many constructs and a large number of items (Fornell & Bookstein, 1982; Willaby, Costa, Burns, MacCann, & Roberts, 2015; Hair, Hult, Ringle, Sarstedt, & Thiele, 2017) which was the case for this thesis.

To analyze the collected data in this research, two methods, descriptive statistics (to describe the data) and inferential statistics (to examine the research questions and generalize the sample results to the community) have been used. In the descriptive statistics section, using the mean and standard deviation, frequency tables and descriptive indicators, an attempt has been made to describe the subjects' answers. In the inferential statistics section, the partial least squares (PLS) method has been used to investigate the relationships between variables and achieve the effect of variables on each other, as well as to investigate research questions based on the conceptual model of the research. The proposed model in this research has been analyzed based on the standpoints of Hair, Black, Babin, Anderson, & Tatham (2010) (Hair, Black, Babin, Anderson, & Tatham, 2010). Also, SPSS25 and PLS3 software have been implemented to data analysis.

Chapter 4: Data Analysis and Result

In this chapter, the specific analyses steps are reported and are integrated with the study findings of the questionnaires thus, descriptive and inferential data reported. To begin, the characteristics of the statistical sample are described. Descriptive and frequency data are then reported to help understand the items contained within the survey. This is followed by analyses and results reporting on the factor structures. Next, the PLS-SEM approach is reported including data to discern the validity and reliability of the questionnaires. Finally, the assessed and the conceptual model which formed the research are presented. The results draw from a total of 146 completed surveys which contained in total of 49 questions.

The results of the analysis show that 58.2% of the study sample were male (N = 85). Further, 69 people were from the age group of 21 to 30 years, which constitutes nearly half of the sample (47.3%) (see Table 1 for more details).

Table 1: *Number and Frequency Percentage of Age Group*

Which category below includes your age?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 or younger	14	9.6	9.7	9.7
	21-30	69	47.3	47.6	57.2
	31-40	30	20.5	20.7	77.9
	41-50	15	10.3	10.3	88.3
	51 or older	17	11.6	11.7	100.0
	Total	145	99.3	100.0	
Missing	System	1	.7		
Total		146	100.0		

Table 2: *Number and Frequency Percentage of Level of Education*

What is the highest level of education you have completed or the highest degree you have received?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PhD	8	5.5	5.5	5.5
	Master	49	33.6	33.8	39.3
	Bachelor	56	38.4	38.6	77.9
	College degree	10	6.8	6.9	84.8
	Some college but no degree	8	5.5	5.5	90.3
	College or university degree did not finished	7	4.8	4.8	95.2
	High school degree or equivalent (e.g., GED)	7	4.8	4.8	100.0
	Total	145	99.3	100.0	
Missing	System	1	.7		
Total		146	100.0		

Participants’ job experiences were then assessed (as seen in Table 3). In this study, the highest frequency group had less than 5 years of work experience (N = 93 people or 63.7% of the sample).

Table 3: *Number and Frequency Percentage of Job Experience in the Current Job*

Which category below includes your job experience in your current job within your organization?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	93	63.7	64.6	64.6
	Between 5 to 10 years	23	15.8	16.0	80.6
	Between 10 to 15 years	15	10.3	10.4	91.0

	Between 15 to 20 years	5	3.4	3.5	94.4
	More than 20 years	8	5.5	5.6	100.0
	Total	144	98.6	100.0	
Missing	System	2	1.4		
	Total	146	100.0		

Table 4: *Number and Frequency Percentage of Type of Organization*

Which one describes your organization?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private sector	45	30.8	31.5	31.5
	Public sector	43	29.5	30.1	61.5
	Non for profit sector	55	37.7	38.5	100.0
	Total	143	97.9	100.0	
Missing	System	3	2.1		
	Total	146	100.0		

In the following tables 5-9, the means, standard deviations are reported for all the items according to the variables of interest (i.e., Job Characteristics, Organization Support, Job Stress, Performance). In Table 10, the correlations between variables are presented. To examine the correlation between Job Characteristics Items (skill variety, task significance, task identity, autonomy and feedback) in this study Pearson Correlation Coefficient which is a statistical metric that determines the strength and direction of linear dependence among two or more items has been used (Lee-Rodgers, & Nicewander, 1988). Pearson correlation coefficient is denoted by r and it may range between -1.0 and 1.0 (Ratner, 2009). “The value 0 indicates no linear

relationship, +1 indicates a perfect positive linear relationship (as one variable increases in its values and -1 indicates a perfect negative linear relationship” (Ratner, 2009, p. 139).

Table 5: *Means and Standard Deviation of Job Characteristics*

Item	Minimum	Maximum	Mean	Std. Deviation
The job allows me to make my own decisions about how to schedule my work.	1	7	5.07	1.71
The job allows me to decide on the order in which things are done on the job.	1	7	5.08	1.69
The job allows me to plan how I do my work.	2	7	5.40	1.51
The job gives me a chance to use my personal initiative or judgment in carrying out the work.	2	7	5.56	1.44
The job allows me to make a lot of decisions on my own.	1	7	5.13	1.71
The job provides me with significant autonomy in making decisions.	1	7	5.07	1.591
The job allows me to make decisions about what methods I use to complete my work.	1	7	5.37	1.60
The job gives me considerable opportunity for independence and freedom in how I do the work.	1	7	5.28	1.61
The job allows me to decide on my own how to go about doing my work.	1	7	5.29	1.61
The job involves a great deal of task variety.	2	7	5.59	1.19
The job involves doing a number of different things.	2	7	5.69	1.24
The job requires the performance of a wide range of tasks.	2	7	5.76	1.07

The results of my work are likely to significantly affect the lives of other people.	1	7	5.37	1.57
The job itself is very significant and important in the broader scheme of things.	1	7	5.19	1.56
The job has a large impact on people outside the organization.	1	7	5.18	1.49
The job involves completing a piece of work that has an obvious beginning and end.	1	7	5.07	1.61
The job is arranged so that I can do an entire piece of work from beginning to end.	1	7	4.93	1.57
The job provides me the chance to completely finish the pieces of work I begin.	1	7	5.03	1.53
The work activities themselves provide direct and clear information about the effectiveness (e.g., quality and quantity) of my job performance.	1	7	5.07	1.54
The job itself provides feedback on my performance.	1	7	5.19	1.56
The job itself provides me with information about my performance.	1	7	5.14	1.52

Table 6: Means and Standard Deviation of Organizational Support

Item	Minimum	Maximum	Mean	Std. Deviation
The organization values my contribution to its well-being.	1	7	5.32	1.45
The organization fails to appreciate any extra effort from me.	1	7	4.60	1.88
The organization would ignore any complaint from me.	1	7	5.21	1.6

The organization really cares about my well-being.	1	7	5.23	1.51
Even if I did the best job possible, the organization would fail to notice.	1	7	5.02	1.62
The organization cares about my general satisfaction at work.	1	7	5.08	1.46
The organization shows very little concern for me.	1	7	5.05	1.62
The organization takes pride in my accomplishments at work.	1	7	5.06	1.57

Table 7: Means and Standard Deviation of Job Stress

Item	Minimum	Maximum	Mean	Std. Deviation
Working here makes it hard to spend enough time with my family.	1	7	3.44	1.79
Working here leaves little time for other activities.	1	7	3.47	1.76
I frequently get the feeling I am married to the company.	1	7	3.33	1.85
I have too much work and too little time to do it in.	1	7	3.7	1.71
There are lots of times when my job drives me up the wall.	1	7	3.53	1.76
Sometimes when I think about my job I get a tight feeling in my chest.	1	7	3	1.74
I feel guilty when I take time off from the job.	1	7	3.33	1.99

Table 8: Means and Standard Deviation of Job Performance

Item	Minimum	Maximum	Mean	Std. Deviation
I adequately complete assigned duties.	2	7	5.83	0.9
I fulfill responsibilities specified in job description.	2	7	5.91	0.99
I perform tasks that are expected of me.	3	7	6.02	0.85
I meet formal performance requirements of the job.	3	7	5.9	0.97
I engage in activities that will directly affect my performance evaluation.	1	7	5.53	1.25
I neglect aspects of the job I am obligated to perform.	1	7	5.54	1.35
I fail to perform essential duties.	3	7	6.09	1.03

Table 9: Means and Standard Deviation of the Research Variables

Variable		Minimum	Maximum	Mean	Std. Deviation
Job Characteristics		2.24	6.95	5.25	1.13
Items	Autonomy	1.67	7	5.25	1.43
	Variety	2	7	5.68	1.04
	Significance	1	7	5.24	1.37
	Identity	1.33	7	5.01	1.42
	Feedback	1.33	7	5.14	1.45
Organizational Support		2	7	5.07	1.33
Job Stress		1	6.43	3.39	1.49
Job Performance		3.57	7	5.83	0.78

Table 10: Correlation between Job Characteristics Factors

		Task Variety	Task Significance	Task Identity	Feedback from Job
Autonomy	Pearson Correlation	.584**	.539**	.545**	.664**
	Sig. (2-tailed)	.000	.000	.000	.000
	Intensity	Moderate	Moderate	Moderate	Strong
Task Variety	Pearson Correlation		.467**	.304**	.426**
	Sig. (2-tailed)		.000	.000	.000
	Intensity		Moderate	Poor	Moderate
Task Significance	Pearson Correlation			.530**	.475**
	Sig. (2-tailed)			.000	.000
	Intensity			Moderate	Moderate
Task Identity	Pearson Correlation				.634**
	Sig. (2-tailed)				.000
	Intensity				Strong

** . Correlation is significant at the 0.01 level (2-tailed).

Inferential Statistics and Analytical Procedure

In this study, the partial least square (PLS) has been used to evaluate the validity of the model. In the first stage, the measurement model examined validity, reliability, and confirmatory factor analysis. Next, the structural model was examined by estimating the path between variables and determining the model fit indicators (Hulland, 1999). SEM using partial least squares (PLS-SEM) method, unlike the covariance-based method (measured using software such as AMOS, LISREL and EQS) does not have chi-square model fit indices to check the degree of conformity of the theoretical model with the collected data (Russo & Stol, 2021). Therefore, the fit indices that have been developed with this approach are related to examining the adequacy of the model in predicting the dependent variables (i.e., job stress, job performance and organizational support). In fact, these indicators show to what extent they are able to predict their underlying structure for the measurement model and for the structural model, to what extent and with what quality are the exogenous variables capable of predicting the endogenous variables of the model (Sha et al., 2017).

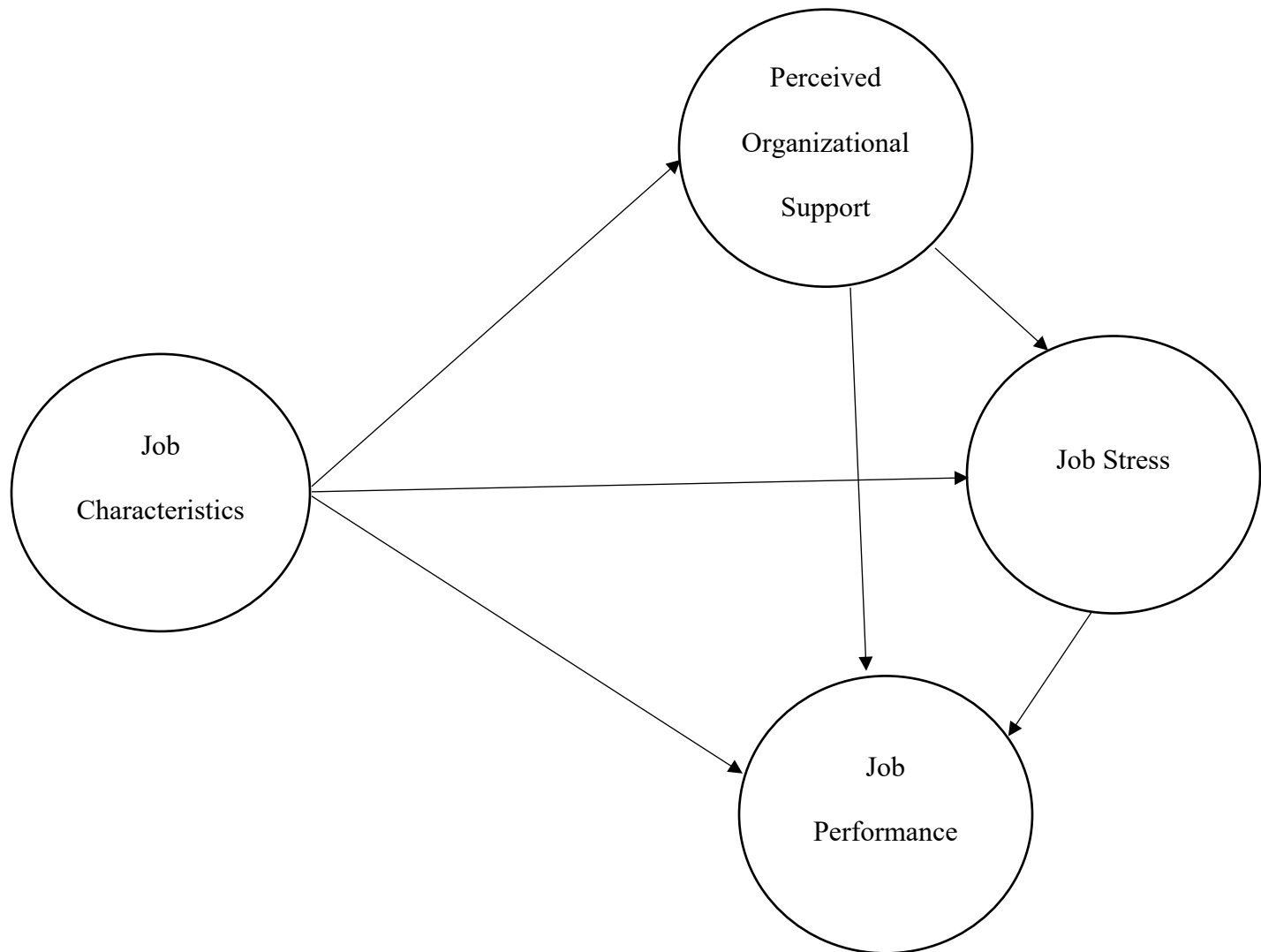
In evaluation PLS-SEM researchers should first examine the measurement model; if the measurement model meets all the required criteria, the structural model needs to be assessed (Hair et al., 2017). When assessing measurement models, researchers should assess the reliability and validity of each construct (Hair, Sarstedt, Hopkins, & Kuppelwieser, 2014).

For measurement model assessment in this research, the first step involves evaluation of the internal consistency reliability, using composite reliability and Cronbach's Alpha (Hair et al., 2014). The second step includes the assessment of validity; "Validity is examined by noting a construct's convergent validity and discriminant validity" (Hair et al., 2014, p. 111). "Convergent validity is the extent to which the construct converges to explain the variance of its

items; The metric used for evaluating a construct's convergent validity is the average variance extracted (AVE) for all items on each construct. To calculate the AVE, one has to square the loading of each indicator on a construct and compute the mean value" (Hair et al., 2019, p. 9). Convergent validity is achieved if each item has factor loadings above 0.7 and when each construct's average variance extracted (AVE) is 0.5 or higher indicating that the construct explains at least 50 percent of the variance of its items (Hair et al., 2019)

Discriminant validity notably "represents the extent to which the construct is empirically distinct from other constructs or, in other words, the construct measures what it is intended to measure" (Hair et al., 2014, p.112). Fornell and Larcker (1981) mentioned that AVE should be compared to the squared inter-construct correlation of that same construct and all other measured constructs in the structural model and to be considered acceptable should the construct shares higher variance with its indicators than with any other construct (Hair et al., 2019).

Therefore, three criteria which are reliability, convergent and divergent validity are used to evaluate the fit of measurement models in this study. Figure 2 depicts the hypothetical research model which is based on the known literature and the relationships of interest in this study.

Figure 2: *Hypothetical Research Model*

The following section provides a description of each of the three criteria used in his research.

Reliability

Reliability determines the extent to which measuring instruments perform the same results under the same conditions (Drost, 2011). This means that if the researcher runs his / her questionnaire again or in parallel and the results of both are the same, the questionnaire has full

reliability (Drost, 2011). The reliability was assessed by determining Cronbach Alpha for all four variables.

Cronbach Alpha

This criterion is a classic criterion for measuring reliability and a suitable measure for evaluating internal consistency (Tavakol & Dennick, 2011). “Cronbach’s Alpha is a measure of internal consistency or reliability of construct’s measure, that is how closely related the set of items comprising the construct are as a group” (Dakduk, González, & Portalanza, 2019, p. 7).

Regarding internal reliability, it should be said that one of the things used to measure reliability in structural equations is the internal stability of measurement models. Internal consistency indicates the degree of correlation of the variable and related questions (Tavakol & Dennick, 2011). Cronbach's alpha value above 0.7 indicates acceptable reliability (Cronbach, 1951). However, some researchers believe that Cronbach’s Alpha below 0.60 is unacceptable. (Moss, Rousean, Parent, St-Laurent, & Saintonge, 1998; Dakduk et al., 2019).

Composite Reliability

Since the Cronbach's alpha criterion is a traditional criterion for determining the reliability of variables, the partial least squares (PLS) method uses a more modern criterion than Cronbach's alpha called the composite reliability; this criterion was introduced by Werts, Linn & Joreskog in 1974, and it is a measure of internal consistency in scale items (Esteves, Pastor, & Casanovas, 2002). It is believed that composite reliability is a better criterion than Cronbach alpha in structural equation modeling (Vinzi, Trinchera, & Amato, 2010).

Composite Reliability (CR) is obtained by “combining all the true score variances and covariances in the composite of indicator variables related to constructs and by dividing this sum by the total variance in the composite; Like Cronbach’s Alpha, CR is a reliability indicator, but

Cronbach's Alpha assumes factor loadings to be the same for all items, whereas CR takes into consideration the varying factor loadings of the items" (Dakduk et al., 2019, p. 8). If the value of the CR for each variable is higher than 0.7, it indicates the appropriate internal stability for the measurement models and a value less than 0.6 indicates the lack of reliability (Dakduk et al., 2019; Nunnally & Bernstein, 1994).

Convergent Validity

The second criterion for examining measurement models is convergent validity, which examines the correlation of each variable (structure) with its questions (indicators) (Ab-Hamid, Sami, & Sidek, 2017). "Convergent validity is the extent to which the construct converges to explain the variance of its items" (Hair, Risher, Sarstedt, & Ringle, 2019, p. 9). Convergent validity can be seen when the average variance extracted (AVE) from all constructs exceeded 0.5 and the loading factor value is greater than 0.5 (Fornell & Larcker, 1981).

Factor Loadings

Factor loadings are determined by calculating the correlation value of the variables and the factors (Yong & Pearce, 2013). If this value is equal to or greater than 0.4, it confirms that the variance between the variable and its questions is greater than the variance of the measurement error of that structure which means that the reliability for the measurement model is acceptable (Hulland, 1999). However, some of the researchers have mentioned the number 0.5 and greater as the appropriate value of the factor loading (Nunnally, 1978; Rivard & Huff, 1988). According to Hair et al., (2010), factor loading values should be higher than 0.5, and ideally, 0.7 or higher (Hair et al., 2010)

The results of table 11 show that the factor loadings of all items are more than 0.7 and therefore have good validity (Fornell & Larcker, 1981; Hair et al., 2010; Nunnally & Bernstein, 1994).

Moreover, the results of table 12 show that composite reliability for job characteristics items is greater than 0.8 and AVE is greater than 0.5 which show a high level of reliability and validity (Nunnally & Bernstein, 1994; Fornell & Larcker, 1981)

Due to the appropriateness of the validity of all items of the job characteristics questionnaire, all of them have been included in the analysis of the final research model which is presented here.

Table 11: *Results of the Factor Loadings of Job Characteristics Items*

sub component	Item	Symbol	factor loading	Result
Autonomy	Question1	JC1	0.758	suitable
	Question2	JC2	0.831	suitable
	Question3	JC3	0.908	suitable
	Question4	JC4	0.893	suitable
	Question5	JC5	0.909	suitable
	Question6	JC6	0.917	suitable
	Question7	JC7	0.919	suitable
	Question8	JC8	0.933	suitable
	Question9	JC9	0.923	suitable
Task Variety	Question1	JC10	0.878	suitable
	Question2	JC11	0.892	suitable
	Question3	JC12	0.895	suitable
Task Significance	Question1	JC13	0.839	suitable
	Question2	JC14	0.926	suitable
	Question3	JC15	0.884	suitable
Task Identity	Question1	JC16	0.898	suitable
	Question2	JC17	0.936	suitable
	Question3	JC18	0.917	suitable
Feedback from Job	Question1	JC19	0.899	suitable
	Question2	JC20	0.943	suitable
	Question3	JC21	0.956	suitable

Table 12: *Results of Validity and Reliability Analyzes of the First and Second-Order of Job Characteristics*

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Autonomy	0.966	0.971	0.791
Task Variety	0.867	0.918	0.789
Task Significance	0.859	0.914	0.781
Task Identity	0.906	0.941	0.841
Feedback from Job	0.925	0.953	0.870
Job characteristics	0.957	0.961	0.548

Next, organizational support was examined in order to assess the reliability and validity while also determining the appropriateness of analyzing this variable with a PLS-SEM (see Table 13).

The results showed that the factor loadings of all items are more than 0.7 and therefore have good validity (Fornell & Larcker, 1981; Hair et al., 2010; Nunnally & Bernstein, 1994). Further, the data in table 14 show that the composite reliability for all variables is also greater than 0.8 and the AVE for all items is greater than 0.5 which show a high level of reliability and validity (Nunnally & Bernstein, 1994; Fornell & Larcker, 1981) Also, Cronbach's alpha is more than 0.7, which show a relatively high degree of reliability (Cronbach, 1951).

Due to the appropriateness of the validity of all items of the organizational support questionnaire, all of them have been included in the analysis of the final research model.

Table 13: *Results of the Factor Loadings of Perceived Organizational Support items*

Variable	Item	Symbol	loading factor	Result
Perceived organizational support	Question1	OS1	0.879	suitable
	Question2	OS2	0.71	suitable
	Question3	OS3	0.797	suitable
	Question4	OS4	0.885	suitable
	Question5	OS5	0.844	suitable
	Question6	OS6	0.811	suitable
	Question7	OS7	0.897	suitable
	Question8	OS8	0.869	suitable

Table 14: *Results of the Validity and Reliability Analyzes of the First-Order of Perceived Organizational Support*

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Perceived organizational support	0.946	0.951	0.703

Like organizational support, job stress is also reliable and valid as a construct. Due to the appropriateness of the validity of all items of the questionnaire, all of them have been included in the analysis of the final research model (see tables 15 and 16).

Table 15: *Results of the Factor Loadings of Job Stress items*

Variable	Item	Symbol	factor loading	Result
Job stress	Question1	JS1	0.790	suitable
	Question2	JS2	0.856	suitable
	Question3	JS3	0.854	suitable
	Question4	JS4	0.843	suitable
	Question5	JS5	0.855	suitable
	Question6	JS6	0.826	suitable
	Question7	JS8	0.732	suitable

Table 16: *Results of the Validity and Reliability Analyzes of the First-Order of Job Stress*

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Job stress	0.920	0.936	0.678

Finally, job performance was examined in order to assess reliability and validity. The results of the below table (17) showed that the factor loadings for all the questions except question number 5 are more than 0.7 and therefore have good validity ((Fornell & Larcker, 1981; Hair et al., 2010; Nunnally & Bernstein, 1994). On the other hand, the data in table 18 show that the composite reliability for all variables is greater than 0.8 and the AVE for all variables is greater than 0.5 which shows a high level of reliability and validity (Nunnally & Bernstein, 1994; Fornell & Larcker, 1981). Also, Cronbach's alpha is more than 0.7, which shows a relatively high degree of reliability (Cronbach, 1951)

Due to the inadequacy of the validity of one of the items in the job performance questionnaire (question number 5), the question was removed in the analysis of the final research model.

Table 17: *Results of the Factor Loadings of the Job Performance items*

Variable	Item	Symbol	loading factor	Result
Job performance	Question1	JP1	0.752	suitable
	Question2	JP2	0.741	suitable
	Question3	JP3	0.838	suitable
	Question4	JP4	0.850	suitable
	Question5	JP5	0.604	unsuitable
	Question6	JP6	0.856	suitable
	Question7	JP7	0.743	suitable

Table 18: *Results of the Validity and Reliability Analyzes of the First-Order of Job Performance*

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Job performance	0.872	0.904	0.611

Discriminate Validity

Discriminate or divergent validity is the third criterion for examining the fit of measurement models that covers an issue; an important criterion that is determined by divergent validity is the degree to which a variable relates to its questions compared to that variable in relation to other variables. Thus, the acceptable divergent validity of a model indicates that one variable in the model interacts more with its questions than with other variables (Fornell & Larcker, 1981). Discriminant validity is acceptable if the square root of AVE of each construct is larger than its correlations with the other construct (Fornell & Larcker, 1981). The results of Table 19 show that the mean variance for each structure is more than the pooled variance between that structure and other structures, so this criterion is at an appropriate level (Fornell & Larcker, 1981).

Table 19: *Divergent Validity of the Research Variables*

	Job characteristics	Job performance	Job stress	Perceived organizational support
Job characteristics	0.740			
Job performance	0.542	0.716		
Job stress	0.598	0.375	0.823	
Perceived organizational support	0.691	0.436	0.710	0.838

T-Values

To evaluate the fit of the structural model of the research, several criteria are used. The first and most basic criterion being T-values. If the T-value exceeds 1.96, it indicates the correctness of the relationship between the variables and thus confirms the research hypotheses at a confidence level of 0.95 (Suhr, 2003). Also, the observed significance level or P-value refers to the same issue and if it is less than 0.05, the relationship between the variables is accepted at the confidence level of 0.95 (Greenland et al., 2016). According to the interpretive model in structural equation modeling and since the value of T related to the two paths is less than 1.96, it can be said that the relevant path is not significant at the 95% level, so except for the two paths noted in table 20 that were not significant. The rest of the routes studied in the present study are confirmed.

Table 20: *Path Coefficient and T-Values Hypotheses Related to the Research Model Paths*

	Path Coefficient	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Job characteristics -> Job performance	0.453	0.115	3.949	0.001
Job characteristics -> Job stress	-0.205	0.082	2.491	0.013
Job characteristics -> Perceived organizational support	0.691	0.138	5.014	0.001
Job stress -> Job performance	-0.035	0.120	0.289	0.772
Perceived organizational support -> Job performance	0.098	0.127	0.770	0.442
Perceived organizational support -> Job stress	-0.568	0.133	4.283	0.001

Indicators of The Fit of Structural Model of Research

In the partial least squares (PLS) approach, the quality and the fit of the model are measured using several criteria. “The first criterion for examining the structural model is the coefficient of determination (R^2), which measures the overall effect size and variance explained in the endogenous construct for the structural model and is thus a measure of the model’s predictive accuracy” (Hussain, Fangwei, Siddiqi, Ali, & Shabbir, 2018, p. 12). In other words, R^2 shows the effect of an exogenous variable on an endogenous variable (Chin, 1998). Furthermore, three values of 0.19, 0.33 and 0.67 are considered as the criterion values for weak, medium and strong values (Nitzl & Chin, 2017). According to the results, the values obtained for the R^2 are 0.301 for job performance, 0.526 for job stress and 0.477 for organizational support. As noted by Henseler et al., (2009), “If certain inner path model structures explain an endogenous latent variable by only a few exogenous latent variables, moderate R^2 may be acceptable; however, if the endogenous latent variable relies on several exogenous latent variables, the R^2 value should exhibit at least a substantial level” (p. 303).

The second criterion for examining the structural model is Q^2 . This criterion, introduced by Stone (1974) and Geisser (1974), determines the predictive power of the model in dependent variables. According to Stone (1974) and Geisser (1974), models that have an acceptable structural fit should be able to predict the indicators related to the endogenous structures of the model. This means that if in a model, the relationships between structures are properly defined, the structures will be able to have a sufficient impact on each other's indicators and thus confirm the hypotheses correctly. According to Hair et al., (2014) “a Q^2 value larger than zero for a particular endogenous construct indicates the path model’s predictive relevance for this particular construct” (p. 113-114). Henseler et al., (2009) argued that the “ Q^2 values of 0.02,

0.15, and 0.35 signify small, medium, and large predictive relevance of certain latent variable, thus explaining the endogenous latent variable under evaluation” (p. 305). According to the results the values obtained for the Q^2 in this stud were 0.153 for job performance, 0.330 for job stress and 0.308 for organizational support.

Also, to evaluate the general model, the Standardized Root Mean Square Residual (SRMR) is used, which a value less than 0.1 indicates perfect fit (Cangur & Ercan, 2015).

Table 21: *Research Model Fit Indicators*

Variable	Q^2	R^2	SRMR
Job performance	0.153	0.301	0.098<0.1
Job stress	0.330	0.526	
Perceived organizational support	0.308	0.477	

As seen in table 21, the values obtained for the Q^2 and R^2 are in the medium to strong range. Additionally, the Standardized Root Mean Square Residual (SRMR) value is less than 0.1, which indicates the appropriate quality of the research model (Cangur & Ercan, 2015). Figure 3 presents the model along with path coefficients.

Figure 3: Final Research Model in the Case of Path Coefficient and Factor Loadings

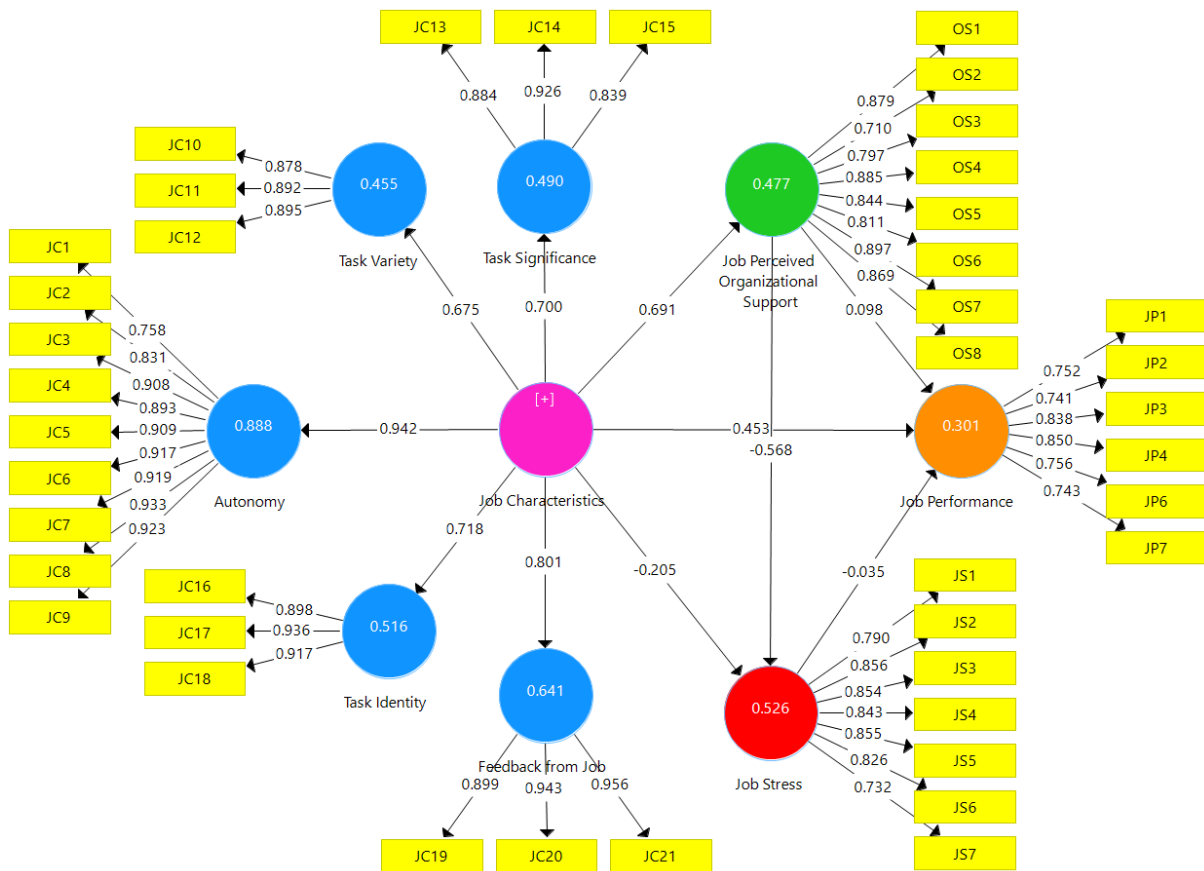
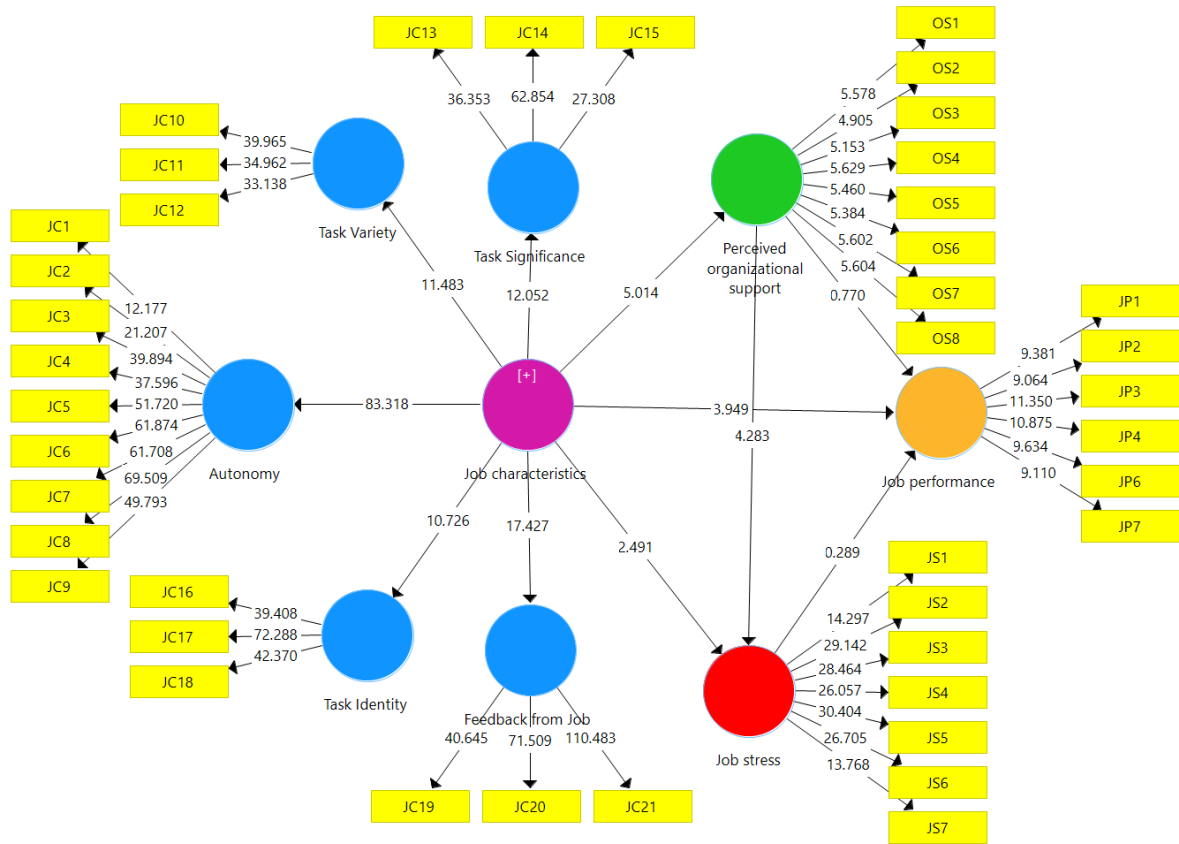


Figure 3 shows path coefficient and factor loadings for the research variables. Factor loadings of all items of job characteristics, POS and job stress are more than 0.7 and therefore have good validity (Fornell & Larcker, 1981; Hair et al., 2010; Nunnally & Bernstein, 1994). Due to the inadequacy of the validity of one of the items in the Job performance questionnaire (question number 5), the question was removed in the analysis of the final research model which improved the model fit (see Figure 4).

Figure 4: Final Research Model in the case of Significant Values



As seen in the Figure 4, which presents T-values for research variables and reported in table 20 if the value of these numbers exceeds 1.96, it indicates the correctness of the relationship between the variables (Suhr, 2003). Also, P-value refers to the same issue and if it is less than 0.05, the relationship between the variables is accepted at the confidence level of 0.95 (Greenland et al., 2016). According to Figure 4, all paths except the paths between job stress with job performance and POS with job performance are significant.

Chapter 5: Discussion

The aim of this study was to investigate the relationship between job characteristics, job stress and job performance among employees of the sports sectors in Canada. The study population consisted of different Canadian National Sports Organizations (e.g., Badminton Canada, Diving Canada, Weightlifting Canada, Swimming Canada) and for-profit sport organizations (e.g., fitness companies and sport providers). In order to collect information and review research questions, this study utilized previously validated questionnaires: Job Design Questionnaire (Morgensen & Humphrey, 2006), Perceived Organizational Support Questionnaire (Eisenberger et al., 1997), Job Stress Questionnaire (Parker & DeCotiis, 1983) and the Job Performance Scale (Williams & Anderson, 1991). A total of 146 people from different parts of the Canadian sports sectors participated in the study.

The first research question asked about the relationship between job characteristics and job stress. Each job has its own unique characteristics, so in this study, an attempt has been made to examine the characteristics of jobs related to sport. The results showed that job characteristics have a significant effect on job stress ($p < .01$) and the value of path coefficient (-0.205) indicates that there is an inverse relationship between these two variables. This means when the features of job characteristics increase, job stress will be reduced.

The job characteristics variable in this study is taken from the model of Hackman & Oldham 1975, which consists of 5 items; skill variety, task identity, task significance, autonomy, and feedback (Hackman & Oldham, 1975). Skill variety refers to the extent to which an employee has to perform a wide range of activities and/or work with a variety of equipment and procedures, using diverse skills (Hackman & Oldham, 1975). Task identity has been defined as the degree to which the task requires performing the whole process from beginning to the end

with visible results (Hackman, & Morris, 1975). Task significance refers to the level to which the job has a considerable effect on the lives or work of other people in or out of the organization (Hackman & Oldham, 1975). Task autonomy refers to the degree to which the job gives considerable independence and freedom to the employees in arranging their work (Hackman & Oldham, 1975). The last feature which is feedback refers to the amount of information received by employees about the effectiveness and quality of their job performance (Hackman & Oldham, 1975).

The results of this research confirm that when the features of job characteristics especially task autonomy increase then job stress will be reduced. People with higher job freedom can better regulate their job duties and control and minimize the stress caused by job conflict (Fried, Hollenbeck, Slowik, Tiegs, & Ben-David, 1999; Troyer, Mueller, & Osinsky, 2000). Also, providing employees with suitable feedback about the quality of their job and their performance could help employees to recognize their weak points and the areas that need to be improved and this will lead to both reduced stress and a better understanding of their performance (Coelho & Augusto, 2010). According to the job characteristics theory, there are direct correlations between these characteristics and psychological states such as experienced meaningfulness of the work, experienced responsibility for work-related outcomes, and knowledge of actual results of the work (Hackman & Oldham, 1976). This study replicated these assertions.

Recently, job stress has become a very common phenomenon and this issue has faced managers with various challenges (Avey et al., 2009). Each of the job characteristics can be considered as a way to improve the work environment for employees; However, the use of a highly formalized structure can limit the positive effects of job characteristics and lead to job

stress (Conner, & Douglas, 2005). Previous research has confirmed the relationship between job characteristics and job stress (e.g., Lambert et al., 2007; Mark & Smith, 2011; Mark & Smith 2012). According to the results of this research, we can say all the job characteristics studied were found to be associated with job stress. In addition, if these features increased, job stress decreased. Hence, sports managers should design jobs in such a way that they provide the employee with enough freedom to decide about their tasks, receive feedback on their performance, have a clear understanding of their tasks and their results and understand the importance of their responsibilities for the organization. Managers should try by enriching certain elements of jobs, provide conditions at workplace that could change people's mental states, increase the effectiveness of employees, and decrease job stress (Darren, 2005).

It was of interest in this study to find out if organizational support is effective in reducing job stress. Managers should be concerned about the conditions under which employees work so that the person can make the best use of their potentials and capabilities (MacIntosh & Burton, 2019). The results of the study showed that organizational support has a significant effect on job stress ($p = 0.0001$) and it is inversely related to job stress (Path Coefficient = -0.568). Thus, if employees felt supported by their organization, their stress will be reduced (and vice versa). Organizational support derives from the theory of social exchange (Casper et al., 2011), according to which employees offer their efforts and loyalty to the organization and in return the organization meets their demands (Cropanzano, & Mitchell, 2005). Further, organizational support could be in various forms; for example, according to Eisenberger et al., (1997) organizations could support their employees if they value their employees' wellbeing, appreciate employees' effort, pay attention to the complaints, and recognize the success of their members (Eisenberger et al., 1997). The results of this study show that if sport managers support their

employees by for example caring about their employees' well-being, paying attention to their employees' concerns/complaints, appreciating extra efforts from their members, taking pride in the employees' accomplishments at work, that they are able to reduce employee job stress. Consequently, and in support of other researchers' assertions, it is important to provide employees with support to reduce stress. Doing so may have further implications such as an increase to job commitment, increased job participation and job satisfaction (Gao & Yuan, 2012; Neves & Eisenberger, 2014; Ehsani et al., 2013; Kurtessis et al., 2015) which warrants further consideration in sport management.

People in the organization are always under the influence of stress (Lee, 2020). Fletcher et al., (2006) believe organizational stressors in sport performers consist of five general dimensions: factors intrinsic to the sport, roles in the sport organization, sport relationships and interpersonal demands, athletic career and performance development issues and organizational structure and climate of the sport (Fletcher et al., 2006). Among the mentioned factors, the organization has an effective role in all of them and can make the conditions favorable in such a way that the employees feel more supported by (i.e., putting a value on their employees' efforts and success, considering their happiness and wellbeing, paying attention to complaints from the employees, caring their member job satisfaction) (see table 13). When someone receives support from the organization, he or she tries to repay the organization. As part of this compensation process, they feel emotionally devoted to it and they try to make extra efforts to help the organization reach its goals (Rocha & Chelladurai, 2011). The results of the present study suggest that when an employee feels support from the organization, that there will be a reduction of job stress. Perhaps not surprising, but nonetheless important, managers of sport organizations need to support employees beyond what is guaranteed within an employment contract. Managers

for instance should try to provide a healthy workplace environment for their employees to show that the well-being and the health of employees are in fact, important for them. They also can set up regular meetings to listen to any complaints or concerns from their members and consider some rewards for the employees' work accomplishments. This may be particularly important within the context of this research that is, the Covid-19 pandemic.

According to the World Health Organization, job stress particularly occurs when employees do not have enough support from their managers or supervisors (World Health Organization, 2020). Organizational support helps relieve some of the stress which can produce harm to a person (Gao & Yuan, 2012). According to the results of this study which confirmed the importance of supporting people, managers must have a clear understanding of stressors including work overload, role ambiguity, Covid-19 related stressors (such as fear of losing the job, social distancing) and therefore, prepare their support programs beyond the job contract.

The next question of the study was asking if job characteristics are related to job performance. Job performance is one of the favorite variables in any organization because it can estimate the extent to which the organization achieves its goals (Borman & Motowidlo, 1993). The results (figure 4) showed that job characteristics (skill variety, task identity, task significance, autonomy, and feedback) have a significant effect on job performance. Job characteristics can affect the job performance of employees in different ways; when a person has a job with a high variety of skills, he or she can use his creativity to achieve career goals and this will make the person feel valued; In addition, the identity of the task will help to understand the importance of work that increases efficiency (Coelho & Augusto, 2010).

According to the research model (figure 3), it can be said that among job characteristics components autonomy and feedback are the most influential factors. Autonomy can increase

work motivation and pave the way for employees to take on new responsibilities (Mergerson & Campaign, 2003). Providing feedback could help employees to maximize their potential (Pulakos, Hanson, Arad, & Moye, 2015). Sometimes the lack of proper feedback in the workplace causes the tasks related to a job to not be properly recognized and causes stress in employees (Coetzee & De Villiers, 2010).

Hwang and Jang (2020), believe that job characteristics, especially the importance of the task, have a significant impact on work outcomes (Hwang & Jang, 2020). Moreover, according to previous studies job characteristics are key factors to increase employees' job performance (Hunter, 2006; Kumar et al., 2016; Parker et al., 2017; Usman, & Jangraiz, 2015). The results of this research confirmed the strong association between these variables and denote that for management, there needs to be a focus on the job characteristics of their employees to understand their performance.

Interestingly in this study, the relationship between organizational support and job performance was not significant ($p = 0.441$). This is counter to claims where organizational support should lead to better performance. Previous studies (e.g., Caesens et al., 2015; Ehsani et al., 2013; Gao and Yuan, 2012) have found a positive effect of organizational support on outcome variables such as commitment, intrinsic motivation, job satisfaction and reduced stress. In addition, and in contrast to Eisenberger et al., (2001), Rhoades and Eisenberger (2002) and Van Lemon (2012) who found that there is a positive relationship between organizational support and organizational performance, our study nuances these assertions within sport organizations which perhaps are different from the focus of other researchers. The assertion here is that in order to understand organizational support, employees must have a sense of belonging to the organization (Filipova, 2010). It is possible that our survey population (nearly 64%) had

overall less than 5 years of work experience in their current job and that there may be a lack of connection between organizational support and job performance. Furthermore, it is possible that this is a product of collecting data during a Pandemic, something vastly different than the context of these other studies. For example, a 'sense of belonging' during a pandemic wherein everyone is learning how to communicate with technological means is a consideration warranting future research. Also, the job performance scale which has been used in this research is a self-reported questionnaire; which means the participants evaluated their own performance in their jobs. Hence, there is the possibility that the performance of the employees is judged as perfect based on self-evaluation during a particularly challenging period of work.

Finally, the study also examined the relationship between job stress and job performance. Interestingly, the results showed that there was no significant relationship between job stress and job performance. Stress management is one of the problems in the workplace for sports managers (Lee, 2020). Stress management programs can have a significant impact on reducing stress and increasing employee productivity (Patro & Kumar, 2019). It is possible that in the organizations present in the research, stress management programs have been implemented in such a way that participants experienced a lower level of work stress, and this has less impact on their job performance. The results contradict much of the research on job stress and performance (e.g., Ahmed & Ramzan, 2013; Noblet & Lamontagne, 2006; Zander et al., 2015). Additionally, researchers have shown that employees with high levels of work-related stress are more expensive for the organizations because of the consequence of medical support costs needed and lower overall productivity levels (e.g., VanWormer et al., 2011; Cosio, 2011). It is possible that the organizations present in the research may have implemented some forms of stress management programs that have helped employees' stress levels. It is also possible that optimal

levels of stress are enabling the employee to in fact perform at an optimal level (although it is a self-report on performance), or maybe the employees are not worried about their performance especially during the pandemic. What is clear however is that more work needs to be conducted on job stress in sport to help understand further the relationships that exist between levels of stress (e.g., low, optimal, high) and overall productivity measured either by the self or by others (e.g., management).

Chapter 6: Conclusion

The people in charge of managing sport organizations need to consider how to improve work-related performance of their employees while enabling a healthy work environment for employees. Creating a work environment that supports the employee serves the greater interest of the sport organization due in part to increased work-related performances. As sport organizations are service-oriented (Shani, 1997) it is critical to ensure that employees feel well at work and that management considers their needs and wants related to the dynamics of the service environment (c.f., MacIntosh & Burton, 2019). This requires an understanding of various job characteristics which influence performance. Hackman and Oldham (1976) designed a model based on the factors affecting job performance and job satisfaction. They provided a model for understanding the adjustment between job and employee through interactions of core dimensions of the job with employee's psychological states; experience of meaningful work, experience of responsibility for outcomes of the work, and knowledge of the actual results of the work activities (Bohlander & Snell, 2013; Cascio, 2010; Moorhead & Griffin, 2008; Ozturk, Hancer & Im, 2014). These psychological states collectively impact employees' personal and work outcomes, such as employees' motivation, satisfaction, and work performance as well as low absenteeism and turnover rates (Hackman & Oldham, 1980). This model has been able to provide what is needed in the management process to improve productivity in the form of a model by considering the structural and psychological dimensions of the work environment.

As mentioned in the previous chapter, job characteristics and organizational support are important factors that can reduce employees' job stress. According to the job characteristics theory, skill variety (how many different skills are required), task significance (how important the job is), task identity (how well everyday tasks are related to overall work goals), autonomy

(how free the individual is to manage their own working) and feedback (the amount of reward, praise, or comment the worker receives) are the main features of any job that lead to higher job satisfaction and job performance (c.f., Hackman & Oldham, 1975). The results of this research also confirmed that when these features of the job increase, the job stress will be reduced.

Interestingly, job stress in this study was found to be not influential on job performance which contrasts previous theoretical understanding. It is possible that this is a consequence of pandemic attitudes wherein people place different values on the importance of the job itself. It is also possible that this is produce of how job performance was assessed and even the self-reported job performance questionnaire itself. Controlling for self-report and a level of social bias is difficult. In future studies, it may be advantageous to seek further understanding through qualitative means to enable a more complete understanding of the quantitative scores.

When employees are faced with stressful conditions and high job demands, they need to be supported by their organization (Krishnan & Mary, 2012). Managers should provide employees with a supportive job environment to enhance employees' health, job satisfaction and job performance (Arogundade et al., 2015). Being supported by the organizations and their management for employees gives them the feeling that their well-being is important (Eisenberger et al., 1986). Lack of support from managers, leaders or organizations has been reported as a major stressor in the workplace (Allisey, Noblet, Lamontagne, & Houdmont, 2013; Mosadeghrad, 2013; Spurgeon et al., 2012).

This research also confirms that organizational support is an important factor in reducing stress among employees who are working in sports sectors. Therefore, managers should provide the conditions favorable in such a way that the employees feel more supported by (i.e., putting a value on their employees' efforts and success, considering their happiness and well-being,

paying attention to complaints from the employees, caring their member job satisfaction) especially during the pandemic which people needs to be supported than before.

Although in this study there was no relationship between job stress and job performance, according to the literature review job stress should contribute to decreased job performance (Ahmed & Ramzan, 2013; Limm, et al., 2011). As mentioned before, it could be due to the consequence of pandemic attitudes wherein people place different values on the importance of the job itself or because of the produce of how job performance was assessed.

In the research model (figure 3 and 4) the paths between job characteristics with job stress and job performance were significant which confirmed that the features of the job can increase or decrease one's job-related stress and performance. Also, it has been confirmed that organizational support can reduce job stress.

Research suggestions

In any organization, job performance and the factors related to it are very important. In order to achieve an optimal level of performance, sports managers must pay attention to various issues in a person's stages of their career. This has implications on job design, recruitment process and daily human resource management strategies. Managers need healthy, thoughtful, and creative human resources to achieve the highest goals of an organization. Central to this is the employee and their needs and wants. This 'developmental' perspective is of management concern in sport. Longer-term orientation requires developing the person, a tenet of people centered organizations.

Sports sectors are always associated with job stress due to the competitiveness of events and responsibilities of individuals (MacIntosh & Burton, 2019; Chelladurai & Kerwin, 2018).

Therefore, in organizing these jobs, responsibilities and tasks should be distributed in such a way that excessive pressure of responsibilities or accumulation of tasks does not increase stress.

Managers in sports sectors should try to provide an environment with facilitative job features that reduce employees' stress. Based on the Job Characteristics Model, five main job characteristics (skill variety, task significance, task identity, autonomy, and feedback) were to invoke three psychological states in employees; these five characteristics will lead to a lot of desirable personal and work outcomes (Janse, 2018). According to the results of this research which confirm the positive effects of job characteristics in reducing job stress it is suggested that managers in sports sectors should define employees' responsibilities and duties clearly, provide employees with feedback on their performance, give employees enough autonomy in their job, and assure employees that their job has significant effects on their organizations.

Job characteristics in this research not only affected job stress but also have been proved to have a positive relationship with job performance (see table 20). Consequently, enriching job characteristics which could be started by some simple but significant tips such as giving feedback to employees or provide them with enough job autonomy, managers can improve the efficiency and performance of their employees.

Considering the negative relationship between organizational support and job stress in this research, it could be suggested that organizations must be aware of employees' needs and support them to the best of their abilities. Organizational support was found to be influential in understanding job stress within the study. Consequently, managers in these organizations should care about the health of their employees and consider some measures to provide further support (i.e., appreciate employees' effort, consider their complaints) to their employees especially in difficult situations which could lead to stress.

Research Limitations and Future Research

As with any research, there were some limitations to this study. The study was launched during the Covid-19 pandemic when many sectors of sport were paused or stopped altogether. This had a direct influence on staffing in that many people were laid off, furloughed, or working only part-time. This also likely had an impact on the final number of participants. In addition, the issue of gaining employees' confidence to cooperate due to the fear of expressing real opinions is another limitation. Although it was mentioned that participating in the survey is completely voluntary and it does not affect the relationship between the participants and their organizations, it is possible that some people were not comfortable expressing their opinion freely. Considering the goal of this study which was investigating the relationship between job characteristics, job stress and job performance, no comparisons were made between participating organizations. However future research could provide a better understanding of the level of stress, organizational support, and job performance by comparing the type of organizations.

Despite these limitations, conducting this research during this unique period of time provided an account of people working in sport in Canada and ultimately demonstrated that understanding job characteristics and the level of organizational support received is particularly influential in understanding important management outcomes. Conducting this research in other sports sectors and combining other job characteristics and using complementary methods such as interviewing could be potential research streams.

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Appendix A: University of Ottawa Ethics Approval Notice

11/12/2020

Université d'Ottawa

Bureau d'éthique et d'intégrité de la recherche

University of Ottawa

Office of Research Ethics and Integrity

CERTIFICAT D'APPROBATION ÉTHIQUE | CERTIFICATE OF ETHICS APPROVAL

Numéro du dossier / Ethics File Number	H-11-20-6165
Titre du projet / Project Title	The Causal Relationship between Job Characteristics, Organizational Support with Stress and Performance
Type de projet / Project Type	Thèse de maîtrise / Master's thesis
Statut du projet / Project Status	Approuvé / Approved
Date d'approbation (jj/mm/aaaa) / Approval Date (dd/mm/yyyy)	11/12/2020
Date d'expiration (jj/mm/aaaa) / Expiry Date (dd/mm/yyyy)	10/12/2021

Équipe de recherche / Research Team

Chercheur / Researcher	Affiliation	Role
Sahar HOSSEINI	École des sciences de l'activité physique / School of Human Kinetics	Chercheur Principal / Principal Investigator
Eric MACINTOSH	École des sciences de l'activité physique / School of Human Kinetics	Superviseur / Supervisor

Conditions spéciales ou commentaires / Special conditions or comments

550, rue Cumberland, pièce 154 550 Cumberland Street, Room 154
Ottawa (Ontario) K1N 6N5 Canada Ottawa, Ontario K1N 6N5 Canada

613-562-5387 • 613-562-5338 • ethique@uOttawa.ca / ethics@uOttawa.ca
www.recherche.uottawa.ca/deontologie | www.recherche.uottawa.ca/ethics

Appendix B: Letter of Information (EN)

The Causal Relationship between Job Characteristics, Organizational Support with Stress and Performance

Dear respondent,

My name is Sahar Hosseini and I am a Master's candidate in the School of Human Kinetics at the University of Ottawa. The supervisor for my study is Dr. Eric MacIntosh. The reason for contacting you today is to invite you to participate in a research study on job stress and job performance.

Specifically, you are invited to participate in a research study that will examine the relationship between job characteristics, organizational support, job stress and job performance. The study will measure the level of job stress, organizational support and the influence of job characteristics on job performance.

Your voluntary participation would entail filling out a survey which consists of 49 questions accessible via 2 direct URL links. The survey takes approximately 5-10 minutes to complete, and you may choose either an English or French survey based on your language preference. Participants will only be asked to complete the online survey one time. In order to participate, you must be a paid employee 18 years of age or older.

Your participation is completely voluntary. You may refuse to participate, refuse to answer any question, or withdraw from the study at any time without any negative consequence. However, given the anonymity of the study, once a survey is submitted researchers will not be able to remove survey responses. You will not be identified by name and your responses will remain strictly confidential. All data is stored in a password protected electronic format.

At the end of the study, an executive summary of the findings will be posted on Dr. Eric MacIntosh university homepage. The summary will ensure anonymity of the participants as all results will be aggregated so as to not identify any employee.

The findings can provide an understanding of the level of stress and organizational support in sport organizations in Canada, as well as providing an environment with facilitative job characteristics that reduce employees job stress.

If you have any ethical concerns regarding this study, you may contact the University of Ottawa's Protocol Officer for Ethics in Research, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON, K1N 6N5, tel.: 613.562.5387, email: ethics@uottawa.ca.

Thank you for your time. Please contact us if you have any questions or concerns.

Sincerely,

Letter of Information (FR)

La relation causale entre les caractéristiques de l'emploi, le soutien organisationnel avec le stress et la performance

Cher/chère répondant(e)

Je m'appelle Sahar Hosseini et je suis candidate en Master à l'École des sciences de l'activité physique de l'Université d'Ottawa. Le superviseur de mon étude est le Dr Eric MacIntosh. La raison pour laquelle je vous contacte aujourd'hui est de vous inviter à participer à une étude de recherche sur le stress et la performance au travail.

Plus précisément, vous êtes invités à participer à une étude qui cherche à examiner la relation entre les caractéristiques de l'emploi, le soutien organisationnel ainsi que le stress et le rendement au travail. L'étude a pour but de mesurer le niveau de stress au travail, le soutien organisationnel et l'influence des caractéristiques de l'emploi sur le rendement au travail.

Votre participation volontaire impliquerait de remplir une enquête composée de 50 questions accessibles via 2 liens URL directs. Elle dure environ 10 à 15 minutes et vous pouvez choisir d'y répondre en anglais ou en français en fonction de votre préférence linguistique. Les participants ne seront invités à répondre au questionnaire en ligne qu'une seule fois. Pour participer, vous devez être un(e) employé(e) rémunéré(e) âgé(e) de 18 ans ou plus.

Votre participation est entièrement volontaire. Vous pouvez refuser de participer ou de répondre à toute question dont vous ne désirez pas, ou vous retirer de l'étude à tout moment sans aucune conséquence. Cependant, les participants étant anonymes, une fois que le questionnaire est rempli et enregistrée, les chercheurs ne pourront pas supprimer vos réponses. Vous ne serez pas identifié par votre nom et vos réponses resteront strictement confidentielles. Toutes les données sont sauvegardées sous format électronique protégé par un mot de passe.

À la fin de l'étude, un résumé des résultats sera publié sur la page d'accueil de l'université Dr. Eric MacIntosh. Le résumé préservera l'anonymat des participants car tous les résultats seront agrégés de manière à ne pas les identifier.

Les résultats pourraient permettre d'acquérir une compréhension du niveau de stress et de soutien organisationnel dans les organisations sportives au Canada, afin d'offrir aux employé(e)s un environnement avec des caractéristiques de travail facilitantes qui contribueraient à la réduction du stress.

Si vous avez des questions d'ordre éthique concernant cette étude, vous pouvez contacter le responsable du protocole d'éthique de la recherche de l'Université d'Ottawa, Halle Tabaret, 550 Rue Cumberland, salle 154, Ottawa, ON, K1N 6N5. Téléphone : 613.562.5387. E-Mail :

Merci pour le temps que vous nous avez accordés. Veuillez nous contacter si vous avez des questions.

Cordialement,

Appendix C: Participant Consent Form (EN)

The Causal Relationship between Job Characteristics, Organizational Support with Stress and Performance

The following project is being conducted as part of Sahar Hosseini Master's Thesis.

Principal investigator: Sahar Hosseini, Master's Student, School of Human Kinetics, University of Ottawa, 125 University St., Montpetit #419, Ottawa, ON, K1N 6N5.

Supervisor: Dr. Eric MacIntosh, Professor, School of Human Kinetics, University of Ottawa, 125 University St., Montpetit #373, Ottawa, ON, K1N 6N5.

Invitation to Participate: I am invited to participate in the above-mentioned research study conducted by Sahar Hosseini and Dr. Eric MacIntosh

Purpose of the Study: The purpose of this study is to investigate the relationship between job characteristics, organizational support, job stress and job performance. Moreover, the study will aim to gain an understanding of the level of employees' job stress and also organizational support within the for-profit and public sports sectors in Canada.

Participation: My participation will consist of taking part in an online survey about my job characteristics, organizational support, job stress and job performance which will take approximately 10-15 minutes. I will be asked questions related to my job characteristics, my organization support, the level of my job stress and job performance. As a voluntary participant, I have the option to refuse to answer any questions.

Risks: My participation in this study will not entail any foreseeable risks. My choice to participate (or not) will have no effect on my relationship with my organization because participating in the survey is completely voluntary.

Benefits: My participation in this study will provide me the opportunity to reflect the level of my job stress and also uncover the role of my job characteristics and organizational support on my stress and performance and help to provide an environment with facilitative job characteristics that reduce employees job stress.

Confidentiality and Anonymity: I have received assurance from the researchers that all information will remain anonymous. I understand that the findings will be used only for academic purposes and the name of participant and the organizations will not be collected.

Conservation of Data: The data collected (survey responses) will be stored in a password protected format on the computer of the principal investigator for five years.

Voluntary Participation: I am under no obligation to participate, and there will be no negative consequences of my choosing to not participate in the study. If I choose to participate, I can

withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. Given the anonymity of the study, once responses are submitted, individual datasets cannot be retraced. Thus, once a response is submitted, researchers will not be able to remove my survey response.

The study is being conducted independently from any for-profit or public sports organizations in Canada.

Participants should print a copy of the consent form to keep for their personal records.

If I have any questions about the study, I may contact the researchers. If I have any ethical concerns regarding my participation in this study, I may contact the University of Ottawa's Protocol Officer for Ethics in Research, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON, K1N 6N5, tel.: 613.562.5387, email: ethics@uottawa.ca.

*Do you agree to the above terms? By clicking Yes, you consent that you are willing to answer the questions in this survey.

Yes

No

Participant Consent Form (FR)

La relation causale entre les caractéristiques de l'emploi, le soutien organisationnel avec le stress et la performance

L'étude de recherche suivante est menée dans le cadre de la thèse de maîtrise de Sahar Hosseini.

Chercheur principal : Sahar Hosseini, étudiante en Master, École des sciences de l'activité physique, Université d'Ottawa, 125, rue University, Montpetit #419, Ottawa, ON, K1N 6N5.

Superviseur : Dr Eric MacIntosh, professeur à l'École de cinétique humaine, Université d'Ottawa, 125, rue University, Montpetit # 373, Ottawa, ON, K1N 6N5.

Invitation à participer : Je suis invité(e) à participer à l'étude de recherche mentionnée menée par Sahar Hosseini et le Dr Eric MacIntosh.

But de l'étude : Le but de cette étude est d'étudier la relation entre les caractéristiques de l'emploi, le soutien organisationnel, le stress au travail et le rendement au travail. De plus, elle cherche à mieux comprendre le niveau de stress au travail des employés et le soutien organisationnel dans les secteurs du sport aux buts lucratif et public au Canada.

Participation : Ma participation consistera à répondre au questionnaire en ligne portant sur les caractéristiques de mon travail, le soutien organisationnel, le stress et les performances au travail. Il durera environ 10 à 15 minutes. On me posera des questions liées à mes caractéristiques professionnelles, au soutien de mon organisation, au niveau de mon stress et rendement au travail. En tant que participant(e) volontaire, j'ai la possibilité de refuser de répondre aux questions.

Risques : Ma participation à cette étude n'entraînera aucun risque prévisible. Mon choix de participer (ou non) n'aura aucun effet sur ma relation avec mon organisation.

Avantages : Ma participation à cette étude me donnera l'opportunité de refléter sur le niveau de mon stress au travail et aussi de découvrir le rôle de mes caractéristiques professionnelles et de mon soutien organisationnel sur mon stress et ma performance et aidera à fournir un environnement avec des caractéristiques de travail facilitantes qui réduisent le niveau de stress des employé(e)s.

Confidentialité et anonymat : J'ai reçu l'assurance des chercheurs que toutes les informations resteront anonymes. Je comprends que les résultats ne seront utilisés qu'à des fins académiques et le nom du participant et des organisations ne sera pas recueilli.

Conservation des données : Les données collectées (réponses au questionnaire) seront enregistrées sous format protégé par un mot de passe sur l'ordinateur du chercheur principal pendant cinq ans.

Participation volontaire : Je n'ai aucune obligation de participer et il n'y aura aucune conséquence négative de mon choix à ne pas participer à l'étude. Si je choisis de participer, je peux me retirer de l'étude à tout moment et / ou refuser de répondre à toute question,

sans subir de conséquences négatives. Compte tenu de l'anonymat de l'étude, une fois les réponses soumises, l'ensemble des données individuelles ne peuvent pas être retracées. Ainsi, une fois qu'une réponse est soumise, les chercheurs ne pourront pas supprimer ma réponse au questionnaire.

L'étude est menée indépendamment de toute organisation sportive publique ou à but lucratif au Canada.

Les participants sont invités à imprimer une copie du formulaire de consentement à conserver pour leurs dossiers personnels.

Si j'ai des questions sur l'étude, je peux contacter le chercheur ou son superviseur aux numéros mentionnés dans le présent document.

Nom du chercheur principal: Sahar Hosseini

Étudiant en master

École de cinétique humaine

Faculté des sciences de la santé

Université d'Ottawa

Superviseur: Eric MacIntosh, Ph.D.

professeur agrégé

École de cinétique humaine

Faculté des sciences de la santé

Université d'Ottawa

125 Université privée (MNT 373) Ottawa ON K1N 6N5 Canada

Si j'ai des préoccupations d'ordre éthique concernant ma participation à cette étude, je peux communiquer avec l'agent du protocole d'éthique de la recherche de l'Université d'Ottawa, Pavillon Tabaret, 550, rue Cumberland, bureau 154, Ottawa, ON, K1N 6N5, tél : 613.562.5387, courriel : ethique@uottawa.ca.

*Acceptez-vous les conditions ci-dessus? En cliquant sur Oui, vous acceptez de répondre aux questions de cette enquête.

Oui

Non

Appendix D: Research Survey (EN)

Part I: demographic questionnaire

1. What is your gender?

- Female
- Male
- You don't have an option that applies to me

2. Which category below includes your age?

- 20 or younger
- 21-30
- 31-40
- 41-50
- 51 or older

3. What is the highest level of education you have completed or the highest degree you have received?

- PhD
- Master
- Bachelor
- College degree
- Some college but no degree
- College or university degree did not finished
- High school degree or equivalent (e.g., GED)

4. Which category below includes your job experience in your current job within your organization?

- Less than 5 years
- Between 5 to 10 years
- Between 10 to 15 years

- Between 15 to 20 years
- More than 20 years

5. Which one describes your organization?

- Private sector
- Public sector
- Non for profit sector

Part II: Job Characteristics Questionnaire

The questions in this section concern characteristics of the job itself. Using the scale below, please indicate the extent to which you agree with each statement. Remember to think only about your job itself, rather than your reactions to the job.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	somewhat Disagree	Neither Agree nor Disagree	somewhat Agree	Agree	Strongly Agree

Autonomy*Work Scheduling Autonomy*

1. The job allows me to make my own decisions about how to schedule my work. _____
2. The job allows me to decide on the order in which things are done on the job. _____
3. The job allows me to plan how I do my work. _____

Decision-Making Autonomy

1. The job gives me a chance to use my personal initiative or judgment in carrying out the work. _____
2. The job allows me to make a lot of decisions on my own. _____
3. The job provides me with significant autonomy in making decisions. _____

Work Methods Autonomy

1. The job allows me to make decisions about what methods I use to complete my work. _____
2. The job gives me considerable opportunity for independence and freedom in how I do the work. _____
3. The job allows me to decide on my own how to go about doing my work. _____

Task Variety

1. The job involves a great deal of task variety. _____
2. The job involves doing a number of different things. _____
3. The job requires the performance of a wide range of tasks. _____

Task Significance

1. The results of my work are likely to significantly affect the lives of other people. _____

2. The job itself is very significant and important in the broader scheme of things. _____
3. The job has a large impact on people outside the organization. _____

Task Identity

1. The job involves completing a piece of work that has an obvious beginning and end. _____
2. The job is arranged so that I can do an entire piece of work from beginning to end. _____
3. The job provides me the chance to completely finish the pieces of work I begin. _____

Feedback from Job

1. The work activities themselves provide direct and clear information about the effectiveness (e.g., quality and quantity) of my job performance. _____
2. The job itself provides feedback on my performance. _____
3. The job itself provides me with information about my performance. _____

Part III: Job Perceived Organizational Support Questionnaire

Listed below are statements that represent possible opinions that YOU may have about working at your organization. Please indicate the degree of your agreement or disagreement with each statement that best represents your point of view. Please choose from the following answers.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	somewhat Disagree	Neither Agree nor Disagree	somewhat Agree	Agree	Strongly Agree

1. The organization values my contribution to its well-being. _____
2. The organization fails to appreciate any extra effort from me. _____
3. The organization would ignore any complaint from me. _____
4. The organization really cares about my well-being. _____
5. Even if I did the best job possible, the organization would fail to notice. _____
6. The organization cares about my general satisfaction at work. _____
7. The organization shows very little concern for me. _____
8. The organization takes pride in my accomplishments at work. _____

Part IV: Job Stress Questionnaire

Please, indicate the number that best describes your agreement with the following statement about your job.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	somewhat Disagree	Neither Agree nor Disagree	somewhat Agree	Agree	Strongly Agree

1. Working here makes it hard to spend enough time with my family. _____
2. Working here leaves little time for other activities. _____
3. I frequently get the feeling I am married to the company. _____
4. I have too much work and too little time to do it in. _____
5. There are lots of times when my job drives me up the wall. _____
6. Sometimes when I think about my job I get a tight feeling in my chest. _____
7. I feel guilty when I take time off from the job. _____

Part V: Job Performance Questionnaire

The questions in this section concern your job performance. Using the scales for each part please answer the questions.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	somewhat Disagree	Neither Agree nor Disagree	somewhat Agree	Agree	Strongly Agree

1. I adequately complete assigned duties. _____
2. I fulfill responsibilities specified in job description. _____
3. I perform tasks that are expected of me. _____
4. I meet formal performance requirements of the job. _____
5. I engage in activities that will directly affect my performance evaluation. _____
6. I neglect aspects of the job I am obligated to perform. _____
7. I fail to perform essential duties. _____

Research Survey (FR)

Partie I : Questions démographiques

1. Quelle est votre sexe ?

- Femme
- Homme
- Vous n'avez pas d'option qui s'applique à moi

2. Dans quelle catégorie est compris votre âge ?

- 20 ou moins
- 21-31
- 31-40
- 41-50
- 51 ou plus

3. Quel est le niveau de scolarité le plus élevé que vous avez atteint ou le diplôme le plus élevé que vous avez obtenu ?

- Doctorat
- Master
- Bachelier
- Collège avec diplôme
- Collège sans diplôme
- Diplôme collégial ou universitaire non terminé
- Baccalauréat ou équivalent (ex : GED)

4. Quelle catégorie ci-dessous comprend votre expérience professionnelle dans votre emploi actuel au sein de votre organisation ?

- Moins de 5 ans
- Entre 5 et 10 ans

- Entre 10 et 15 ans
- Entre 15 et 20 ans
- Plus de 20 ans

5. Lequel décrit votre organisation?

- Secteur privé
- Secteur public
- Secteur sans but lucratif

Partie II : Questionnaire concernant les caractéristiques de l'emploi

Les questions dans cette partie concernent les caractéristiques de l'emploi. En utilisant l'échelle ci-dessous, veuillez indiquer dans quelle mesure vous êtes d'accord avec chaque affirmation. N'oubliez pas de ne penser qu'à votre travail lui-même, plutôt qu'à vos réactions au travail.

1	2	3	4	5	6	7
Pas du tout d'accord	Pas d'accord	plutôt pas d'accord	Ni d'accord ni en désaccord	plutôt d'accord	D'accord	Tout à fait d'accord

Autonomie*Autonomie de planification de travail*

1. L'emploi me permet de prendre mes propres décisions concernant la manière de planifier mes tâches. _____
2. L'emploi me permet de décider de l'ordre dans lequel les choses sont faites. _____
3. L'emploi me permet de planifier comment je fais mon travail. _____

Autonomie décisionnelle

1. L'emploi me donne une chance d'utiliser mon initiative personnelle ou mon jugement dans l'exécution du travail. _____
2. L'emploi me permet de prendre beaucoup de décisions par moi-même. _____
3. L'emploi me donne une autonomie importante dans la prise de décisions. _____

Autonomie des méthodes de travail

1. L'emploi me permet de prendre des décisions sur les méthodes que j'utilise pour effectuer les tâches. _____
2. L'emploi me donne une opportunité considérable d'indépendance et de liberté dans la façon dont je fais le travail. _____
3. L'emploi me permet de décider par moi-même de la manière de faire mon travail. _____

Variété de tâches

1. L'emploi implique une grande variété de tâches. _____
2. L'emploi consiste à faire un certain nombre de choses différentes. _____
3. L'emploi exige l'exécution d'un large éventail de tâches. _____

Importance de la tâche

1. Les résultats de mon travail sont susceptibles d'affecter considérablement la vie des autres. _____
2. L'emploi lui-même est très significatif et important sur une échelle plus large. _____
3. L'emploi a un impact important sur les personnes extérieures à l'organisation. _____

Identité de la tâche

1. L'emploi consiste à terminer un travail qui a un début et une fin évidents. _____
2. L'emploi est organisé de manière à ce que je puisse faire un travail entier du début à la fin _____
3. L'emploi me donne la chance de terminer complètement les tâches que je commence. _____

Feedbacks de l'emploi

1. Les activités de travail elles-mêmes fournissent des informations directes et claires sur l'efficacité (par exemple, la qualité et la quantité) de mon rendement au travail. _____
2. L'emploi lui-même fournit une rétroaction sur ma performance. _____
3. L'emploi lui-même me fournit des informations sur ma performance. _____

Partie III : Questionnaire sur le soutien organisationnel perçu au travail

Vous trouverez ci-dessous des déclarations qui représentent des opinions possibles que VOUS pourriez avoir sur le travail dans votre organisation. Veuillez indiquer le degré de votre accord ou de votre désaccord avec chaque affirmation qui représente le mieux votre point de vue. Veuillez choisir parmi les réponses suivantes.

1	2	3	4	5	6	7
Pas du tout d'accord	Pas d'accord	plutôt pas d'accord	Ni d'accord ni en désaccord	plutôt d'accord	D'accord	Tout à fait d'accord

1. L'organisation apprécie ma contribution à son bien-être. _____
2. L'organisation n'apprécie aucun effort supplémentaire de ma part. _____
3. L'organisation ignorerait toute plainte de ma part. _____
4. L'organisation se soucie vraiment de mon bien-être. _____
5. Même si je fais le meilleur travail possible, l'organisation ne le remarquerait pas. _____
6. L'organisation se soucie de ma satisfaction générale au travail. _____
7. L'organisation me montre très peu d'intérêt. _____
8. L'organisation est fière de mes réalisations au travail. _____

Partie IV : Questionnaire sur le stress au travail

Veillez indiquer le numéro qui décrit le mieux votre accord avec les déclarations suivantes concernant votre travail.

1	2	3	4	5	6	7
Pas du tout d'accord	Pas d'accord	Plutôt pas d'accord	Ni d'accord ni en désaccord	Plutôt d'accord	D'accord	Tout à fait d'accord

1. Travailler ici rend difficile de passer suffisamment de temps avec ma famille. _____
2. Travailler ici laisse peu de temps pour d'autres activités. _____
3. J'ai souvent l'impression d'être marié(e) à l'entreprise. _____
4. J'ai trop de travail et trop peu de temps pour le faire. _____
5. Il arrive souvent que mon travail me met en boule. _____
6. Parfois, quand je pense à mon travail, j'ai une sensation de tension dans la poitrine. _____
7. Je me sens coupable lorsque je prends congé de mon travail. _____

Partie V : Questionnaire sur le rendement au travail

Les questions dans cette partie concernent vos performances professionnelles. En utilisant les échelles pour chaque partie, veuillez répondre aux questions.

1	2	3	4	5	6	7
Pas du tout d'accord	Pas d'accord	Plutôt pas d'accord	Ni d'accord ni en désaccord	Plutôt d'accord	D'accord	Tout à fait d'accord

1. Je remplis adéquatement les tâches assignées. _____
2. J'assume les responsabilités spécifiées dans la description de l'emploi. _____
3. J'effectue des tâches que l'on attend de moi. _____
4. Je réponds aux exigences de performance formelles de l'emploi. _____
5. Je m'engage dans des activités qui auront une incidence directe sur mon évaluation de la performance. _____
6. Je néglige certains aspects du travail que je suis obligé(e) d'accomplir. _____
7. Je n'accomplis pas les tâches essentielles. _____