

# 南華大學企業管理學系管理科學碩士班碩士論文

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逆境商數、工作壓力、員工滿意度及工作績效之相關研究

—以越南河內企業為案例

THE RELATIVE STUDY OF ADVERSITY QUOTIENT, JOB STRESS,

EMPLOYEES SATISFACTION AND WORK PERFORMANCE

— CASE IN VIETNAM'S COMPANY

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## 準碩士推薦函

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2、在論文研究方面：Trinh Hoang Phuong君在學期間已完成下列論文：

(1)碩士論文：The Relative Study of Adversity Quotient, Job Stress,  
Employees Satisfaction and Work Performance - Case  
study in Vietnam's Company

(2)期刊論文：The Relative Study of Adversity Quotient, Job Stress,  
Employees Satisfaction and Work Performance - Case  
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本人認為 Trinh Hoang Phuong君已完成南華大學企業管理學系管理  
科學碩士班之碩士養成教育，符合訓練水準，並具備本校碩士學位考試  
之申請資格，特向碩士資格審查小組推薦其初稿，名稱：The Relative  
Study of Adversity Quotient, Job Stress, Employees Satisfaction and Work  
Performance - Case study in Vietnam's Company，以參加碩士論文口試。

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Employees Satisfaction and Work Performance – case in  
Vietnam’s company

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## **ABSTRACT**

The disadvantaged position of indigenous employees in the workplace has been an issue concerned with the society. Most past studies on the indigenous employment difficulties focus on the dimensions of job stress, work involvement, work values, and work satisfaction, from the perspectives on organizational identity, ethic awareness, and adaptive strategy. The adversity quotient was rarely used to study the work-related dimension. Therefore, this research aims to explore the situations the indigenous employees encounter in their workplaces, in order to analyze the impact of job stress and resignation intention through the adversity quotient and work values, as intervening variables. This study conducted a questionnaire survey and distributed 300 questionnaires. A total of 300 effective questionnaires were retrieved, with an effective response rate was 100%. The statistical analysis software SPSS 23 was used to analyze the data, and the results are as follows: (1) The significant relationship between Job stress and Adversity Quotient (AQ); (2) The significant relationship between Adversity Quotient (AQ) and employees satisfaction; (3) The significant relationship between Adversity Quotient (AQ) and work performance; (4) The significant relationship between employees satisfaction and work performance; (5) The significant relationship between job

stress and employees satisfaction; (6) The significant relationship between job stress and work performance. The research provides business organizations with the measurement of indigenous employees' performance in facing adversity and ability in crisis control using the measurement of adversity quotient (AQ) on job stress and work performance. The findings can serve as a reference for hiring indigenous employees.

**Keywords: Adversity Quotient, Job Stress, Work Performance, Employees Satisfaction**



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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of research

There are many kinds of literature have identified key factors influencing employee performance in developed countries – North America and Europe. But, there is little research on factors influencing employee performance has been implemented in countries that are emerging as new potential markets with very high economic growth rates. Among these countries, Vietnam average economic growth rate (GDP) was over 7% during the 1990s and early 2000s, and especially more than 8% in 2006 – 2008, which made it be one of the highest growing economies in the World. However, differences in culture and tradition have made a lot of foreign companies face many difficulties when investing in Vietnam. The problems that can be called as follows: job stress, lack of satisfaction of employees and the decrease of work performance.

People are a social entity, subject of many different activities. In today's modern society the pressure from work, life, etc growing up, so the study found the solution increases the satisfaction of the people for the job, life is needed. The study of behavior, the needs of children who have been made a long time ago with the famous study of Maslow, Herzberg's, etc are widely applied in many fields.

Social conditions and history is the dominant factor greatly to the cultural and ethnic psychology. So the residents along paddy fields, there are cultural differences between Vietnam and Thailand, Laos, Indonesia, India ... Along with culture roots in Southeast Asia, but was dominated by China for a long term, along with the imposition of Chinese culture, the culture of Vietnam has transformed to the East Asian culture in some parts.

Vietnam always have to make the war to retain country, which created a prominent cultural feature: a patriotism that penetrates and covers all areas. Community factors primitive origin early in the back became the basis of development of patriotism and national consciousness. So that, Vietnamese workers are very hard to trust and contribute enthusiastically to the foreign companies. From these points, Vietnamese workers will easy to have much stress in the work and it will take the satisfaction of the employees and the work performance down.

## **1.2 Research Motivation**

“The relative study of AQ, job stress, employees satisfaction and work performance”. Labor productivity is always a problem of any company, the labor productivity of the workers decided to benefit greatly the company’s competitive edge. Labour productivity depends on employee satisfaction, employee satisfaction often increases labor productivity. Currently, labor efficiency, labor productivity is not high at the company, the employee’s income is modest (averaging 5 million / month) it is difficult to retain good employees, attracting talented people to work. Employees are fired more, one of the causes were identified as workers can't finish their work. So the study of employee satisfaction is necessary, to help the companies with the solutions retain employees, increase employee productivity for workers. Meanwhile, consider the psychological factors of the employee include: AQ and job stress, participants found that these factors have a direct impact on the satisfaction of employees.

Student chosen the office block area of Hanoi. With work experience in companies in the area of Hanoi. I find satisfying the needs of the employees is a realistic requirement research requires advanced solutions to satisfy the needs and increase employee productivity. Another issue is the selection of the office

block area of Hanoi has favorable conditions for the collection, investigation of information.

On the other hand as of the present time no surveys, studies on the issue, “The relative study of AQ, job stress, employees satisfaction and work performance“ in the office block area of Hanoi. So this research is to study the initial discovery to assess the true state of their staff assess how the work, the relationship between AQ academic, job stress, their satisfaction on the job and effectiveness of the work.

### **1.3 Research purposes**

Today the retention of good employees with the organization becoming more important. The stable workforce will help businesses save costs (training, recruitment) and reduce operational errors may occur, build trust and shaping corporate culture. The study also showed that the satisfaction of the employees has a positive impact on job performance (Saari & Judge, 2004) or loyalty to the organization (Luddy, 2005). Therefore the assessment of the factors affecting job satisfaction of employees is essential for businesses to adjust staffing policies are reasonable. This study has two main purposes:

First, to investigate and research the academic relationship between employee satisfaction and AQ, job stress, work performance.

Second, to evaluate the degree of influence of each factor to increase of AQ of employees and solutions to decrease job stress, improve employee satisfaction to retain employees capacity and boosting labor productivity.

### **1.4 Research Process**

Specific content step by step as follows:

Step 1: confirm title of research according to the advice of the supervisor: at this step the author made to work together with faculty research, suggested

the title research for his thesis.

Step 2: confirmation of the supervisor of the agreed implementation of the proposed topics: This step of the tutorial authors of this study confirm the content of the subject header have suggestions on areas of research with study author. This is the basis for author study the rescue made the next job step in the project carries out research for dissertation of his own.

Step 3: identify the purpose of the study, the engine's specific research themes: at this step the author studies done to identify the purpose of this study? A case study Save explore or a study confirms? The engines would result in having to make study of the subject in writing his thesis project.

Step 4: review the documents related to the selected topic. After you have determined the engine research, research purposes, to make the study authors consider documents research topics of interest to the other authors on the same field.

Step 5: determine the factors affecting the "satisfaction", "Job stress", "AQ", "work performance" of the staff for the job. Design research by investigating Panel, make census data collection and analysis, identify the factors that affect employee satisfaction. After studying the relevant theory author made the choice of theoretical models to build models for this study. In this step the author conducted a qualitative study with 10 employees in the company created the 2 different pair to the same discussion on the factors affecting the satisfaction of their current work. The results of this research will help the author to determine the factors affecting the satisfaction of employees with regard to the work of the research environment in the company.

Step 6: implement content recommendations, first chapter 3 outline thesis: To ensure the progress of implementation and completion of the study the goal of the research subject, the author made the first chapter 3 outline for discussion with the supervisor uniform content to perform each task. The first three

chapters of the thesis is the basic theoretical framework to analyze, propose the solution according to the purpose of the subject in the chapter 4 and Chapter 5.

Step 7: make writing Chapter 1: after the unification of the content of the outline with the instructor, author of parallel implementation of the data collection for the study of the subject and complete the introduction overview of the subject made in Chapter 1 under unified format. study of the subject and complete the introduction overview of the subject made in the Chapter 1 in the format of the field.

Step 8: write the next chapter 2, the authors make perfect the written content in the outline was approved from the instructor. In this chapter the author will make the introduction of the theory and models of research related to the content made subject, this theory will be the platform to Scrabble for the theory frame construction research model in Chapter 3.

Step 9: Chapter 3, research methods, based on related theories are mentioned in Chapter 2 with the qualitative research to detect and control the factors through the discussion group. The author proposes a theoretical research model for this research, confirm using the tools and methods of research for the subject: sampling methods, choosing sample size justification, the criteria used to assess the scale, ... etc to be able to ensure reliable research.

Step 10: write Chapter 4, analyze the results: after making the investigation retrieved data for research, the author will make analysis of the investigation results to served the perfect essay. In this step the main results from the data analysis of the study will be presented in the order and proceed to test research hypotheses set out left and test theoretical research model is consistent with the actual data or not.

Step 11: write Chapter 5 conclusions and suggestions, recommendations. After conducting research and data analysis presented the results of the study in Chapter 4, Chapter 5 the author will draw the main conclusions of the

research: the contribution of research, the limitations of the study and giving recommendations for the next research, propose solutions for advanced company employee satisfaction with work.





## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter provides a review of existing literature on of concept with respect to detailed descriptions of the theory pertaining to the research model and each research construct upon which concrete definitions were drawn from this study such as Adversity Quotient, job stress, employees satisfaction and work performance.

Subsequently, the interrelationships among research constructs were discussed and the related hypotheses were developed and presented. The objective is to examine existing research on factors that affected by evaluated levels of job stress, employees satisfaction, and work performance.

#### **2.1 The concept of Adversity Quotient**

In this study, adversity is functionally defined as strain, hardship, challenge and emotional or occupational stresses. The level of adversity starts within a person himself and goes beyond the individual and the workplace and lastly, to the society (Stoltz, 1997).

Dr. Stoltz (1997) is the first person proposed what is now known today as Adversity Quotient (AQ). According to him, AQ determines that a person stands strong and true, people will be destroyed, or move on when people have to face with adversity. It is also a foundational factor of success that can determine how, and to what extent attitude, abilities, and performance are manifested in the world. AQ can be grown up and better and better because it is learned.

In 1997, Dr, Stoltz introduced AQ in his book Adversity Quotient: Turning Obstacles into Opportunities. This important discovery was based on his 19

years of research. Adversity Quotient or AQ is a people's mind to manage the adversity that people faces every day. People who can't handle adversity become easily overload and emotional, they will pull back and stop trying. Those who handle adversity well will become the leaders of the other.

Hardiness is a good human trait and a important signal of physical and mental health in the face of adversity. Studies of Oullette et al (1982) revealed that hardy people are hard to suffer from anxiety and depression more than the other. The people who see the adversity as a good opportunity, with a strong sense of their purpose and control, become strong while those are victimized by adversity respond to it helplessly, become weak.

AQ begins with one person but goes beyond as one is exposed to an organization. The theory discovered can be measured and upgrade the effectiveness of teams, other relationships. AQ will strengthen one's effectiveness as their satisfaction and their work performance.

## **2.2 The theory of Adversity Quotient**

Adversity quotient, adversity quotient (Adversity Quotient) elements as "CO<sub>2</sub>RE", and these four elements are Stoltz (1997) with Seligman (1995), learned helplessness correction theory and self-control theory and the concept of responsibility attribution. From these four elements can further explore how to enhance their AQ capabilities, the elements are described as follows:

C stands for control (Control), showing "how much control can be made of adversity and frustration", The key point is "feel". The significance of the individual's ability to control will directly affect the individual's ability to respond to the adverse circumstances and whether they will take effective actions to respond to the impact of adversity. The individual and the lack of control-ability, except in the aspects of emotional management is easy to weak, in the individual's physical and mental health also showed poor side, might

even be a violent state, so the control ability in adversity quotient includes self-feel the efforts can improve the situation and to take control of their own ability stress response capability (Stoltz, 2001).

O<sub>2</sub> (Origin, Or) on behalf of the cause and responsibility (Ownership, Ow) the meaning is: “the causes of adversity and setbacks are my one cause”, “I am not a man of ability” and “I don't have the ability to control”. Is that the lack of ability to control everything, and produce the occurrence of remorse situation, this will reduce the ability of individual control, and the influence of individuals all lack of motivation, so give up. The higher the score of O<sub>2</sub>, it can show that the individual knows how to avoid unnecessary self-blame, and it is easy to see clearly the responsibility of his own (Stoltz, 2001).

R is the scope and limits of the individual stress effects, lower AQ scores, a range will let setbacks affect individual daily life, will increase the burden and pressure, bear the individual such as interpersonal disharmony, leads to self-emotion cannot be calm, work efficiency, lose the incentive to work in. The R element raises the following questions: “how much impact will adversity and frustration have on the life of the individual?”. The R score is lower, the scope and limits may face more setbacks. On the other hand, the R score is higher, the range of effect level to face adversity can effectively solve the problem of development (Stoltz, 2001).

E continues to influence the state of the individual in the face of adversity and frustration, including two situations: how long will it take? Or how long will it take to lead to stress and frustration. Which means if adversity and setbacks occur, for the individual that will be persistent state, the individual will be in adversity environment gradually lose confidence and unable to escape, on the other hand, if individuals hold when adversity and setbacks occur, just a transitional period, the Ministry will continue to issue for too long, but encountered setbacks and adversity support over the people, is a response to

adversity ability, and can enhance their resilience in the face of adversity (Stoltz, 2001).

### **2.3 The concept of Stress**

In modern society, everyone must face two, thirty kinds of stress, and stress on the adversity quotient is defined as the mean is some setbacks, negative events encountered in the lives of the people in the (Stoltz, 1997; Stoltz, 2001). While the pressure (Stress) is a kind of oppressed feeling, also is a kind of subjective experience of some individual environmental variables (Experience (Adriaenssens) et al., 2011), in a lot of work in the "stress" is inevitable (Tziner & Sharoni, 2014; Neelamegam & Asrafi, 2010). It can be seen that the work pressure is caused by some factors in the working environment, and it is a kind of harmful or compulsive phenomenon to the workers.

The impact of each person's judgment on the feelings of the event will be a setback, so the following will explore the pressure of work.

Pressure originally from Latin (stringer), meaning hardship. The early pioneer "stress" to introduce the concept of social science research, he believes that the "stress" is caused by emotional reactions under different environmental stimuli, as to restore the normal state of the reaction, and appropriate pressure can make the individual satisfaction or challenge to stimulate, when this lack of individual pressure, will lose motivation and creativity (Compas et al., 1993).

"Job stress" is derived from the concept of "stress", and scholars have different views on the definition of job stress. Desa, Yusooof, Ibrahim, Kagir and Rahman (2014) study that timely pressure, can improve the focus and enthusiasm for the work, then be able to handle difficult work.

Robbins (2005) will be divided into: (1) personal factors such as economic problems, family problems and personal traits; (2) source: such as task

requirements, organizational structure, job roles and leadership style; (3) the external environment factors such as political factors, uncertainty the overall economic uncertainty, technological uncertainty, will affect employee turnover behavior, and in the past research work pressure and turnover intention literatures pointed out that the working pressure has a positive impact on turnover intention, whether in industry or what is what the research object.

Javad, Shohreh and Mehdi (2013) think pressure is between people and the environment by excessive excitation or low interaction excitation, and physical discomfort experience; pressure is also caused by an unpleasant emotions of pleasure, anger, tension, frustration, depression and anxiety at work, study when employees feel that the work load is too high, far more than knowledge, technology, and the ability of individuals, or individuals unable to provide sufficient resources, technology to cope with the high requirements of the work (Oshio., Tsutsumi & Inoue, 2015; Wong., Lin., Liu. & Wan, 2014; Finney., Stergiopoulos,Hensel., Bonato. & Dewa, 2013; Melamed., Armon., Arie. & Shapira, 2011; Yozgat., Yurtkoru & Bilginoglu, 2013), the consequences will make workers struggle to face heavy work, and will also lead to job stress rising.

The above scholars on the working pressure of the definition, generally are workers and working environment from two aspects research, this study tend to Robbins (2005) for the definition of the working pressure, working pressure is that personal factors, organizational and environmental factors, and behavioral responses of the pressure source.

## **2.4 The concept of Employees Satisfaction**

The first concept originated Hoppock(1935) of one of his books, it considers job satisfaction refers to employee mental and the physical are two aspects to environmental factors and feelings of satisfaction and is Staff of

subjective response. Job satisfaction originated the concept of Mayo, Roethlisberger and Whitehead (1932-1972) of the Hawthorne experiments. Liesveld and Wang (2015) job refers to the staff of the concept, refers to the resulting feeling of love or hate. And job satisfaction are divided into intrinsic satisfaction (Intrinsic Satisfaction): refers to the work itself , and a sense of achievement, responsibility, social status and function of, its creativity, change, stability and the chance to use their skills, and feel the satisfaction of external satisfaction (Extrinsic Satisfaction): refers to the individuals working for the promotion, remuneration rewards, bosses' decision-making ability, interpersonal interactions, and feels satisfaction general satisfaction (General Satisfaction): Refers to the work on internal and external satisfaction feeling of overall levels of satisfaction. Jo and Shim (2015) believe that job satisfaction is the work of staff who currently plays the role of positive orientation, that is, on the current state of job satisfaction. Cambell et al (1970) think that theory of job satisfaction theories can be broadly divided into content (Content Theories) and program theory (Process Theories) in two categories, The specific content of the theory is more concerned with incentive staff, such as promotion, salary, job security and another incentive and reward way, mainly on behalf of content theories are Maslow (1954) theory of hierarchy of needs (Hierarchy of Need Theory) And the Herzberg et al. (1959), two-factor theory (Two Factors Theory) and program theory is described how the incentive, guidance, maintenance, and shutdown process, describe the interaction between variables, as well as others made certain acts on behalf of program theory most of Adams (1963), justice (Equity Theory) Vroom (1964) Expectancy theory (Expectancy Theory).

Javad et al (2013) Also believe that job satisfaction is a worker's general state the existence of their work, higher the job satisfaction of workers, said workers had a more positive attitude. Chaudhuri, Reilly and Spencer (2015) believe that job satisfaction is an evaluation of his work, or work experience

and have a pleasant or positive emotional show, which may be positive or negative. Also known as job satisfaction, satisfaction from their work means that employees like the work environment.

Degree, a degree of work and welfare, as well as a reaction to feeling or mood of the work and job satisfaction also refers to the employee. Had a general attitude to their work, the higher the job satisfaction of employees, said employees of his work Hold a positive attitude, and this emotional reaction or attitude will have a shadow for employee behavior (Lu, Barriball, Zhang & While, 2012) , Which is the employee's job satisfaction within the organization benefit with a depth of, employees dissatisfied with the work, or do not feel well, the employee will lose enthusiasm and have a negative state of mind, may cause customer flow so lost and negative impact on the company (Spagnoli, Caetano & Santos, 2012) , And when organizations working conditions and working environment can meet staff expectations, employees in emotional, values and the mentality was to meet, and to further demonstrate the positive performance (Linz & Semykina, 2012). Therefore, if employees had a high degree of job satisfaction, effective incentive employees actively create substantial benefits for the Organization, and overall effectiveness of the Organization for the enterprise has a significant impact.

In the current society of human resource management, along with the economic downturn, employees do not meet, boils down the amount of salary and promotion system, welfare system Factors, if some employees of these factors are not met, employee Burnout, a strike may occur, To make acts of employees leaving the present position is bad for business.

## **2.5 The concept of Work Performance**

Work performance (Work Values) derived from the concept of value, a value is an abstract concept, the main significance for the interpretation of the

theory of value which is derived. Sibylle Martin, a psychologist in the west, Monika and Gian (2014) found that individual values have a close relationship with the working attitude and performance of the individual, the individual work values in the occupation of the views will also influence the development of individual choice, and performance. The values will directly affect individual behavior and other behaviors, such as Zhang Herman, Jiang that the work values and when individuals engaged in work activities, have to meet the individual needs and preferences of things and beliefs, judge the meaning of work, so as to guide the direction of action and the pursuit of personal work the goal of the work. Cervellati, Esteban, and Kranich (2010) believes that the work values are associated with the work target and individual needs, and the pursuit of personal activities when the work traits or attributes; and Porfeli and Mortimer (2010) scholars pointed out that the work values of occupation selection and career planning are the main factors affecting the system of workers and also found that individual work values will affect their willingness to work or goal, and then influence their efforts and work performance. Ginzberg (1951) was the first scholar to put forward the classification of work values.

Values can be divided into three categories: intrinsic value (Intrinsic Values), extrinsic value (Extrinsic Values), and incidental value (Concomitant values). The so-called external value is not the work itself, but also closely related to the work of the value of the standard, the intrinsic value of the work itself is the essence of the narrative, and other factors are also classified as an incidental value.

Super (1970) and Miller (1974) sum up the work values into "intrinsic work values" and



Two categories of "external work value":

- (1) the intrinsic value of work: including the sense of achievement, altruism, the pursuit of beauty, creativity, intellectual stimulation, management power, etc..
- (2) external work value: independence, prestige, economic compensation, security, work environment, the relationship with the boss, the relationship with colleagues, lifestyle, etc..

There are also scholars Ros and (1999) will be divided into four parts of the work values of the Schwartz:

- (1) Value Work (Intrinsic): what the individual is pursuing is the growth of the self and the achievement from the work experience.
- (2) Value (Extrinsic Work): work is seen as a source of personal safety and personal safety.
- (3) Social work values (Social Work Value): work is regarded as a positive social relationship and a way to contribute to society.
- (4) Value Work (Prestige): the source of personal accomplishment is to compare with others, and to be superior to other people's sense of superiority.

Historically, there have been three approaches to define the dimensions of job performance (Milkovich et al 1991 p. 48):

- As a function of outcomes;
- As a function of behaviour;
- As a function of personal traits.

The majority of the studies have shifted their focus on defining job performance in terms of outcomes and behaviour, since these are easier and more objective to define and to observe than personal traits (Hersen 2004 p. 375).

## **2.6 Relationship between AQ, Job Stress, Employees Satisfaction and Work Performance**

### **2.6.1 Relationship between Adversity Quotient and Job Stress**

As suggested in the section on the relationship between gender roles and job stress, stress is a feeling to be suppressed and is individuals' subjective experience toward environmental variables (Adriaenssens et al., 2006). In addition, stress means individuals' psychological state when they cannot adapt to or properly respond to things in life situations (Tian, 2007). Therefore, job stress is a threat to workers caused by factors in work environments.

However, job stress is a kind of dynamic process. When there is a gap between work demand, as evaluated and identified by individuals and resources, there will be job stress. Hence, job stress includes physical and psychological imbalances in work environments (Margolis et al., 1974; Caplan and Jones, 1975; Lin and Chang, 2010), as well as gaps between individuals' competency, skills, and work (Ya and Wang, 2003).

As mentioned above, overloaded job stress influences workers' physical health, psychological health, and work performance. The Adversity Quotient shows the attitude and capability to deal with stress sources. Therefore, there is a relation between job stress and the Adversity Quotient. When the control capability of the Adversity Quotient is higher, the perception of job stress should be lower. When dimension scores are higher, individuals' lives will not be influenced by frustration, they will easily treat obstacles, and will not have negative association with adversity.

So that, according to the degree of the Adversity Quotient, this study aims to determine if different gender roles will influence job stress. Moreover, this study explores the relation between the Adversity Quotient and job stress. Previous research (Shen et al., 2011; Shen and Chang, 2009) demonstrated the

correlation between job stress and the Adversity Quotient. However, as according to Chand (1990), “proper job stress can enhance attention and enthusiasm to deal with highly difficult work”. This study indicates that the Adversity Quotient is not simply related to job stress; although the Adversity Quotient lowers job stress, it does not completely explain the correlation. The key to the Adversity Quotient is to transform adversity by CO<sub>2</sub>RE into personal motivation. Hence, this study suggests that the Adversity Quotient can have moderating effects on gender roles and job stress.

According to literature on the Adversity Quotient and job stress, there is correlation between the two, and it is effective. The Adversity Quotient can lower job stress; however, in the theory of Chand (1990), there is significant contradiction. This study treats the Adversity Quotient as moderator to determine the cause of this phenomenon.

There is a significant relationship between Job stress and Adversity Quotient (AQ).

### **2.6.2 Relationship between Adversity Quotient and Employees Satisfaction**

One of papers of Sharksnas (2002) is about the relationship between resilience rating and employees satisfaction in some mental health care workers who worked at a community mental health center in Pennsylvania. It was found that these workers were facing adverse conditions such as very low pay, little respect at workplace, lack of supervision, peer support, and organizational support and their AQ scores were very low. The researcher said that how they respond to these adversities can impact patient care, their likelihood of staying in their job, and their mental health. We can see that there was a strong correlation between Adversity Quotient scores and Job Satisfaction.

There is a significant relationship between Adversity Quotient (AQ) and employees satisfaction.

### **2.6.3 Relationship between Job Stress and Employees Satisfaction**

The concept of job satisfaction as early as from Hoppock (1935) proposed that, the job satisfaction refers to the employee's psychological and physiological aspects of two kinds of environmental factors and the sense of satisfaction, also is the work of the staff of the subjective reaction; working pressure and job satisfaction will also affect the overall organizational performance and employee psychological health and an important measure of quality of life index (Dong Peng, Liu Yuan, Zhou Mao). When employees consciously working pressure, will not only impact on the employees' physiology and Psychology (Chen Guojia, Xiao Zhen, Chen Chunxi, Gao Ruixin, Tziner & Sharoni, 2014), further enough will lead to employee job performance, organizational identification, reduce leadership influence organizational performance or turnover etc. The emergence of a negative status of the organization (Wright & Bonett, 2015; Tziner & Sharoni, 2014; ArunKumar, 2014). Kurland and Hasson-Gilad (2015) also believes that job satisfaction is a job.

The higher the degree of job satisfaction, the higher the degree of job satisfaction of the workers, the more positive attitude towards workers. According to the study found that job stress and job satisfaction have certain effects (Guglielmi., Jurado-Gamez., Gude. & Buela-Casal, 2014), said that when facing the individual working pressure is higher, the job satisfaction is low. It can be seen from the above that there is a correlation between job stress and job satisfaction.

There is a significant relationship between job stress and employees satisfaction.

#### **2.6.4 Relationship between Job Stress and Work Performance**

Numerous studies found that job stress influences the employees' job satisfaction and their overall performance in their work. Because most of the organizations now are more demanding for the better job outcomes.

In today's social work environment, "pressure" is inevitable in many jobs (Neelamegam and Asrafi, 2010). In many literatures have many stress at work, although there are different views on literature, but most of the studies that work, or is unable to adapt to the ability of the work itself, work environment or workers can not afford, and produce unpleasant negative feelings, is easy to produce the pressure of work.

Zhang Heran and Shen Minghong believe that the value of work is characterized by persistence, the core of personality, cultural assets and the function of guidance

Have a positive influence, such as Chen Hongbin, Zheng Guimei scholars study and work pressure view on middle school badminton coaches work value, results showed more positive work values, the working pressure is low. Hong Manbi in the study pointed out that there is a high positive correlation between work value concept and working pressure. Therefore, work pressure and work values are to a certain extent, this study believes that there is a certain interaction between work stress and work values, both because of the activities under the work condition and the environment, the individual itself will produce the pieces of the feelings and views of work or something different.

The stress response curve by Nixon (1979) clearly shows the relationship between work stress and employee performance in the figure below.

The figure 1 shows that performance increases with the increasing of stress. However, at a high level, the stress becomes bigger and performance starts to decrease with increase in stress. The positive stresses which make an increase in performance are known as good stress. Besides that, extreme stress

cause fatigue to an individual and cause overload which affects the health of the individual.

A positive effect which is an increase in performance levels when stress is managed is effective such as a short deadline. Therefore, it pushes an employee to perform at their best within this short time limit. Stress which isn't unmanaged is negative effects such a slow performance and low enthusiasm and may lead to overload. The National Health and Safety Committee (2005) describes overload as a state that arises as a result of exposure to difficult situation which results in exhaustion in an individual and a lack of motivation to accomplish desired goals. It has a high chance of occurrence in a social work environment of human service workers.

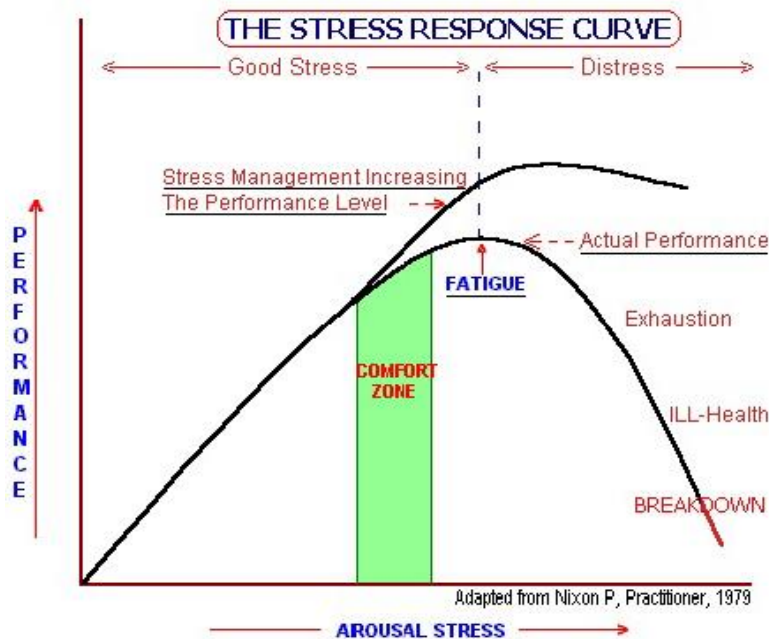


Figure 2.1 The Stress Response Curve

by Nixon (1979) retrieved from [www.explorables.com](http://www.explorables.com)

According to George and Andrew (2008), stress is a result of a combination of high job demand and low job control in the workplace. While according to Bickford (2005), the factors that cause stress is the conflicts in

demands, a lack of control, lack of fairness, low reward, and work overload.

The Person-Environment (PE) by French (1973) showed that stress arises as a result of a conflict between a person and the environment surrounding them such as work environment. The stress occurs when the employees' feel dissatisfied with their work environment as a result of work demands and an increase in discrepancies between the individual and environment. (Bickford, 2005) Environmental demands have organizational demands, the difference in role expectations and job requirements.

There is a significant relationship between job stress and work performance.



# CHAPTER THREE

## DATA AND METHODOLOGY

In this chapter, based on previous literature review, a conceptual framework and hypotheses are constructed. The first section of the chapter is a description of the research process. It includes sample procedures and processes for data collection. Following that, this chapter presents the detail of the research instruments which were schedule of interview and customer survey. On the other hand, the chapter introduces the research design of the study as well as the population, the sample plan, data collection procedure. In the final section, method and data analysis techniques are provided clearly.

### 3.1 Research Framework

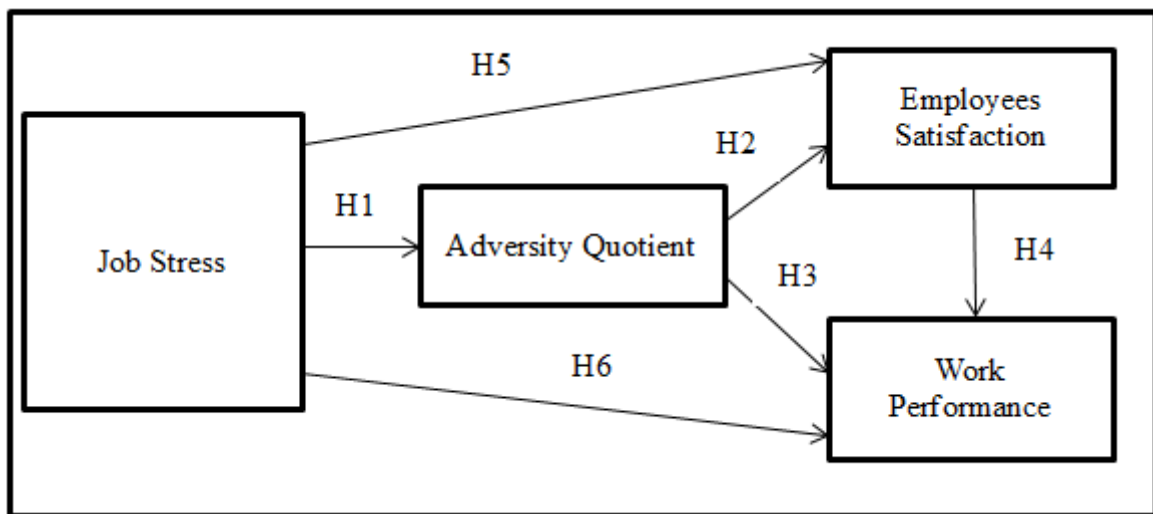


Figure 3.1 Research Structure

Based on the review of the literature and the general discussion, the following hypotheses are advanced:

H1: The significant relationship between Job Stress and Adversity Quotient (AQ).



H2: The significant relationship between Adversity Quotient (AQ) and Employees Satisfaction.

H3: The significant relationship between Adversity Quotient (AQ) and Work Performance.

H4: The significant relationship between Employees Satisfaction and Work Performance.

H5: The significant relationship between Job Stress and Employees Satisfaction.

H6: The significant relationship between Job Stress and Work Performance.

### **3.2 Design questionnaire:**

In this study, questionnaire survey carried out first in questionnaire design, this study first through the Discussion Document to establish research hypotheses and study architecture after, and based on the literature development of the research questionnaire variables facets and asked items, and invite relevant experts View questionnaire and revised to ensure that the content validity of the questionnaire (content validity) and the questions of the questionnaire easy to understand. Later questionnaire before and measure (pilot test), a total of 50 questionnaires were recovered. Preliminary test to measure the reliability of the items asked Reliability All scales Cronbach 's  $\alpha$  values were higher than 0.7, the display of the status of the questionnaire are all acceptable (Nunnally, 1978).

Subjects to be investigated are the office workers in the area of Hanoi. Student sent out 300 copies of the survey. Received 300 copies, 300 valid questionnaires, the effective recovery rate was 100%. The content of this research is divided into five parts:

- First part about: gender, age, current position, job seniority and qualifications.

- Second part about: Job stress.
- Third part about: Employees satisfaction.
- Fourth part about: Work performance.
- Fifth part about: Adversity Quotient.

Each item contains five dimensions, in order to "very agree" and "agree" and "ordinary" and "disagree", "Very disagree", respectively 1, 2, 3, 4, 5 points, and according to the score level as the score of the variable. Table 3.1 below discussion on the operational definition of each surface.

Table 3.1 Discussion on the operational definition of each surface.

Configuration name	Measure variable	Facet interpretation	Measuring tool source
Adversity Quotient	C	Control ability.	The "AQ reaction scale" of Stoltz (1997)
	O <sub>2</sub>	The cause of adversity and the attribution of responsibility, the courage to face adversity	
	R	The impact of adversity on the level of the scope of people.	
	E	The depth and duration of adversity.	
Job Stress	Physiological Stress	The phenomenon of physiological discomfort in the face of stress.	Cooper, Sloan & Williams (1988)
	Psychological Stress	The negative emotions and feelings that are created when faced with stress.	
Work Performance	Inner Value	Get a sense of accomplishment through work and feel satisfied with happiness, such as: work autonomy, whether in line with personal interest, whether to provide personal achievement or self realization of the opportunity.	Vanus & McAllisyer (1991); George & Jones (1997).
	Extrinsic Value	Emphasizing the work comes along with something, such as: compensation and benefits, social status, relationships.	
Employees Satisfaction	Inner satisfaction	Including psychological, physiological feelings of satisfaction, such as self values, personality, mental state, etc..	Hoppock (1935); Chen (1980).
	External satisfaction	Including the influence of the environment, salary, promotion, interpersonal relationship, etc..	

### **3.2.1 Questionnaire for Adversity Quotient :**

In this part, we will use the questionnaire for finding out a person's AQ score which was discovered in the "AQ reaction scale" of Stoltz (1997).

### **3.2.2 Questionnaire for job stress :**

The questionnaire of Cooper, Sloan & Williams (1988) is very clear to research about job stress of employees.

### **3.2.3 Questionnaire for employees satisfaction:**

Vanus & McAllisyer (1991) and George & Jones (1997) found out the questionnaire can discover the inner satisfaction and the external satisfaction of the employees.

### **3.2.4 Questionnaire for work performance:**

With this part, we will use the questionnaire which was found out by Hoppock (1935) and Chen (1980).

### **3.3. Data analysis method:**

Based on the questionnaires, screening, encoding, login and statistical analysis and other research work is based on the SPSS data, for processing statistical software for data analysis, using statistical methods include descriptive statistics, reliability analysis, validity analysis, Pearson correlation analysis, regression analysis, independent sample T test and ANOVA analysis method.

The contents of the statistical methods are as follows:

The First, factor analysis:

Factor analysis is a weighted factor for variables, to discuss the interaction between variables, and using factor analysis to extract the common factors in

disguise of grouping. Factor analysis, descriptive function three aspects of the level hypothesis testing hypothesis, the significance of the number of most of the questionnaire like streamlining its ethnic minority variables, variables can be called factors; moreover, through exploratory factor analysis of the variables were collected and the establishment and development of the theory of the new hypothesis. Can also help by confirmatory factor analysis to test the integrity of the framework or reference others theory and hypothesis.

The Second, the reliability analysis:

Reliability analysis is to understand the questionnaire, the structure of the item of the reliability and stability, is also used to determine the internal consistency of the indicators. Reliability analysis is based on the Cornbrash's value as the criteria, if the alpha coefficient is high, show the associated items within the scale is bigger, it is considered that when the value is greater than 0.7, said high internal consistency (Guieford, 1965). Therefore, based on the above 0.7 as the standard to judge the consistency.

The Third, the descriptive statistical analysis:

Descriptive statistical analysis is to understand the structural characteristics of the sample, according to the respondents answered the formal questionnaire statistical analysis, frequency distribution and percentage distribution of each item included among them, and then to fill the questionnaire respondents were collected, and use the average value and standard deviation of narrative analysis.

The Fourth, independent sample T test:

Independent sample T test is the main purpose of the study on the comparison of the two maternal mean. It is through the analysis to understand

whether there are differences between the two populations.

The Fifth, single factor variance analysis:

Analysis of more than two of the population (One-Way ANOVA) mean variance to measure, and there was significant difference or not, if the phenomenon of difference, and then use the Scheffe method after the comparison, through the analysis of differences in understanding whether significant differences between groups with.

The Sixth, regression analysis:

Regression analysis was used to observe between the independent variable and dependent variable, whether there is a statistical relationship between a linear or nonlinear analysis method, which is used to measure the independent variables, dependent variables can predict the extent.

## CHAPTER FOUR

### EMPIRICAL RESULT

Based on the method described on the chapter three, this chapter using SPSS 23 statistical software for reliability analysis and validity analysis, descriptive statistics and data, and then correlation analysis, regression analysis, independent samples T test and ANOVA analysis. The results are as follows.

#### 4.1. Data analysis

Table 4.1 Demographic characteristics of respondents

		Frequency	Percent
Gender	Female	182	60.7%
	Male	118	39.3%
Age	21-30	138	46%
	31-40	76	25.3%
	41-50	56	18.7%
	51-60	24	8%
	Over 61	6	2%
Work Time	Full time	288	96%
	Part time	12	4%
Seniority	Under 1 year	46	15.3%
	1-3 years	72	24%
	3-5 years	42	14%
	5-10 years	42	14%
	Over 10 years	98	32.7%
Education	High school	32	10.7%
	Bachelor	192	64%
	Master	72	24%
	Doctor	4	1.3%
Duty	Employee	240	80%
	Mid-level manager	54	18%
	High manager	6	2%

In this study, in Ha Noi, Vietnamese employees were investigated, a total of 300 valid questionnaires were collected, the subjects in the basic data collation as tables, as follows:

In this study, in table 4.1, 182 female and 118 male were included in the questionnaire. We have 138 people in 21 – 30 years old (46%), 76 people in 31 – 40 years old (25.3%), 56 people in 41 – 50 years old (18.7%), 24 people in 51 – 60 years old (8%) and 6 people over 61 years old (2%). In this study, we have 288 people as work full time and 12 people work as part – time. We have 46 people work under 1 year, 72 people work in 1 – 3 years, 42 people work in 3 – 5 years, 42 people work in 5 – 10 years and 98 people work over 10 years. There are 32 people finished the high school, 192 people finished the bachelor, 72 people are master and 4 people are Doctor in the table. We have 240 employees, 54 mid–level managers and 6 high managers.

## **4.2. Factor and reliability test**

### **4.2.1. Factor analysis**

(Kaiser - Meyer - Olkin) and Bartlett test of sphericity, confirm the sample data for factor analysis, KMO value relevance sampling more, said the degree of correlation is better, and the correlation coefficient between the Bartlett spherical test questionnaire items are different and greater than zero, significant test results said correlation coefficient can be used as extraction use factor. Job stress, adversity quotient, work performance, job satisfaction KMO values were 0.904, 0.915, 0.866 and 0.862, as shown in Table 4.2 below.

Kaiser (1974) point of view, analysis of suitability factor value above 0.9 KMO, very suitable for factor analysis, more than 0.8 for factor analysis, the data show that the questionnaire is suitable for factor analysis. The following are Job Stress, Adversity Quotient, Work Performance, Employees Satisfaction factor analysis.

Table 4.2 Factor analysis

Measure dimensions	KMO	Bartlett Sphere calibration		
		Approximate chi-squared distribution	Degrees of freedom	Significant
Job Stress	0.904	5204.630	105	0.000***
Adversity Quotient	0.915	10870.636	780	0.000***
Work Performance	0.866	5232.709	105	0.000***
Employees Satisfaction	0.862	5065.911	105	0.000***

Note: \*  $p < 0.05$  , \*\*  $p < 0.01$  , \*\*\*  $p < 0.001$

#### 4.2.2 Reliability analysis

In this study, the Cronbach's reliability coefficient was used to measure the correlation degree between the items of the questionnaire (construct), i.e. internal consistency or homogeneity. In principle, the number of items in questionnaires, higher reliability, and reliability testing standards for Cronbach's if the value is greater than or equal to 0.7, is a high reliability, said the questionnaire design is preferred; if between 0.35 and 0.7, belong to CITIC, said the questionnaire can be accepted; if less than 0.35, is the low reliability. It is necessary to amend the questionnaire. (Guieford, 1965; Joseph, Rolph & Ronald, 1987).

Analysis of reliability of the study job stress for the finishing of Cronbach's alpha = 0.913, adversity quotient is 0.918, the work performance is 0.883, 0.883 of job satisfaction, was higher than 0.7 that has a good consistency (Guieford, 1965), as shown in Table 4.3.



Table 4.3 Reliability analysis

Measure dimensions	Question number	Cronbach's $\alpha$	Overall reliability
Job Stress	15	0.913	
Adversity Quotient	40	0.918	
Work Performance	15	0.883	0.935
Employees Satisfaction	15	0.883	

### 4.3 Pearson's Correlation analysis

This study uses Pearson's correlation analysis to test the working pressure (Independent variable) Adversity quotient (The mediator), Job satisfaction (The mediator) and work values (dependent variable), constructs such as correlation, analysis of results in the Table 4.4.

Work stress and adversity quotient has a significant positive correlation ( $r=0.345$ ), and significant  $p = 0$  ( $p<0.001$ ), said the aboriginal staff's working pressure is higher, response to adversity ability is low, and vice versa, the adversity quotient is higher, while the working pressure is low. Work pressure and work value has significant positive correlation ( $r=0.220$ ), and significant  $p = 0$  ( $p<0.001$ ), show that if the aboriginal staff's working pressure is higher, work values will be positive, then the external pressure in the internal pressure in the work, the lower the degree of work. The pressure and job satisfaction has significant positive correlation ( $r = 0.147$ ), and significant  $p = 0$  ( $p<0.001$ ), said the aboriginal staff working pressure is higher, then get on with work The foot was lower, and vice versa, the job satisfaction is relatively high, the working pressure is lower. Adversity quotient and work performance has a significant positive correlation ( $r=0.313$ ), and significant  $p = 0$  ( $p<0.001$ ), said in response to Aboriginal staff stress is high or low, work performance will increase.

Table 4.4 Correlation analysis

Measure dimensions	Job stress	Adversity quotient	Work performance	Job satisfaction
Job Stress	1			
Adversity Quotient	0.345***	1		
Work Performance	0.220***	0.313***	1	
Employees Satisfaction	0.147***	0.451**	0.059***	1

Note: \*p < 0.05 ; \*\*p < 0.01 ; \*\*\*p < 0.001.

#### 4.4 Regression Analysis

In this study, adversity quotient, job stress, work values, job satisfaction by regression analysis to verify the adversity quotient, job satisfaction and work values on job stress mediating effect.

In Table 4.5, after finding the verification and analysis of job stress on the adversity quotient beta = 0.345, P = 0; adversity quotient on work performance beta = 0.313, P = 0; working pressure on work performance of beta value is 0.451, P = 0; Job stress and job satisfaction of beta = 0.147, P = 0;

This study verified by analysis results showed that work stress, adversity quotient, work performance has a positive impact, so this study assumes that H1, H2, H3, H4, H5, H6 are established.

Table 4.5 Regression analysis between the variables table

Independent variables	Dependent variable	$\beta$ Value	R <sup>2</sup>	Adj.R <sup>2</sup>	T Value	F Value	P Value
Job Stress	Adversity Quotient	0.345***	0.119	0.118	9.216	84.926	0.000
Adversity Quotient	Work Performance	0.313***	0.098	0.097	8.265	68.318	0.000
Job Stress	Work Performance	0.451***	0.203	0.202	12.663	160.355	0.000
Employees satisfaction	Work Performance	- 0.023	0.001	- 0.001	-0.589	0.347	0.556
Job Stress	Employees Satisfaction	0.147***	0.022	0.020	3.728	13.894	0.000
Adversity Quotient	Job satisfaction	0.179***	0.232	0.229	4.796	94.486	0.000

Note: \*p < 0.05 ; \*\*p < 0.01 ; \*\*\*p < 0.001

## 4.5 Independent samples T-test and one-way ANOVA

In this study, independent samples T-test and ANOVA, this part adopt independent sample T test, analysis of the gender differences in the variables, the single factor variance analysis of different Vietnam aboriginal employees in age, position, seniority and education variables of the industry.

### 4.5.1 Independent sample T-test

In different gender, adopt independent sample T test, variance analysis, from Table 4.6 shows different gender of Vietnam staff in adversity quotient dimensions P = 0.008 is smaller than 0.05, said there are significant differences in the variables of adversity quotient on gender. In genders of Vietnam staff on work stress dimensions, the P value = 0.960 is greater than 0.05, indicating that there were no significant gender differences in the variables of work pressure. The different gender in Vietnam staff work value dimensions P value = 0.192 is greater than 0.05, indicating no significant gender differences in the variables of work pressure. The different gender in Vietnam staff job satisfaction, the P

value = 0.099 is greater than 0.05, indicating no significant gender differences in the variables of work satisfaction.

Table 4.6 Independent sample T-test

	Gender	Number	Average	Standard deviation	T	P
Adversity Quotient	Female	182	3.0050	0.56921	-2.668	0.008*
	Male	118	3.1243	0.55267		
Job Stress	Female	182	2.8314	0.59380	-0.050	0.960
	Male	118	2.8338	0.63745		
Work Performance	Female	182	2.4773	0.55430	1.305	0.192
	Male	118	2.4209	0.53015		
Employees Satisfaction	Female	182	2.6224	0.50582	1.652	0.099
	Male	118	2.5512	0.57442		

Note: \*p < 0.05 ; \*\*p < 0.01 ; \*\*\*p < 0.001

#### 4.5.2 One-way analysis of variance

In different ages, single factor variance analysis table 4.7 shows the differences between different age groups of Vietnam staff in adversity quotient dimensions P = 0.058 is greater than 0.05, representing different ages in adversity quotient variables have no significant difference, that different age groups of employees in the ability of Vietnam aborigines with the attitude of stress response, there is no difference.

Table 4.7 The results of the analysis of the differences between different ages and Adversity Quotient

	Age	N	Average	Standard deviation	P	After the comparison
Adversity Quotient	21 – 30	138	2.9991	0.55584	0.058	N/A
	31 – 40	76	3.1240	0.56614		
	41 – 50	56	3.0286	0.56039		
	51 – 60	24	3.2089	0.48344		
	Over 61	6	2.8542	0.96418		

Note: \*p < 0.05 ; \*\*p < 0.01 ; \*\*\*p < 0.001

In parts of different ages, collected one-way analysis of variance differences, Table 4.8 shows the different Vietnam employees ages of facets to the working pressure  $P = 0.152$  greater than 0.05, said they did not have a significant differences with age in the working variables of job stress, Vietnam represent employees at work The pressure and not because of different ages vary.

Table 4.8 The results of the analysis of the differences between different ages and Job Stress

	Age	N	Average	Standard deviation	P	After the comparison
Job Stress	21 – 30	138	2.8407	0.68044	0.152	N/A
	31 – 40	76	2.8838	0.60617		
	41 – 50	56	2.7559	0.57119		
	51 – 60	24	2.7246	0.53793		
	Over 61	6	2.7308	0.57142		

Note: \* $p < 0.05$  ; \*\* $p < 0.01$  ; \*\*\* $p < 0.001$

In different ages, single factor variance analysis, table 4.9 shows the differences between different age groups of Vietnam workers in work value dimensions  $P = 0.039$  is smaller than 0.05, representing different ages in variable values have significant difference, but the Scheffe analysis results show different age values showed no significant differences in the value of the work, said the Vietnam employees work on ideas or beliefs do not vary because of different ages.

Table 4.9 The results of the analysis of the differences between different ages and Work Performance

	Age	N	Average	Standard deviation	P	After the comparison
Work Performance	21 – 30	138	2.4524	0.61478	0.039*	N/A
	31 – 40	76	2.4760	0.46540		
	41 – 50	56	2.4434	0.53911		
	51 – 60	24	2.3683	0.41641		
	Over 61	6	2.0000	0.51370		

Note: \*p < 0.05 ; \*\*p < 0.01 ; \*\*\*p < 0.001

In different ages, single factor variance analysis table 4.10 shows the differences between different age groups of Vietnam workers in job satisfaction dimensions P = 0.274 is greater than 0.05, representing different age variables at work satisfaction had no significant difference, said the Vietnam staff on the job welfare or incentive system does not vary because of different ages.

Table 4.10 The results of the analysis of the differences between different ages and Job Satisfaction

	Age	N	Average	Standard deviation	P	After the comparison
Employees Satisfaction	21 – 30	138	2.9991	0.55584	0.058	N/A
	31 – 40	76	3.1240	0.56614		
	41 – 50	56	3.0286	0.56039		
	51 – 60	24	3.2089	0.48344		
	Over 61	6	2.8542	0.96418		

Note: \*p < 0.05 ; \*\*p < 0.01 ; \*\*\*p < 0.001

In different occupation categories, single factor analysis of variance difference from table 4.11 shows different occupation categories of Vietnam workers in adversity quotient dimensions P = 0.004 is smaller than 0.05, said there are significant differences in the variables of adversity quotient in different occupation categories; different occupation categories of Vietnam employees to work pressure the P value is greater than 0.05, = 0.583, said there

is a different in variable pressure have no significant difference; different occupation categories of Vietnam workers in work value dimensions  $P = 0.149$  is greater than 0.05, representing different in variable values have no significant difference; different occupation categories of Vietnam employee job satisfaction dimensions for  $P$  value of 0.001 is less than 0.05, but the Scheffe analysis showed no significant, different occupation categories. So there is no significant differences in the variables of work satisfaction.

Table 4.11 Different work time and Adversity Quotient, Job Stress, Work Performance, Job Satisfaction analysis results

	Work time	N	Average	Standard deviation	P	After the comparison
Adversity Quotient	Full time	288	3.1226	0.56099	0.004**	A > B
	Part time	12	2.9884	0.51535		
Job Stress	Full time	288	2.8130	0.57398	0.583	N/A
	Part time	12	2.8568	0.63388		
Work Performance	Full time	288	2.4197	0.50577	0.149	N/A
	Part time	12	2.5195	0.53671		
Employees Satisfaction	Full time	288	2.5758	0.51430	0.001**	N/A
	Part time	12	2.6973	0.55942		

Note: \* $p < 0.05$  ; \*\* $p < 0.01$  ; \*\*\* $p < 0.001$ ; A = Full time; B = Part time

In different positions, single factor analysis of variance difference from table 4.12 shows the different occupation categories of Vietnam workers in the face of adversity quotient  $P$  value of 0.349 is greater than 0.05, said there are no significant differences between different positions in adversity quotient variables; different positions of Vietnam workers in work pressure  $P$  value of 0.832 is greater than 0.05, said there are no significant differences between

different positions in the working pressure on the variables; different positions in Vietnam employees work value dimensions P value of 0.758 is greater than 0.05, said there was no significant difference between the different positions of the work variables values on different positions of Vietnam staff; on job satisfaction dimensions P = 0.084 is greater than 0.05, said there are no significant differences between different variables in your job satisfaction.

Table 4.12 Different positions and Adversity Quotient, Job Stress, Work Performance, Job Satisfaction analysis results

	Duty	N	Average	Standard deviation	P	After the comparison
Adversity Quotient	High manager	6	2.9265	0.43955	0.349	N/A
	Mid-level manager	54	3.0750	0.53777		
	Employee	240	3.0725	0.57541		
Job Stress	High manager	6	2.8135	0.48576	0.832	N/A
	Mid-level manager	54	2.8668	0.66270		
	Employee	240	2.8272	0.61481		
Work Performance	High manager	6	2.5152	0.61182	0.758	N/A
	Mid-level manager	54	2.4356	0.52423		
	Employee	240	2.4471	0.54209		
Employees Satisfaction	High manager	6	2.7879	0.54758	0.084	N/A
	Mid-level manager	54	2.5952	0.60654		
	Employee	240	2.5715	0.52702		

Note: \*p < 0.05 ; \*\*p < 0.01 ; \*\*\*p < 0.001

In different degree, single factor analysis of variance difference from table 4.13 showed that different degree of Vietnam workers in adversity quotient dimensions P = 0.031 is smaller than 0.05, said there are significant differences in the variables of adversity quotient in different degree; different degree of Vietnam staff on work stress dimensions P value 0 less than 0.05, said there are significant differences in the variables of work pressure on the different degree



of different degree; Vietnam workers in work value dimensions  $P = 0.540$  is greater than 0.05, representing different degree in variable values no significant difference; different degree of Vietnam staff to work meet the dimensions of the P value is 0.939 greater than 0.05, indicating that there was no significant difference between the different degree in the work variables satisfy the different degree of the aboriginal people in Vietnam.

Table 4.13 Different degree and Adversity Quotient, Job Stress, Work Performance, Job Satisfaction analysis results

	Education	N	Average	Standard deviation	P	After the comparison
Adversity Quotient	High school	32	3.0529	0.55399	0.031*	N/A
	Bachelor	192	3.1236	0.57262		
	Master	72	2.8649	0.54799		
	Doctor	4	2.9750	0.57082		
Job Stress	High school	32	2.7350	0.51533	0.000***	B>A
	Bachelor	192	2.9788	0.68254		
	Master	72	2.7921	0.76334		
	Doctor	4	2.6703	0.59702		
Work Performance	High school	32	2.4189	0.49121	0.540	N/A
	Bachelor	192	2.4805	0.56503		
	Master	72	2.4929	0.70792		
	Doctor	4	2.4762	0.82174		
Employees Satisfaction	High school	32	2.5904	0.48306	0.939	N/A
	Bachelor	192	2.5877	0.56767		
	Master	72	2.5433	0.65334		
	Doctor	4	2.6476	1.27524		

Note: \* $p < 0.05$  ; \*\* $p < 0.01$  ; \*\*\* $p < 0.001$ ; A = high school degree; B = Bachelor degree.

# **CHAPTER FIVE**

## **DISCUSSION AND CONCLUSION**

This study through the Vietnam aboriginal staff in the employment environment in the current situation, uses the questionnaire survey, to understand the Vietnam aboriginal staff adversity quotient and job satisfaction on work values, job stress influence.

In this chapter the research results and compare the results of past literature research showing the study found, and discuss the research contributions and managerial implications and research limitations and suggestions for future research, the detailed contents are as follows.

### **5.1 Discussion about the research**

According to the results of this study, the analysis found that the job stress on the adversity quotient has a positive correlation ( $r = 0.345, 0.220, 0.313$  in table 3). The results in table showed us that when job stress and adversity quotient is increased with accordant levels, the work performance of employees will be increased. But if job stress is increased with too high levels, the work performance will be decreased and same with adversity quotient.

Besides that,  $\beta$  Values of the relationship between each variable tables are bigger than 0(0.345, 0.313, 0.451). According to that, job stress has a positive impact on adversity quotient and work performance. Besides that, adversity quotient has a positive impact with work performance.

According to the results and discussion, we can see that when the Vietnamese staff's job stress is enhanced, the ability to respond to adversity quotient will weaken, so the research hypothesis results. (two) when unable to cope with adversity, Vietnamese employees' work performance will decrease,

so the research hypothesis results; (three) the job stress has a positive correlation to the work performance, said the size of the job stress, affect work performance are different, so the research hypothesis results. The research hypothesis and the analysis results are shown in Table 5.1.

Table 5.1 The result of the hypothesis.

	The hypothesis	Result
H1	The significant relationship between Job Stress and Adversity Quotient (AQ).	Supported
H2	The significant relationship between Adversity Quotient (AQ) and Employees Satisfaction.	Supported
H3	The significant relationship between Adversity Quotient (AQ) and Work Performance.	Supported
H4	The significant relationship between Employees Satisfaction and Work Performance.	Not Supported
H5	The significant relationship between Job Stress and Employees Satisfaction.	Supported
H6	The significant relationship between Job Stress and Work Performance.	Supported

## 5.2 Conclusion

### 5.2.1 Academic contribution

Based on the Adversity Quotient as the basis and study on Job Stress, Work Performance and Employee Satisfaction, the study is based on Vietnamese staff as the research object. The results showed that the Adversity Quotient and Job Stress are positively correlated with Work Performance and Employees Satisfaction. So this is the first study contribution.

The current research on the adversity quotient of Vietnam gradually increased, but the sample of the Vietnamese employees are rarely, this study can provide effective and reliable enterprise organization in adversity quotient (AQ) measure the Vietnamese staff with adversity performance. This is the second study contribution

### **5.2.2 Practical contribution**

According to the results of this study, The adversity quotient score of Vietnamese employees will increase when their stress is increased. But if their stress is increased too much, they will be overload and tend to quit their job. The Vietnamese employees' adversity quotient score will be higher when their stress is decreased. But adversity quotient score can be increased by training. Therefore, the managers should give their employee some courses to improve the employees' ability to response to adversity. Besides that, when their adversity quotient score is higher, they can response to more stress and their work performance will be improved.

The relationship between job stress and work performance is a symbiotic relationship. In some levels, a suitable stress will be the power which will push the employees, make them work harder and faster. When the manager wants to improve their company's work performance, they will give more work and deadline to their employees. So that, the employees will be more stress. If their adversity quotient score is low, they will be overload with stress and can't finish their work right on time. So, increasing the employees' stress in low levels can be good for the employees. The employees can train their ability to response to stress slowly. After that, more stress that they can response will be more work they can finish for the company.

### **5.2.3 Limitation of research**

The research by questionnaire survey method, because of the aboriginal employees with different levels of education, unable to grasp the education level of respondents. Because of the different education, may cause comprehension of respondents in answer due to the existence and meaning of error. So it may still be different from the actual situation.

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## APPENDIX

Hello! I am a master student of Shen,Chao-Ying, Ph.D (ZHI-HSIEN SHIH) of Nanhua University. Currently we are studying the motivation to work for employees at the office block area of Hanoi. Your opinion will be an incredibly valuable contribution to our research. All information collected will be kept confidential and only used for research purposes. We wish you help me. We sincerely thank you!

Part I: Basic information only for academic research in this part of the questionnaire, absolutely confidential, please be assured at the most appropriate answer and "fight".

1. My gender:

Male    Female

2. My age:

20 age            21 ~ 30 years            31 ~ 40 years  
41 ~ 50 years            51 ~ 60 years            61 years and above

3. I work as:

full-time job            part-time job

4. My current position is:

High manager            Mid-level manager            Entry level employee

5. My job seniority:

under 1 year            1 ~ 3 years            3 ~ 5 years            5 ~ 10 years            10  
years above

6. My qualifications:

Senior high school            Bachelor            Master            Doctor

Job stress					
The following question is to understand your current job stress levels, please read after each topic in the appropriate <input type="checkbox"/> figure "x"					
	1	2	3	4	5
	Very agree	Agree	Medium	Different	Strongly disagree
1. The company's important decisions and activities, I had little influence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The company's measures and decisions, there is less time for me to express my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In the company's meeting, the other views, not the company's attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The company's decision to participate in matters, not to the point of views.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Because of the official business, the meeting, I feel that the time is not enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The work load is too heavy, can not be completed within the working hours, I must bring home to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The tasks assigned by the supervisor, I can't make anybody mind, so as to affect the efficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. To be in a limited period of time pressure, it's very hard to complete the delivery of the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The superior executive unreasonable demands make me in trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can not be recognized and supported by the majority of my colleagues when dealing with or promote the business of the company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The play between the supervisor and employee communication role, make me feel the pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The work environment isn't in line with my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I can't care about both family and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I can't show all my ability in the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My head offices I belong to work enthusiasm is too low and troubled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employees satisfaction					
The following question is to understand your satisfaction with your job, please read after each topic in the appropriate <input type="checkbox"/> and "x"					
	1	2	3	4	5
	Very agree	Agree	Medium	Different	Strongly disagree
1. I have a fair chance to learn something new in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am satisfied with the fairness of the promotion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am very satisfied with the salary and the amount of work, compared with the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. At present work makes me feel safe and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am very satisfied with the current job security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My colleagues are very satisfied with my attitude and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When I have a good job performance, the director of my appreciation of the plus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The current working environment, the company's decision-making and implementation of the method, very satisfied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I'm satisfied with the stability of this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can get success and affirmation from work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have a sense of accomplishment in my current job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When I need support, my colleagues will help me to accomplish the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am very proud of my current job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am satisfied with the company's vacation and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. In the work, I can use my ability, feel very satisfied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Work performance					
The following question is to understand your current work performance levels, please read after each topic in the appropriate <input type="checkbox"/> and "x"					
	1	2	3	4	5
	Very agree	Agree	Medium	Different	Strongly disagree
1. I can enrich my life through work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have a sense of accomplishment for the concrete results of my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can gain self-affirmation and self - esteem through the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I often work in a good interpersonal relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is equally important to do a good job and get a good reward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The job title is higher, will be more appreciated by friends and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I don't have a good job, my friends will not pay attention to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My work time can fully cooperate with my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The work can be completed before the rest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I face the work with rational thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I be able to be honest with the people around me when I am at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. It is necessary to establish a good relationship with the working partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I see that my work can serve the community and promote social welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My work makes me feel calm and steady.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The work of the organization has social influence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The second part: adversity, quantity table						
Here are twenty events, please write the answer in the first intuitive response. Situations of these events, please imagine positive or below, regardless of whether these events seem real. There are no "right or wrong" answers to the questions. There are two questions after each event. Three, in response to these two issues, in 1 to 5 check a check, to indicate your degree of reaction. Each item can only one be checked.						
Example:						
1. You get a lot of money from big investors						
Q1a	I get a lot of money and It will impact:	1 All my life all relevant levels	2 Often and my life is related to the high level	3 Sometimes in my life level are related	4 Very little is related to the level of my life.	5 No relate.
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q1b	I get a lot of money and it will be:	1 Always exist	2 Will often happen again	3 Occasionally happen again	4 Rarely happens again	5 Will not happen again
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Multiple choice	Please simulate the incident to do questions.					
1. My colleagues have no response to my ideas.						
Q1a	My colleagues didn't respond to my idea:	1 Powerless	2 Often powerless	3 Occasionally incapable of action	4 Very little powerless	5 Can fully control
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q1b	My colleagues didn't respond to my idea:	1 Is my personal factor	2 Often is my factor	3 Occasionally is my factors	4 Rarely is my factors	5 Are other factors
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In the meeting, colleagues of my report on the response to the cold.						
Q2a	People react to my report:	1 It's all about my level.	2 Often and my level is related.	3 Sometimes and my level is related.	4 Very little is related to my level.	5 It's not related to my level.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2b	People responded to my report with indifference:	1 Always present	2 Often will happen again	3 From time to time will happen again	4 Rarely will happen again	5 Does not happen again
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. The gap between me and my loved one is getting deeper and deeper.						
Q3a	Me and the person I love more and more deep estrangement:	1 It's all about the level of my life.	2 Often and my life is related to the level.	3 And sometimes in my life level are related.	4 Very little is related to the level of my life.	5 Never is related to the level of my life.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3b	Me and the person I love more and more deep estrangement:	1 Always exist	2 Will often happen again	3 Occasionally happen again	4 Rarely happens again	5 Will not happen again
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I and my partner (meaning your extraordinary man) had a heated argument.						
Q4a	I believe in our heated argument:	1 Powerless	2 Often powerless	3 Occasionally helpless	4 Little powerless	5 Complete control
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4b	I feel the result of this thing, myself:	1 Do not have to bear any responsibility	2 Often do not have to bear the responsibility	3 Take half responsibility	4 Seldom do not have to bear the responsibility	5 Have to take full responsibility
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Supervisor required me transferred to other units, otherwise, I will be no chance of promotion.						
Q5a	I was transferred to the supervisor to other units is:	1 It's all about the level of my life.	2 Often and it is related to the level of my life.	3 Sometimes and related to level of my life.	4 Very little is related to the level of my life.	5 Never related to the level of my life.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5b	I was transferred to other units:	1 Always exist	2 Will often happen again	3 Occasionally happen again	4 Rarely happens again	5 Will not happen again
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



6. I attached to a friend in my birthday does not call.						
Q6a	My friend didn't call. I didn't call.	1 Powerless	2 Often powerless	3 Occasionally incapable of action	4 Very little powerless	5 Can fully control
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6b	My friend did not call because:	1 is my personal factor	2 is often my factor	3 occasionally my factor	4 is rarely my factors	5 other factors
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My closest friend had a serious illness.						
Q7a	My friend is seriously ill:	1 Powerless	2 Often powerless	3 Occasionally incapable of action	4 Very little powerless	5 Can fully control
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7b	My friend is seriously ill:	1 Do not have to bear any responsibility	2 Often do not have to bear the responsibility	3 Take half responsibility	4 Seldom do not have to bear the responsibility	5 Have to take full responsibility
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Others refused to let you participate in important work.						
Q8a	The reason why I was rejected:	1 It's all about my level.	2 Often and related to my level.	3 Sometimes and my level is related.	4 Very little related to my level.	5 Never related to my level.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8b	The reason why I was rejected:	1 Always exist	2 Will often happen again	3 Occasionally happen again	4 Rarely happens again	5 Will not happen again
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My respected colleagues criticize me.						
Q9a	The reason for my being criticized:	1 It's all about my level.	2 Often and related to my level.	3 Sometimes and related to my level.	4 Very little related to my level.	5 Never related to my level.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q9b	The reason for my being criticized:	1 Always exist	2 Will often happen again	3 Occasionally happen again	4 Rarely happens again	5 Will not happen again
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. My most beloved people suffering from cancer.						
Q10a	Causes of cancer:	1 It's all about my level. my level.	2 Often and related to my level.	3 Sometimes and related to my level.	4 Very little related to my level.	5 Never related to my level.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10b	The reason for his cancer:	1 Always exist	2 Will often happen again	3 Occasionally happen again	4 Rarely happens again	5 Will not happen again
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My recent investment profit is not as expected.						
Q11a	My investment strategy did not work, for 1 reasons.	1 It's all about my level.	2 Often and related to my level.	3 Sometimes and related to my level.	4 Very little related to my level.	5 Never related to my level.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q11b	My investment strategy did not work	1 Always exist	2 Will often happen again	3 Occasionally happen again	4 Rarely happens again	5 Will not happen again
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I missed the flight.						
Q12a	The reason why I missed the flight was that I was:	1 Powerless	2 Often powerless	3 Occasionally incapable of action	4 Very little powerless	5 Can fully control
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q12b	I missed the flight:	1 is my personal factor	2 is often my factor	3 occasionally my factor	4 is rarely my factors	5 other factors
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am responsible for the work of the project failed.						
Q13a	The reason for the failure of the plan is that I:	1 Powerless	2 Often powerless	3 Occasionally incapable of action	4 Very little powerless	5 Can fully control
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q13b	Plan failed, I:	1 Do not have to bear any responsibility	2 Often do not have to bear the responsibility	3 Take half responsibility	4 Seldom do not have to bear the responsibility	5 Have to take full responsibility
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. The employer due to financial difficulties to pay you three.						
Q14a	I was cut:	1 Powerless	2 Often powerless	3 Occasionally incapable of action	4 Very little powerless	5 Can fully control
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q14b	I was cut, because:	1 is my personal factor	2 is often my factor	3 occasionally my factor	4 is rarely my factors	5 other factors
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The appointment of the way I drove, the car broke down.						
Q15a	My car broke down, is:	1 All my life all relevant levels	2 Often and my life is related to the high level	3 Sometimes in my life level are related	4 Very little is related to the level of my life.	5 No relate.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q15b	My vehicle broke down:	1 Always exist	2 Will often happen again	3 Occasionally happen again	4 Rarely happens again	5 Will not happen again
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Doctors told me that my cholesterol is too high.						
Q16a	My cholesterol is too high, it is:	1 All my life all relevant levels	2 Often and my life is related to the high level	3 Sometimes in my life level are related	4 Very little is related to the level of my life.	5 No relate.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q16b	My cholesterol is too high:	1 Always exist	2 Will often happen again	3 Occasionally happen again	4 Rarely happens again	5 Will not happen again
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Series of telephone calls to friends but did not reply.						
Q17a	Friends didn't call back:	1 All my life all relevant levels	2 Often and my life is related to the high level	3 Sometimes in my life level are related	4 Very little is related to the level of my life.	5 No relate.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q17b	Friends didn't answer the phone:	1 Always exist	2 Will often happen again	3 Occasionally happen again	4 Rarely happens again	5 Will not happen again
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Health examination, the doctor told me to pay attention to health.						
Q18a	The reason that the doctor reminded me is that I:	1 Powerless	2 Often powerless	3 Occasionally incapable of action	4 Very little powerless	5 Can fully control
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q18b	The cause of this incident, I:	1 Do not have to bear any responsibility	2 Often do not have to bear the responsibility	3 Take half responsibility	4 Seldom do not have to bear the responsibility	5 Have to take full responsibility
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Of my annual appraisal results is poor.						
Q19a	My performance is poor, I:	1 Powerless	2 Often powerless	3 Occasionally incapable of action	4 Very little powerless	5 Can fully control
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q19b	My poor performance, I:	1 Do not have to bear any responsibility	2 Often do not have to bear the responsibility	3 Take half responsibility	4 Seldom do not have to bear the responsibility	5 Have to take full responsibility
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I didn't get a long-awaited promotion.						
Q20a	I didn't get the promotion, it was me:	1 Powerless	2 Often powerless	3 Occasionally incapable of action	4 Very little powerless	5 Can fully control
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q20b	I didn't get the promotion because	1 is my personal factor	2 is often my factor	3 occasionally my factor	4 is rarely my factors	5 other factors
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>