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Impact of Expressive Writing about Workplace Events : Stress, Job Satisfaction and Well-Being

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IMPACT OF EXPRESSIVE WRITING ABOUT WORKPLACE EVENTS: STRESS, JOB
SATISFACTION AND WELL-BEING

by

Sheetal R Gai

A Master's Thesis Submitted to the Faculty of

Montclair State University

In Partial Fulfillment of the Requirements

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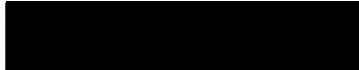
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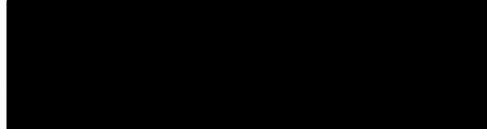
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JOB SATISFACTION AND PSYCHOLOGICAL WELL-BEING

A THESIS

Submitted in partial fulfillment of the requirements

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Montclair State University

Montclair, NJ

2011

Abstract

Expressive Writing interventions have been widely used in clinical and medical settings. It has been shown that by exploring thoughts and feelings associated with stressful events can help individuals benefit in terms of reducing stress and improving health and psychological well-being. The present study examines the effectiveness of an expressive writing intervention among expatriates from Asia working in Information Technology industry in United States. A pre-post test design was applied. The study was conducted over 12 weeks, in which participants (N=30) completed pre assessment, and then were randomly assigned to different writing conditions Thoughts and Emotions condition (focused on thinking processes and feeling aspects) and Thoughts, Emotions and Social Support condition (focused on thoughts and feeling along with emphasis on support systems during a stressful event) in which they wrote for 3 consecutive days and this was followed by a post assessment. Post intervention, participants reported significant benefits of expressive writing through self report measures of stress, higher levels of job satisfaction & improved health and well-being. Interestingly, the study did not report any significant improvement on the social support variable, but noted a significant improvement in the social support satisfaction levels. Finally, the study also did not report any significant difference between the two writing conditions. The findings from this study gives insight into the use and benefits of EW intervention in workplace setting and suggest that there is tremendous potential in exploring the benefits of expressive writing in other sphere of workplace.

Keywords: Expressive Writing, Work Stress, Job Satisfaction, Social Support, Psychological Well-being, Health, Expatriates

Impact of Expressive Writing about Workplace events: Stress,

Job Satisfaction and Well-being

Researchers have identified numerous stressors in the workplace over the last

several decades (Sparks, Faragher &Cooper, 2010). Among work place stressors are

personal factors (e.g., age, gender, socio economic status), family responsibilities (e.g.,

dual career responsibilities), and work-related stressors (e.g. workload, shift work / hours

of work, autonomy, physical environment of work, isolation at the workplace), Yahaya,

Yahaya, Tamyes, Ismail & Jaalam, 2010; Hombergh, Künzi, Elwyn, Doremalen,

Akkermans, Grol & Wensing, 2009; Gyes, 2006; Boerjan, Bluyssen, Bleichrodt,

Baumgarten, & Goor, 2010; Vischer, 2007; Fink, 2000. Further, recent studies have

linked other sources to work-related stress including violence at work, including

aggression, bullying (Agervolds, 2009) and sexual harassment (Schneider, Swan, &

Fitzgerald, 1997). These stressors have multiple effects both in and out of work,

including changes in mood and affect (e.g., irritability, anxiety), reduced interest in

activities, decreased tolerance to frustration, angry outbursts, and cognitive difficulties

(e.g., increased forgetfulness, inability to concentrate), in addition to general physical and

psychological health and well-being (NIOSH, 1999).

In addition to these stressors, expatriates, an important class of workers in the

changing nature of work, may experience unique stresses beyond those typically

associated with work (e.g., Koteswari & Bhattacharya, 2007; Fako, 2010). Expatriates are

individuals who have crossed boundaries to work in another non native country to

accomplish a job or organizational goals for a specific, temporary timeframe (Neault,

2007; Lirio, 2010). Expats experience stressors due to many factors varying from

personal stressors centered around adjustment issues at work such as cultural adjustment

(Koteswari & Bhattacharya, 2007; Haslberger & Brewster, 2007; Tahir & Ismail, 2007), decisions that impact the spouse's career, changes to the family routine (Adler, 2008 as cited in Lirio, 2010) and being away from family for extended period of time (Konopaske, Robie, & Ivancevich, 2009). Further, expats experience stressors from work-related issues such as job tasks/characteristics, ambiguity, the nature of employment, communications, and discrimination at the workplace (Neault, 2007). Expats experience stresses in day-to-day activities, dealing with frustration emerging from lack of information about the host country, feeling isolated, uncertain feeling regarding competence, uncertainly of the future, concerns over health, security, and relationships (Brown, 2008; Wang & Takeuchi, 2007).

Although a number of interventions have been investigated to cope with stress in the work place (e.g., stress management techniques such as relaxation, biofeedback, cognitive approaches, and behavioral techniques), examining the larger literature related to coping and well-being may suggest alternative interventions that may improve work experiences, particularly those of expatriates (Koteswari & Bhattacharya, 2007). One such intervention gaining popularity is known as Expressive Writing (EW). EW is a particular type of coping strategy, where one writes about thoughts and feelings about a stressful or traumatic experience over the course of several days (Pennebaker, 1997). Mainly focused on coping with trauma in clinical and medical settings, for example, HIV diagnosis (Rivkin, Gustafson, Weingarten & Chin, 2006), cancer treatment (Kállay & Baban, 2008) and coping among chronically stressed caregivers (Mackenzie, Wiprzycka, Hasher & Goldstein, 2007), recent research has begun to apply this technique to cope with work-related stressors and improve wellbeing. Barclay and Skarlicki (2009), is one

of those few studies that examined the impact of writing intervention in workplace and developed a writing intervention called "victim centered intervention". However, the study looked at criteria related to clinical outcomes (i.e., insomnia, depression etc) and well-being (i.e., anxiety, exhaustion etc), rather than work-related variables.

Given the success of EW interventions on various settings, recent research has focused on understanding which aspects of EW are associated with its effectiveness. In some studies, success is seen where participants were asked to focus on thoughts in their EW (Gortner, Rude & Pennebaker, 2006; Kacewicz, Slatcher & Pennebaker, in press) whereas in other studies, effectiveness of EW is seen when participants were asked to focus on feelings (Unsworth, Rogelberg & Bonilla, 2010; Mackenzie et al., 2007; Toepfer & Walker, 2009). Fewer EW interventions have focused on writing about social support, even though social support is seen as a key component to successful stress and coping interventions, particularly among expats (Mosher & Dan-Off Burg, 2006; Possemato, 2007; Andreason, 2008; Fitzgerald & Howe-Walsh, 2008; Russel & Dickie, 2007).

The present study contributes to research on EW in three ways. First, this study focuses on understanding the effectiveness of EW in a sample of expatriates from India working in the IT sector, a rarely studied group of workers with unique stresses and demands. Second, this study extends EW research by looking at both general well-being criteria as well as workplace related variables including job satisfaction. If this technique will be useful in workplace settings, then evaluating it on work-related attitudes is important. Third, the study addresses underlying mechanisms involved in EW effectiveness by altering the focus for EW on thoughts, feelings, or social support

mechanisms important in coping. It is believed that since expats due to their large

geographic separation, away from family and friends may particularly benefit from the

focus on social support mechanisms.

In the review that follows, the paper will focus on literature discussing the

experiences and challenges of expatriates, followed by past scholarly articles that look at

the effectiveness of EW as a coping strategy. The review further discusses the potential

effectiveness of EW in the expat population used in this study. Following this,

hypotheses are presented and methods used to address these are discussed. Finally results

and a discussion of the findings are presented.

Literature Review

The nature of work is changing at whirlwind speed (NIOSH, 1999), resulting in a dramatic changes in the overall work life of employees (Sikora, Beaty, & Forward, 2004), making work more stressful and difficult for both employees and employers in the technology age (Kossek, Lewis, & Hammer, 2010). Though there are various factors that impact stress, the exact causes of work-related stress from one person to another are often difficult to pinpoint (Gupta, 1988 and Kumar, 1997, as cited by Moosa, 2010). Some have identified sources of stressors resulting from workload (Hombergh et al. , 2009), shift work / hours of work (Gyes, 2006), autonomy (Boerjan et al. , 2010), physical environment (Vischer, 2007), isolation at the workplace (Fink, 2000), role conflict, level of responsibility, relationships with supervisors, coworkers, subordinates, professional growth such as under/over-promotion, job security, career development opportunities, overall job satisfaction, (Bashir & Ramay, 2010; Abraham, 2011) and home-work interface as sources of stressors (Leka, Griffiths & Cox, 2003). Other sources of stressors that have received attention are related to workplace aggression (Barling, Dupré, & Kelloway, 2009), sexual harassment (Schneider, Swan, & Fitzgerald, 1997) and justice issues (Schaubroeck & Jones, 2000).

A recent line of research has shown an interest in understanding stressors associated with expatriates and why "expatriates" potentially experience more stress (Koteswari & Bhattacharya, 2007) and challenges both personally and professionally (Lirio, 2010). "International people" or "expats" are those who travel across various boundaries, (spatial and cultural) who enter a new world with a new set of stresses, challenges and goals for themselves both personally and professionally (Lirio, 2010).

Due to these shift in their lives they experience various hurdles and challenges leading to stressors and health issues (Curtis, 2008; Koteswari & Bhattacharya, 2007).

In the following section, studies that focused on the experiences and challenges faced by expatriates will be explored.

Overview of Expatriates' Experiences

One area of research in work and organizational psychology studies the experience of expatriates (Arman, 2009). However, the majority of researchers have focused on the American expats' experiences in the host foreign countries (Shim & Paprock, 2002; Daniels & Insch, 1998, as cited Christensen & Harzing, 2004), rather than nonAmerican expatriates' working experiences in the US. In addition to this bias in the literature, American expats often work in host countries for a particular type of company, one that is a larger U.S. multinational company. Whereas many nonAmerican expats in the US may work for smaller and mid-size firms, and for companies that are not based in the US but have offices here, introducing another type of bias in the literature (Daniels & Insch, 1998, as cited Christensen & Harzing, 2004; Bolino, 2007).

Expats living in developed countries may account for smaller than 10% of the working population, expats in others countries may be substantial and even outnumber host country employees. In the Middle East region, such as UAE, the expats account for 70% of the population of workers, and in the EU, smaller countries including Luxembourg and Switzerland have large number of expats at 30%, and 20% respectively.

It was estimated in 2009 that the total number of US citizens expatriating abroad was 74,200. In 2010, the number projected has increased 207% to 153,400 U.S. citizens (International Tax blog, 2010). However, according to the U S Department of Homeland Security statistics, the total number of immigrants who entered the USA to work in the year 2009 was much higher. Those who came to US on B1 visas (i.e., issued to foreign citizens seeking entry for a temporary period for business purposes) were 2,408,092, and individuals who came to the US on H1 B visas (a non-immigrant visa, which allows a US company to employ a foreign individual for up to six years) accounted for a total of 339,243 individuals. Further, for immigrants with free trade agreement visas (H1B1 visa), the total was 21,000, and those who were on an L1 visa (i.e., an intra company transfer) added to a total of 493,992 workers. Those on student immigrant visas (F1 visas), who may be employed as research or teaching assistants in universities added a total of 895,392 potential employees.

Given the large number of expats, it is important to understand their experiences. Expats experience challenges in day to day activities, dealing with frustration emerging from lack of information about the host country, feeling isolated, feeling less competence, uncertainly of the future, concerns over health, security, and relationship strains reveals Brown (2008). New challenges faced by individuals working in a bi-cultural environment, the fact that one is away from home, their loved ones, coupled with guilt, and high amount of pressure from significant others to excel are all factors that may lead to stress (Muller, 2002). Individuals who move to a new country may experience stress related to their new situation. Research found that the most commonly reported difficulty is related to cultural differences, language (Zahi, 2002, as cited in Tavakoli et

al., 2009), issues jugging between two different cultures, norms and expectations, and decisions that impact a spouse's career and existing family routine (Adler, 2008 as cited in Lirio, 2010). In addition to these stressors, expats experience challenges in issues like employment, communications, and discrimination (Fitzgerald & Howe-Walsh, 2008).

Research by Ramalu, Rose, Uli & Kumar (2010), research tried to uncover the connection between the experience of stress and expat's personality. The study sampled the expat population from Australia, UK, and the US and found that greater general adjustment among expatriates is associated with greater extraversion and agreeableness. Positive relationships, greater interaction, and overall adjustment was related to greater agreeableness, while greater work adjustment was related to greater conscientiousness and openness to experience. Downes, Varner & Hemmasi (2010), found adjustment among expats related to extraversion, emotional stability, and openness, and that agreeableness also was positively associated with expatriate job performance.

Another study by Chen & Ho Chiu (2009), investigated the influence of psychological contracts on the adjustment and organizational commitment of expatriates during international business assignments in Taiwan. The subjects for the study included international business expats from different parts of the world who resided in Taiwan. The study indicated that perceived fulfillment of the psychological contracts of expatriates significantly influenced their adjustment to foreign situations, socio-cultural adjustment, and organizational commitment.

Shaffer and Harrison (2006) examined 452 expatriates and 252 expats spouses living in 45 countries. In this sample of expats from American companies, 65% of the

expats participants were American, and 35% were from 29 different countries. The study reveals that withdrawal cognitions were negatively related to organizational commitment and job satisfaction. However the model extended its findings and stated that family responsibility had a negative effect on job satisfaction, all levels of satisfaction and adjustment were linked to at least one of the spouse experience variables. For example, spouse satisfaction and adjustment affected expats satisfaction and adjustment directly and suggested that effects from family context vary and are broad.

Tahir and Ismail (2007), conducted a study on expats (from Japan, Taiwan and Korea along with some other European countries and the US) based in Malaysia, and reported expatriates experience psychological, socio-cultural, and work-related challenges. Further, they found that these challenges are inevitable to expats due to various differences in cultural background as the match between two cultures is bound to be inconsistent. Further the study suggested the use of an innovative structured cross-cultural training program developed during this research, which has proven to be helpful in overcoming these challenges, leading to better adjustments in the foreign land. Examining the complex relationship that exists between two stressors, the demands of the native country and its perceived cultural novelty, with expats' general adjustment, Takeuchi, Lepak, Marinova and Yun, (2007) found that parental demands were related only to spousal adjustment and not to expatriate adjustment among Japanese expatriates and their spouses. However these may occur due to the strong gender role distinctions made in Japanese cultures.

Selmer (2006) examined the western expats' experiences in terms of language ability and adjustment living in China. The study reveals interesting adjustment issues

based on the time spent by expatriates in China. The results showed that the more time

the expat spent in China, the more proficiency they had over language ability, suggesting

a relation between time spent and interaction adjustment and socio-cultural adjustment.

Another study by Selmer (2004) compared the experience of newcomer and long timer

western expats residing in China. The study identifies two sets of psychological barriers

to adjustment – sociocultural and psychological- that varies among newcomers and long

timers. For newcomers, both perceived inability to adjust and unwillingness to adjust

affects aspects of sociocultural adjustment and not their psychological adjustments.

However, these adjustment issues are not true in the case of long timers in China. On a

similar thought, Shim and Paprock (2002) examined 70 American expats living and

working in a foreign country. The study reveals that learning processes and situations that

expats gain in the host country help reduce expats' difficulties when they have stronger

ties with the host culture, language, and maintain long-term relationships with the host

country. Hutchings and Murray (2002) examined Australian expats' experiences working

in post- communist China. The main feature of this research looked at how the expats

experiences and business relationships is connected to the China's strong family

networks or cultural ties. This connection, called guanxi, reveals that the guanxi

connections grow stronger with the expats length of services in China, helping them to

adjust to the host country effective.

There are other studies too that have focused on the experiences of expats from

developed countries like Kim (2008) examined the experience of 20 American expats

working in South Korea. The study focused on some of the communication challenges

faced by these American expats with the local people and examined the overall feelings

that these expats have towards such overseas experiences. The case study interviewed the participants on individual bases and tried to explore the challenges they face. Some of the challenges that resulted during the interview were difficulties in understanding the verbal/non verbal expressions and the differences between them and local people are frustrating.

Bonache (2005) examined job satisfaction among expatriates, repatriates and domestic employees with no international experience among Spanish workers. The study examined the impact of international assignments on work- related variables such as job satisfaction, job characteristics, coworkers, pay, and career prospects, and suggested that expats had greater satisfactions in terms of job characteristics and career prospects, but had the same level of satisfactions derived from coworker's support and overall general job satisfaction.

Wang (2006) examined a group of expatriates sent from one of China's multinational corporations to work in U.S for extended years. The fieldwork looked at various experiences – how expats and their family member's career and lives were impacted, how they adjusted, understood, and adapted to the cultural differences inside and outside of workplace. The researcher interviewed expats in person and tried to understand the challenges from an individual perspective. Another study by Xu (2009) revealed that there has been an increase in the outflow of Chinese population to work overseas. The study focused on how their English competency affected their adjustments in the new environment and how it was crucial to the operation within organization. the study revealed that communication and adjustment were positively correlated to job satisfaction, coping with stress and increased support with locals.

In a meta-analysis by Koteswari and Bhattacharya (2007), Indian expats'

experiences working overseas and addresses various potential stressors and many

challenges they face when they go to foreign country. The study was aimed at identifying

various stressors experienced by expats such as cultural shock, language barriers, and

separation from family that eventually affected the performance and productivity of the

expatriates. The researchers explained a pattern associated in the journey of expats,

suggesting that adjusting with the changes is way to succeed in this journey and further

reports different ways to manage these stressors at individual levels and organizational

levels; so that their performance and productivity can improve eventually.

Other studies that have focused on experiences (adjustments, language

proficiency, etc) of expats from emerging markets such as Ariss and Ozbilgin (2010)

examined 43 Lebanese's skilled self-initiated expats living in Paris region. Güngör and

Tansel (2005) examined Turkish professionals residing overseas and demonstrated the

factors that are important in deciding to work abroad.

Globalization has created a global market increasing the demand for

skilled professionals and encouraging them to leave their homes and temporarily reside in

other foreign countries for education, and work, across the globe (Tungli & Peiperl, 2009;

Stahl, Miller &Tung, 2002). From developed countries such as USA, UK and Germany,

to developing countries Brazil, China, India, and Argentina, the number of expatriates

will increase to more than 200 million across different regions by 2010 (United Nations,

2005, as cited by Just Landed). With the constant flow of expatriates globally (Tungli &

Peiperl, 2009), the trend of exploring the experiences of expats is increasing and this is

gaining momentum even in developing countries like China and India because of their

expanding expatriates communities that has reached nearly 1.7 and 1.9 million people

respectively (Dumont & Lemaître, unknown). Given the number of expats and the

difficulties they face in adjustment, researchers have begun to focus on many different

ways to cope with these stressors. One such intervention that is gaining popularity in the

field of social sciences is Expressive Writing, which is the focus of the following section.

Overview of Effectiveness of Expressive Writing Interventions

Expressive Writing (EW) is one form of writing communication that focuses on

coping with stressful or traumatic events. This process, introduced by Pennebaker

(Pennebaker, 1997; Pennebaker & Beall, 1986), is also known by many different names

such as EW therapy, EW intervention, journaling, and disclosure therapy. The expression

of feelings in EW intervention allows a person to stop holding in what they are feeling or

thinking (Kacewicz, et al., in press). EW may also allow individuals to capture one's

deepest thoughts and feelings by recording it with pen and paper (Smyth, Hockemeyer, &

Tulloch, 2008). Tavakoli- Moayed (2008), suggests that stressful experiences are

resolved when individuals recall the event, become aware of the emotions that stem from

it, explore how the experience has changed their beliefs, and then learn how to integrate

this new awareness and understanding of the situation into their sense of self, leading to a

wide range of health benefits for the participant (Dalton & Glenwick 2009). If these

experiences remain unresolved, it can lead to severe stress related diseases (Soper &

Bergen, 2001). Individuals who engage in EW have shown improvement in physical and

mental health. Researchers have also indicated that EW is viewed as an attractive

alternative treatment for venting out discomfort and an alternative treatment that is lower

in cost and easier to implement than traditional treatment methods (Kacewicz, et al., in

press). Dealing with stressful life events, such as chronic illnesses, can have detrimental

effects on a person's well-being so understanding EW in these samples may prove

beneficial.

From past few decades, research using EW has gained momentum and the scope

and benefits of using EW growing strong and expanding across various populations and

settings. In the following review, we will take a closer look at evidence-based research

about the effectiveness of EW across different samples and various settings such as

clinical, medical, school, and workplace.

Medical Settings

One of the first studies that reported significant benefits of expressive writing,

especially in medically ill patients was by Smyth, Stone, Hurewitz and Kaell (1999). In

this study, researchers focused on patients with either rheumatoid arthritis or chronic

asthma. These participants were randomly assigned into two different writing conditions

– one being the stressful life events and the other group wrote about a neutral topic (time

management). The participants were measured on various outcomes. Researchers focused

on health related outcomes including spirometry (a measure used to evaluate lung

function in people with obstructive or restrictive lung diseases such as asthma or cystic

fibrosis) and conducted clinical examinations spread across different time frames (i.e.

outcomes were measured once as a baseline, 2 weeks, 2 months and 4 months after

writing). The study revealed that 4 months after treatment, asthma patients in the

experimental groups showed improvements in lung function and also showed

improvement in the overall disease activity and notices no such changes in the control

group. Asthma or rheumatoid arthritis participants showed improved lung function and improved physician-rated disease severity respectively after EW (Smyth, Stone, Hurewitz, & Kaell, 1999; Harris, Thoresen, Humpheys, & Faul, 2005).

Expressive writing interventions have been tested on patients with cancer (Stanton, Danoff-Burg, Sworowski, Collins, Branstetter, Hanley, Kirk & Austenfeld, 2002; Walker, Nail & Croyle, 1999), where patients reported benefits like better physical health, reduced pain, and reduced visits to healthcare services (Rosenberg, Rosenberg, Ernstoff, Wolford, Amdur, & Elshamy, 2002; Stanton & Danoff-Burg, 2002). Additional studies using cancer patients found EW lowered depression levels and fatigue, and increased patient's perceived quality of life (Kállay et al., 2008). Zalowski, Ramati, Mortin, Flanigan, and Johnson (2004), examined EW and the impact on individuals with gynecological and prostate cancer. In their experiments it was shown that EW buffered the effect of social constraints on stress, thus showing that EW can be a beneficial intervention technique utilized for people with cancer in an attempt to better cope with the disease. Low, Stanton, and Danoff-Burg (2006), also discussed that individuals with cancer who took part in sessions of written expressive disclosure had fewer medical appointments for cancer related incidences when compared to individuals with cancer who did not utilize EW techniques. The research does not always show positive results (Walker et al., 2009; Moor, Sterner, Hall, Warneke, Gilani, Amato & Cohen, 2002).

In addition to cancer patients, EW has been examined in other samples of patients with other diagnoses. Participants with cystic fibrosis showed a significant reduction in hospital-days over a 3-month period (Gills, Lumley, Mosley–Williams, Leisen, & Roehrs, 2006) patients with HIV infection showed improved immune response similar to

that seen in mono therapy with anti-HIV drugs (Petrie, Fontanilla, Thomas, Booth &

Pennebaker, 2004; Mann, 2001). Women with chronic pelvic pain reported reductions in

pain intensity ratings after practicing EW (Norman, Lumley, Dooley, & Diamond, 2004)

and poor sleepers reported shorter sleep-onset latency (Harvey & Farrell, 2003) following

an EW protocol. Using EW after papilloma resection surgery has also led to benefits

(Solano, Donati, Pecci, Persichetti & Colaci, 2003; Klapow, Schmidt, Taylor, Roller, Li,

Calhoun, Wallander, & Pennebaker, 2001; Gidron, Duncan, Lazar, Biderman, Tandeter,

& Shvartzman, 2002). Possemato (2007) used an innovative internet based methodology

of EW to understand the relationship between post traumatic stress symptoms and poor

quality of life among kidney transplant patients. Participants who wrote about their

thoughts and emotions reported significantly less stress, better quality of life and

increased positive affect. Not limiting itself to these setting, EW has been explored in

other setting and samples of the population. In the following section we will explore the

effectiveness and benefits of EW in clinical settings.

Clinical Settings

Baikie and Wilhelm (2005) applied a meta- analysis strategy to understand EW

among survivors of trauma in psychiatric settings. The study focused on writing about

traumatic, stressful or emotional events and indicated the improvements in both physical

and psychological health in clinical populations. In the expressive writing paradigm,

participants were asked to write about events for 15–20 minutes on 3–5 occasions. Those

in the experimental group, who wrote about stressful events showed significant

improvement in physical and psychological outcomes compared with those who wrote

about neutral topics. The study further reveals an interesting observation made across

multiple studies about the impact of EW that can be observed in short or long term interventions. These short term outcomes suggested negative outcomes among participants (for example increase in distress, negative mood and physical symptoms, and a decrease in positive mood) when compared with controls in the initial stages of the intervention. However, not limiting the findings, the study emphasized the long term benefits and outcomes covered in three broad areas, objectively assessed outcomes, and self report physical health outcomes, and finally self report emotional health outcomes.

Several other studies have investigated EW in groups of trauma survivors, individuals with psychological difficulties, and severally impaired psychiatric patients (Smyth's, 1998). Results indicate that EW is beneficial for those with psychosomatic disorders (Páez, Velasco & Gonzalez, 1999; Baikie, 2003; Solano et al., 2003) and borderline personality disorder (Baikie, 2003). Further, students with a trauma history have shown improvements in physical health (Greenberg, Stone & Wortman, 1996; Sloan & Marx, 2004a). Those with posttraumatic stress disorder (PTSD) symptomology have shown tremendous improvement in psychological health outcomes with EW (Schoutrop, Lange, Brosschot & Everaerd, 1997, 2002; Sloan & Marx, 2004a). Further, females writing about body image (Earnhardt, Martz, Ballard & Curtin, 2002), children of alcoholics (Gallant & Lafreniere, 2003), caregivers of children with chronic illness (Schwartz & Drotar, 2004), students screened for sociality (Kovac & Range, 2002) and individuals who had experienced a bereavement (Range, Kovac, & Marion, 2000) have demonstrated improvements in psychological functioning following EW.

Overall, expressive writing interventions in clinical setting have shown to be effective, especially when used between therapy sessions as a "homework" activity

(Frattaroli, 2006). Further clinicians using EW interventions use these to engage clients

between sessions, improving disclosure during the therapy, increasing introspection and

finally helping integrate the thoughts, emotions and feelings (Burke, 2002). It is clear

from the previous researches that EW interventions have been used successfully to reduce

distress and improve health and well-being for those dealing with traumatic events and

stressors. With multiple studies showcasing the benefits of expressive writing in clinical

and medical setting, researches have being exploring the scope of EW in other setting

such as school and workplace in the recent times.

School Settings

Sloan, Marx, Epstein & Dobbs (2008), examined depression symptoms among

first year college students with the use of EW. After participants wrote about either a

stressful experience or about how they spent their day, the researchers found that EW

reduced depression among the participants who were more likely to brood (based on a

Ruminative Response Scale administered prior to writing). This effect of the writing

continued for 6 months and the researchers suggest it was beneficial because they were

able to confront their negative thoughts and use constructive problem- solving skills. For

the individuals in the study who were more likely to use reflective pondering, the EW

was not found to work as well. Since those who tend to practice reflective pondering are

already using a more adaptive coping method, the benefits may not be as great compared

to the brooders. Although EW showed beneficial effects in participants, the results may

or may not generalize to other samples. Since an exam is a stressful time for many

examinees, Lepore (1997), believed EW could aid in their relaxation prior to the exam.

In his study, he found that psychological distress is minimized with EW and doing an

expressive essay may help examinees reduce their levels of stress as the date of their exam approached compared to those who wrote about a random topic in the control group. This study suggests that the emotional impact of intrusive thoughts is blunted by the emotional adaptation developed by expressing thoughts and feelings of stressful situations. Also, those individuals who participated in the EW are able to gain insight into the stressor and have less distress from intrusive thoughts. In this study, even though the EW decreased stress prior to the exam, the stress of the examinees was not evaluated as an impact on performance.

Although the study by Sloan et al., (2008) examined the time prior to the exam, a study by Lumley and Provenzano (2003) examined the actual grade point averages (GPAs) of students. They tested if writing about stressful events improves GPAs and whether or not decreases in writing-induced negative mood predict GPA improvements between the first and last day of writing. College students who reported elevated physical symptoms wrote for 4 days about a stressful experience (disclosure group) or time management (control group). Students rated their mood before and after writing each day, and transcripts provided GPAs for the baseline and subsequent semesters. The disclosure group had significantly better GPAs the next semester compared to the control group. Among disclosure students, an improved mood between the beginning and end of the study predicted improved GPA, but not among the control students. Writing about general life stress leads to improved academic functioning, particularly among those who become less distressed over writing days.

While international students may have diverse cultural, religious, and sociopolitical backgrounds, they do share certain characteristics (Thomas & Althen,

1989). They differ from the immigrant population in that most international students plan

to return to their native country eventually (Mori, 2000). As might be anticipated, the

incidence of mental and physical health problems among international students is

substantial (Ryan & Twibell, 2000, as cited in Tavakoli et al., 2009). Zahi (2002, as cited

in Tavakoli et al., 2009) found that the most commonly reported difficulty among

international students is related to cultural differences, language and variations in the

education system. In the field of multicultural studies this type of stress has been referred

to as "acculturative stress" (Berry, Kim, Minde & Mok, 1987). According to Dressler and

Bernal (1982), acculturative stress occurs when an individual has difficultly adapting to a

new environment at the cultural level. Although this study and the other examined past

studies observe the effects of EW in different respects such as in college students, the

workplace, and international students, EW may be a method that should be utilized in

therapy to allow for individuals to achieve further growth. A study by Tavakoli-Moayed

(2008), evaluated EW and assertiveness training on international students. There have not

been many studies examining international students in this area.

Other studies too revealed effectiveness of EW among students with learning

disabilities by improving their abilities to integrate and organize (Baker, Gersten, and

Graham, 2003) and Walker, Shippen, Alberto, Houchins, & Cihak (2005), revealed in a

study focusing on high school students that EW program improved the writing skills of

the students and they were able to generalize and maintain the writing skills learned

during intervention.

Adding to the huge pool of literature on the benefits of EW across various

settings, researchers have recently been exploring the benefits of using EW intervention

in the workplace.

Workplace Settings

A study by Barclay and Skarlicki (2009), examined the consequences of

workplace unfairness. The study replicated previous writing interventions to experiences

of organizational injustice (Pennebaker & Beall 1986). In the study there is reference to

previous research, where intervention regarding thoughts and emotions provided the

highest benefits to psychological well-being (general life satisfaction). Since people tend

to report enduring and painful consequences after experiencing unfairness in their

workplace, Barclay and Skarlicki (2009), wanted to focus on a victim- centered

intervention that includes outcomes important to the employee who faced unfairness.

EW has been found to positively affect physical and psychological benefits

(Pennebaker,1997; Pennebaker & Beall, 1986; as cited in Barclay & Skarlicki, 2009), so

the researchers explored the benefits of EW in organizational experiences and if the

writing impacts the emotions, intentions to retaliate, and perceived resolution of the hurt

employees. The participants were divided into 3 different writing conditions- emotional

only, thought only, emotion and thoughts conditions and finally the control condition.

Barclay and Skarlicki (2009) found that employees could work through their negative

emotions after they lost their jobs and the possibility of negative emotions being brought

into an interview for a new job was decreased. They examined physical and

psychological outcomes, anger, retaliation, and perceived resolution. They found that the

participants who wrote about their emotions reported higher psychological well-being,

less anger, fewer intentions to retaliate, and higher levels of perceived resolution. There was no significant change in physical well-being though. Overall, although this is not the primary method that should be used in the workplace, in an organizational setting, this study supports the idea that there are benefits associated with EW.

Moving the focus to other organizational issues, researchers have used EW intervention and revealed the effectiveness of EW. Anopchand (2000), investigated whether EW reduces stress and burnout among prospective teachers and increases their sense of efficacy and satisfaction with teaching profession and whether teacher's sense of efficacy mediates the relationship between EW and stress, burnout, and satisfaction among prospective teachers. The study found that the frequency of EW did not have any impact on prospective teachers' sense of efficacy, stress, or burnout. Also, no evidence was obtained that teacher's sense of efficacy mediated the relationship between EW and stress and burnout. In another work-related study by Grawitch, Trare & Kohle, (2007) the relationship between employee satisfaction with different workplace practices (i.e., employee involvement, growth and development, work-life balance, recognition, relationships, health, and safety) and employee outcomes (i.e., organizational commitment, emotional exhaustion, mental well-being, and turnover intentions) was examined. University faculty and staff completed a web-survey. Overall, regression results indicated that satisfaction with healthy workplace practices was predictive of employee outcomes. In addition, satisfaction with employee involvement practices played a central role in predicting employee outcomes, whereas satisfaction with the other healthy workplace practices was somewhat less influential. Overall, the results suggested that organizations may increase some of the benefits of different healthy

workplace programs for employees if they rely on employee involvement in program

development. Giardina (2006) hypothesized that scheduled journaling over the Internet

about work-related experiences with patients and their families would provide

statistically significant benefits in mood, burnout, and quality of life in the research.

Research suggests that at least one in two healthcare professionals suffer from stress, with

one in four being in distress at any point in time. This stress and distress can result in

burnout, a cluster of symptoms that can negatively impact an individual's personal life

and professional capabilities.

Another major issue that has always been the focus of researchers is related to

stresses associated with job loss - a sign of failure and defeat. It has been cited as one of

the top ten traumatic life experiences along with the death of a significant other and

divorce (Sperta, Morin, Buhrfeind, & Pennebaker, 1994). Even though job loss is an

extremely sensitive and stressful experience, most people will not readily discuss their

feelings about the situation because they are embarrassed by being fired or laid off.

However, by inhibiting these feelings it can hinder subsequent opportunities for

reemployment. Soper et al., (1994), targets former employees of a large computer and

electronic firm, who were laid off by the company. The study revealed that these

unemployed professionals who disclosed their deepest thoughts and feelings related to

job loss through writing experienced less stressor when compared to unemployed

professionals who did not do the writing assessment. Further the study also indicated that

by confronting the upsetting experiences will reduce autonomic nervous activity and

lower the incidence of stress related diseases and in turn increasing the chance of being

reemployed. Spera, Buhrfeind & Pennebaker (1994), examined the impact of EW on

future employment activity and success. It was shown that participants who were

assigned to write about the trauma of losing their jobs were significantly more likely to

find reemployment in the months following the study than control subjects. However,

contrary to previous beliefs, these effects were not mediated by measures of heightened

motivation. It appeared to influence individuals' attitudes about their old jobs and about

finding new employment instead. These results demonstrate the importance of addressing

the psychological issues of job loss to achieve the ultimate goal of re-employment (Spera

et al., 1994).

In a study by Clarkson and Hodgkinson (2006), the efficacy of the qualitative

occupational stress diary was examined as a means by which to attain additional depth of

insight into the way people experience stress, to foster individual reflection and self-

assessment and as an aid to the development of context sensitive interventions. The

results yielded the factors constituting causes and consequences of occupational stress

were cognitively different each day and it is unlikely that any insights would have been

discovered if the study utilized a series of preformed quantitative response scales.

These above studies reflects a growing recognition that the changing nature of

work organizations and jobs demand approaches that take us beyond the quantification of

extant categories of the causes, consequences, and coping mechanisms if we are to devise

interventions that have practical applicability in contemporary work settings (Burke,

2002; Coyne & Racioppo, 2000 as cited in Clarkson and Hodgkinson, 2006). Mueller

(2002) reveals that interventions like EW are important to help employees deal with

stressors that can improve work performance. Kirk, Schutte & Hine (2011), indicated that

EW intervention is an effective strategy to yield positive workplace outcomes. The study

showed that using EW intervention program helps increase emotional intelligence and positive effect, decreasing workplace related stressors.

Tsai (2002) acknowledges the fact that people from West and the East do not differ in experiences (as cited in Tavakoli et al., 2009) and/or expression of emotions and that they are universal, (Izard, 1994, as cited inTavakoli et al., 2009). Expressive writing too has demonstrated that it can be used as an effective intervention in various settings, and in different cultures.

Keeping this view, the present study hopes to understand the effectiveness of EW in a sample of expats from India working in the IT sector in the US, a rarely studied group of workers with unique stresses and demands. Next, this study extends the effectiveness of EW research by looking at the impact of both general well-being criteria as well as workplace related variables including job satisfaction among these expats. Finally, the study addresses mechanisms important in coping that are involved in EW by altering the focus for EW on thoughts, feelings, or social support mechanisms.

The beneficial effects found in past studies lead to the assumption that expressive writing can be applied to settings such as workplace and particularly among a different set of population- expats. Based on this, the following hypotheses were developed.

Hypotheses

Expressive Writing is an effective intervention program in workplace setting, helps reduce stress and improves well-being, improves perceptions of social support, and increases general perceptions of health and job satisfaction.

Further, the study assessed the extent of addition of social support in one condition, had increased benefits over traditional EW interventions.

Method

Participants

30 Asian students and professionals from India working in a bi cultural setting in the Information Technology industry in U.S were selected. All the 30 professionals completed all sessions required for this study. Twenty percent of the participants were in the age group of 25-28 years, sixty percent ranged between 28-32 years and twenty percent of the participants were in the age group of 32-35 years. Among these, sixty percent were men and forty percent women. All these participants are currently residing in United States of America, of these, three of participants have been residing in USA for 6 months to 1year, four percent for 1-2years, another fifteen percent for 2-3years, thirty three of them are living for 3-4years, eighteen percent of participants are living in US for 4-5 years and finally twenty seven percent of the participants are living in USA for more than 5 years. Among these, fifty percent of them work in software services and other fifty percent work in computer/electronic division varying across different industries as consultants (sixty percent), in IT management (twenty percent), and researchers/IT support (twenty percent). Sixty seven percent of these participants are on H1b visas (a non-immigrant visa, which allows a US company to employ a foreign individual for up to six years), seventeen percent are on F1 visa status (a non-immigrant student visa that allows foreigners to pursue education), and the rest have other visas such as three percent of participants have B1visa (issued to foreign citizens seeking entry for a temporary period seeking entry for business purposes). All these visas are issued on a temporary

period ranging from 3months-7 years and thirteen percent of the participants have/applied

for green card (the person is authorized to live and work in the United States of

America on a permanent basis).

Measures

Socio-Demographic Details. Questions asked participants to respond about age,

gender, primary language, education, current place residing, citizenship, employment

type, industry, visa categories etc. See Appendix 1

Work Stress. Stress was assessed using the NIOSH Generic Job Stress

Questionnaire-R (GJSQ-R) (1998). The GJSQ-R is a job stress instrument developed by

National Institute of Occupational Safety and Health. This assessment was built on the

frameworks proposed by Caplan, Cobb, French, Harrison, and Pinneau (1975), Cooper

and Marshall (1976), and House (1974). NIOSH designed GJSQ consisting of a series

mulit-item scales addressing key features of work and health related outcomes. The final

instrument consisted of 179 questions, excluding demographic details across 26 scales.

All the scales demonstrated internal consistency ranging from .70 to .90 (the reliability

for each construct is reported below). See Appendix 2

From the original 26 scales, 7 subscales were relevant to the present study. The

scales used in this study were: 1) conflict at work, 2) control at work, 3) job

requirements, 4) job satisfaction, 5) mental demands, 6) social support, and 7) workload

responsibility.

Conflict at Work. This subscale has 16 items ("There is dissension in my group,"

"Other groups create problems for my group," "There is "we" feeling among members of

my group."). Respondents rated statements on a scale of 1 ("*Strongly Disagree*") to 5

("*Strongly Agree*"). Items 1,5,7,8 were reverse scored. Scores on conflict at work are the

total sum of all items. Standard coefficient alphas were 0.82 to .86 and coefficient alphas

for this sample were 0.86 for pre test and for post test.

  Control at Work. Control at work consisted of 16 items (e.g., "How much

influence do you have over the amount of work you do?" "In general, how influences do

you have over and work- related factors?"). Based on a likert type, respondents rate

statements on a scale of 1 ("*Very Little*") to 5 ("*Very Much*").The total score for this scale

was the sum of all items. Standard coefficient alphas were 0.74 to 0.85, and coefficient

alphas for this sample were 0.92 for both pre and post test

  Social Support. Social Support construct consisted of 12 items (for e.g., "How

much do each of these people do out of their way to do thing?", "How easy it is to talk to

people?" Respondents rated statements on a scale of 1 ("*Don't Have Any Person*") to 4

("*Very Much*") and the total score on this scale was the sum of all items. Standard

coefficient alphas ranged from 0.84 to 0.88. The coefficient alpha for this sample for pre

test it was 0.93 and for the post tests it was 0.85.

  Job Requirement. Job Requirement scale consisted of 10 items (for e.g.; "How

often is there a marked increase in how fast you have to think?", "How often are you

given a change to do the things you do the best?"). Based on a likert format, respondents

rate statements on a scale of 1 ("*Rarely*") to 5 ("*Very Often*"). Items   8, 9 & 10 were

scored reverse. The total score on this scale was the total sum of all items. The standard

internal consistency was 0.86. The coefficient alpha for this sample was 0.92 for both pre

and post test.

Mental Demands. Mental Demand consisted of 5 items (e.g., "I must keep my mind on my work at all times"; "I can take it easy and still get my work done"). Respondents rated statements on a scale of 1 (*"Strongly Agreed"*) to 4 (*"Strongly Disagreed"*). Item 1, 2 & 3 were scored reversely. The total on this scale was the total of all items. The standard coefficient alpha was 075. The coefficient alphas for this sample were 0.68 for pre test and 0.86 for post test.

Job Satisfaction. Job Satisfaction consisted 4 items (e.g., All in all, how satisfied would you say you are with your job?" Respondents rate statements on a scale of 1 (*"Decide Not to Take the Same Job, Not Want to Work, Advice Against It"*), to 3 (*"Decide Without Hesitation to Take the Same Job, Take the Same Job, Strongly Recommend It"*) On the 4th item, a score of 1 (*"Not at All Satisfied"*) to 4 (*"Very Satisfied"*). The total on this scale is the total of the sum of all items. The internal consistency was 0.83. The coefficient alpha for this sample was 0.92 for both pre and post test.

Workload and Responsibility. Workload and Responsibility consisted of 11 items (for e.g.; "How much work load do you have?" "How much slowdown in the work load do you experience?"). Respondents rated statements on a scale of 1 (*"Hardly Any"*) to 5 (*"Great Deal"*), items 1, 2, 5, and 7 were scored reversed. The total score on this scale is the total sum of all items. The internal consistency ranges from 0.75 to 0.90. The coefficient alpha for this sample was 0.86 for both pre and post test.

Health and Well-Being. General health and well-being was assessed using WHO-QOL-BREF. It was developed to provide a short form quality of life assessment. WHO-QOL-BREF have been incorporated into the four domains, namely the Physical,

Psychological, Social relationships, and Environment domains. The scale indicated internal consistency ranging from 0.70 to 0.93. See Appendix 3.

WHO-QOL-BREF consisted of 26 items (for e.g.; "To what extent do you feel that physical pain prevents you from doing what you need you do?" "How often do you have negative feelings, such as blue mood, despair, anxiety, depression?"). Respondents rated statements on a scale of 1 (*"Not at All"*) to 5 (*"Completely"*). Items #3, #4 and #26 are scored reversely. The total score on this scale is the total sum of all items. The coefficient alpha for this sample was 0.87 for both pre and post test.

Job Satisfaction. Job Satisfaction was assessed using Job Descriptive Index. The JDI consisted of 90 items across 6 dimensions- Pay, Promotion, Co Worker, Supervisor, Job in General and Work in Present Job. The internal consistency reliability of the 5 subscales ranged from .80 to .88. Appendix 4

Job in General consisted of 18 items (e.g., Pleasant, Ideal, Waste of Time), Work on Present Job consisted of 18 items (e.g., Satisfying, Good, Boring), Supervisor consisted of 18 items (Asks my Advice, Praise Good Work, Bad, Lazy) and Co workers dimension too consisted of 18 items (e.g., loyal, smart, slow). Pay and Promotion each consisted of 9 items each (e.g., Well Paid, Under Paid, Good Chances of Promotion) respectively, Respondents rated statements on a scale of 0 (For *Positive Items "N" and Negative Items "Y"*) to 3 (*For Positive Items "Y" and Negative Items "N"*). A score of ``1"is assigned to any item with a ``?" response. The total score on this scale is the total sum of all items. The coefficient alpha for this sample was 0.82 on pre test and 0.78 for post test and for coworker, 0.84 for pre test and 0.90 for post test on general, 0.87 on pre test and 0.92 on post test for pay, 0.76 on both pre and post test for supervisor, 0.82 on

pre test and0.87 on post test for promotion and 0.84 on pre test and 0.81 on post test for work.

Social Support. The Social Support was assessed using Social Support Questionnaire- Short Form, Revised (SSQSR; Sarason, Sarason, Shearin, & Pierce, 1987). The SSQSR consisted of six items and each item was divided into 2 components measuring social support and satisfaction. Appendix 5

Part one of the question asked respondents to list social support network members who perform different support functions (for e.g.; "Whom could you count on to help you if you had just been fired from your job or expelled from school?" or "Whom do you feel would help if a family member very close to you died?"). Participants can list up to nine different individuals. Count the total number of people for each items (odd items) and the total sum of these items was the total score on this part of the scale Part two of the question measured the satisfaction aspects related to the support from the listed individuals (e.g., "In reference to the above statement, how satisfied are you?"). Each item measures the individual's degree of satisfaction. \In the second part, respondents rated statements on a scale of 1 ("*Very Dissatisfied*") to 6 ("*Very Satisfied*"). The total score on this part of the scale is the total sum of all items (only even items). The internal consistency was 0.85. The coefficient for this sample 0.97 on both pre and post test

Psychological Well-being. Psychological well-being was assessed using Psychological Well-Being Scale, developed by Carol Ryff (1998) consisted of total 84 items across 6 dimensions – Autonomy, Environment Mastery, Personal Growth, Positive Relation, Purpose of Life and Self Acceptance. Appendix 6

Autonomy consisted of 14 items (for e.g.; "My decisions are not usually influenced by what everyone else is doing"), Environmental Mastery (e.g., "I am quite good at managing the many responsibilities of my daily life"), Personal Growth (for e.g.; "I think it is important to have new experiences that challenge how you think about yourself and the world") positive relations with other (e.g., "It is important to me to be a good listener when close friends talk to me about their problems"), purpose in life (e.g., "I have a sense of direction and purpose in life"), and self-acceptance (e.g., I like most aspects of my personality) Each of these dimensions have equal number of positively and negatively worded items. Respondents rate statements on a scale of 1(*"Strong Disagreement"*) to 6 (*"Strong Agreement"*) for positive items and negative items are score reversely. The total score on each of the sub scale is the total sum of all items in that particular scale. This scale has high internal consistency ranging from 0.83 to 0.91. The coefficient alpha for this sample was 0.82 on pre test and 0.67 on post test for autonomy, on environmental mastery the alpha of 0.84 on pre test and 0.75 was on post test, personal growth was 0.80 on pre test and 0.78 on post test, positive relationship with others coefficient alpha of 0.91 on pre test and 0.89 on post test, purpose of life has a reliability was 0.91 on pre test and 0.82 on post test and self acceptance has an alpha of 0.90 on pre test and 0.86 on post test.

Procedure

The present study is a multi-phased, pre-test-post test design. The entire study is conducted online in 3 phases.

Phase 1. Participants were sent a cover letter and consent form description the nature of the present research and requesting them to participate. Participants who

showed interest were sent demographic questions. Participants were then asked to

complete the pre assessment questionnaire that contained: 1) NIOSH generic job stress,

2) JDI -Job Satisfaction Scale, 3) WHO-BREF, Psychological Well-being Scale, and 4)

Social Support Questionnaire.

Following this, all participants were asked to write about some trivial topic. The

purpose of introducing this writing condition here was to remove/limit any influence of

pre-assessment questionnaires on phase II. The instruction is as follows for the first

writing session:

In this session, I would like you to write about how you managed your time for

the last 24 hours. Do not explore your emotions or feelings; please try to be completely

objective and descriptive. Go into as much detail as possible. All of your writing will be

completely confidential. Don't worry about spelling, sentence structure, or grammar. The

only rule is that once you begin writing, you continue to do so until 20 minutes is up.

Phase II. After this, participants were equally divided, randomly into the two

writing conditions 1) Thoughts and Emotions, or 2) Thoughts, Emotion, and Social

Support. With 15 participants in each condition, participants wrote about one stressful

workplace experience that they have experienced in the past 1 month or are experiencing

currently. Participants were asked to write about the same stressful experience for 3

consecutive days. Each writing session was for 20mins.

In the "Thoughts and Emotions only" condition participants were told to write

focusing on thoughts and feelings. The instruction as follows:

In this session, I would like you to write about your emotions, feelings, and thoughts surrounding a stressful workplace experience that has affected you and your life. In your writing, I'd like you to explore your deepest emotions (i.e., I feel . . .) and thoughts (i.e., "I think that . . ."; "I believe that . . ."). All of your writing will be completely confidential. Don't worry about spelling, sentence structure, or grammar. The only rule is that once you begin writing, you continue to do so until 20 minutes is up.

Note: Avoid naming any of your colleagues or supervisors in your writings about the stressful work-place experience

In the Thoughts, Emotions and Support Condition, participants were told to emphasize in their writing about their thoughts, emotions and social support elements. The instruction is as follows:

In this session, I would like you to write about your emotions, feelings, and thoughts surrounding a stressful workplace experience that has affected you and your life. In your writing, I'd like you to explore your deepest emotions (i.e., I feel . . .) and thoughts (i.e., "I think that . . ."; "I believe that . . ."). I'd like you to really let go and explore your deepest emotions and thoughts. You might tie your stressful events to your relationships with others, including partners, parents, lovers, colleagues, friends or relatives. Don't worry about spelling, sentence structure, or grammar. The only rule is that once you begin writing, you continue to do so until 20 minutes is up.

Note: Avoid naming any of your colleagues or supervisors in your writings about the stressful work-place experience

Phase III. After participants completed phase II, they were asked to complete

post-assessment questionnaires – 1) NIOSH Generic Job Stress, 2) JDI -Job Satisfaction

Scale, 3) WHO-BREF, 4) Psychological Well-being Scale, and 5) Social Support

Questionnaire.

The results and discussion will follow in the next section.

Results

Preliminary Analyses

In this study, job satisfaction, levels of stress, psychological well-being, social support

and health were assessed before and after the intervention process, that is, at Time 1 (pre

intervention) and at Time 2 (post intervention). Table 1, shows Mean and SD of all

dependent variables for Time 1 (pre intervention) and Time 2 (post intervention).

Job Satisfaction Scale. There are six variables on this scale. The mean scores on

all six variables- General, Pay, Promotion, Coworker, Supervisor and Work, on the Job

Satisfaction Scale have increased from Time 1 to Time 2. The mean scores ranges from

33.37 to 45.57 on four variables General, Coworker, Supervisor and Work from Time 1

and Time 2. However, on variables Pay and Promotion, the mean ranges from 13.77 to

16.97 on Time 1 and Time 2, as the number of items on these scales is less when

compared to other variables on this scale for this sample.

NIOSH Job Stress Scale. There are seven factors on this scale. The mean scores

on four variables, Conflict, Job Requirement, Mental Demand, and Workload and

Responsibility, have decreased from Time 1 to Time 2. On three other variables Control

at Work, Job Satisfaction and Social Support, the mean scores increased from Time 1 to

Time 2. The mean scores range from 30.7 to 46.2 on Time 1 and Time 2. However, on

variables Job Satisfaction and Mental Demand, the mean scores ranged from 9.87 to 14.1,

as the items on these variables are less compared to the other variables in this scale for

this sample.

Psychological Well-Being Scale. There are six factors on this scale. The mean on

all variables (Environment, Personal Growth, Personal Relations, Purpose of Life and

Self Acceptance), except Autonomy variable have increased from time 1 to time 2,

However, on the Autonomy variable, the mean score 53.0, reported no changes from time

1 and Time 2. The mean scores ranged from 53.0 to 64.3 on this scale for this sample.

Social Support Scale. There are two factors on this scale. On the Social

Satisfaction the mean scores increased from Time 1 and Time 2. On Social Support

variable, the mean scores decreased from Time 1 and Time 2.

WHO Scale. The scale overall demonstrated a mean score that increased from

Time 1 to Time 2.

Table 1

Mean and SD of Dependent Variables for Pre and Post Test

Measures	Time 1 Pre		Time 2 Post	
	Mean	SD	Mean	SD
Job Satisfaction Subscales				
General	41.57	9.13	45.57	8.08
Pay	13.77	7.3	16.97	9.04
Promotion	13.93	6.77	16	7.13
Coworker	40.13	8.83	41.9	8.26
Supervisor	39.5	8.82	41.8	8.54
Work	33.37	9.77	36.4	9.8
NIOSH Stress Subscales				
Conflict	46.23	6.89	45.47	6.2
Control	37.8	9.69	42.87	10.77
Job Requirement	33.1	4.99	31.63	6.43
Job Satisfaction	10.77	2.14	11.77	1.97
Mental Demand	14.1	3.05	9.87	3.01
Social Support	47.33	7.42	48.17	7.07
Workload	31.43	5.88	30.07	4.79
Psychological Well-being				
Autonomy	53	7.09	53	6.57
Environment	58.3	6.56	59.9	6.79
Personal Growth	58.4	5.77	63.73	6.56
Personal Relations	59.87	9.2	60.13	10.52
Purpose of Life	62.2	7.21	64.3	7.48
SA	58.7	8.92	59.9	8.69
Social Support Scale				
Social Satisfaction	32.77	2.63	33.13	2.41
Social Support	26.63	15.14	26.2	14.63
Health and Well-being Scale				
WHO	102.4	7.06	106.8	7.23

Table 2 demonstrates the mean and SD of dependent variables between the two

Expressive Writing Conditions, that is Thoughts and Emotional Only Condition and

Thoughts, Emotions and Social Support Condition.

Job Satisfaction Scale- JDI. The mean scores of all the six variables, irrespective

of the two writing conditions have increased from Time 1 to Time 2.

On variables General, Pay, Promotion and Work, the reported mean scores in the

Thought and Emotions Only Condition are greater when compared to Thoughts,

Emotions and Social Support Condition. However, on Coworkers and Supervisor

variables, the mean score is greater in Thought, Emotions and Social Support Condition

than Thoughts and Emotion Condition.

NIOSH Job Stress Scale. The mean scores on all the seven variables,

irrespective of the two writing conditions have changed from Time 1 to Time 2. The

mean scores on variables Conflict, Job Requirement, Mental Demand and Workload and

Responsibility have decreased from Time 1 to Time 2. However, on variables Control,

Job Satisfaction and Social Support, the mean scores have increased from Time 1 to Time

2.

Psychological Well-Being Scale. The mean scores on all the six variables,

irrespective of the two writing conditions have increased from Time 1 to Time 2. The

mean scores on variables Autonomy, Environment, Personal Growth, Positive

Relationships and Purpose of Life, demonstrated in Thoughts, Emotions and Social

Support Condition is greater than Thought and Emotions Only Condition. However, on

variable Positive Relationships, the mean scores from Time 1 to Time 2 decreased on

Thought and Emotions Only Condition.

Social Support Scale. The mean scores on the Social Satisfaction variable, irrespective of the two writing conditions have increased from Time 1 to Time 2. On variable Social Support, the mean scores in Thoughts, Emotions and Social Support Condition have increased from Time 1 to Time 2. However, Thought and Emotions Only Condition, the mean scores on Social Support have decreased from Time 1 to Time 2.

WHO Scale. In general, the mean score irrespective of the two writing conditions have increased from Time 1 to Time 2. However, Thoughts, Emotions and Social Support Condition have demonstrated a greater increase of mean score compared to mean scores in the Thought and Emotions Only Condition.

Table 2

Mean and SD on Dependent Variables between the Two Expressive Writing Conditions

Measures	Thoughts and Emotions Only Condition		Thoughts, Emotions and Social Support Condition	
	Mean	SD	Mean	SD
Job Satisfaction Scale- JDI Variables				
General Pre	43	8.35	40.13	9.92
General Post	46.07	7.53	45.07	8.82
Pay Pre	14.93	7.63	12.6	7.01
Pay Post	18.07	9.28	15.87	8.97
Promo Pre	16.27	6.76	11.6	6.13
Promo Post	17.53	7.22	14.47	6.95
Coworker Pre	38.2	9.93	42.07	7.41
Coworker Post	39.8	9.26	44	6.8
Supervisor Pre	38.13	9.14	40.87	8.23
Supervisor Post	40.13	9.8	43.47	6.9
Work Pre	34.53	7.61	32.2	11.7
Work Post	37.27	9.57	35.53	10.28
NIOSH Job Stress Scale Variables				
Conflict Pre	44.13	7.9	48.33	5.16
Conflict Post	43.8	7.22	47.13	4.64
Control Pre	36.13	9.33	39.47	10.07
Control Post	41.6	10.98	44.13	10.88
Job Requirement Pre	34.07	4.87	32.13	5.08
Job Requirement Post	32.87	6.3	30.4	6.54
Job Satisfaction Pre	11.13	1.45	10.4	2.66
Job Satisfaction Post	12.2	1.56	11.33	2.28
Mental Demand Pre	14.07	3.32	14.13	2.87
Mental Demand Post	10.4	3.46	9.33	2.49
Social Support Pre	47.4	7.29	47.07	7.79
Social Support Post	48.33	6.49	48	7.82

Table 2 Continued

Measures	Thoughts, Emotions and Social Support Condition		Thoughts, Emotions and Social Support Condition	
	Mean	SD	Mean	SD
NIOSH Job Stress Scale Continued				
Workload and Responsibility Pre	30	6.25	32.87	5.31
Workload and Responsibility Post	30.27	4.8	29.87	4.95
Psychological Well-Being Scale Variables				
Autonomy Pre	50.73	8.56	55.27	4.48
Autonomy Post	51.53	7.81	54.47	4.88
Environment Pre	57.07	5.78	59.53	7.24
Environment Post	58.33	6.26	61.47	7.15
Personal Growth Pre	60.07	4.39	59.67	7.03
Personal Growth Post	62.4	6.68	65.07	6.38
Purpose of Life Pre	63.07	5.57	61.33	8.66
Purpose of Life Post	64.33	5.96	64.27	8.97
Positive Relationships Pre	59.67	9.25	57.13	9.32
Positive Relationships Post	59.07	10.23	61.2	11.05
Self Acceptance Pre	59.2	9.27	58.2	8.85
Self Acceptance Post	60.8	8.62	59	8.98
Social Support Scale Variables				
Social Satisfaction Pre	33.2	2.54	32.33	2.74
Social Satisfaction Post	33.33	2.52	32.93	2.37
Social Support Pre	23	16.31	30.27	13.43
Social Support Post	21.67	14.65	31.67	13.42
Health and Well-Being Scale- WHO				
WHO Pre	103.67	5.61	100.87	8.21
WHO Post	106.8	6.52	106.2	8.2

Correlation

Correlations among variables in the pre test are shown in Table 3. First, we will discuss the inter-item correlation for each set of variables (satisfaction, stress, well-being, health, and social support) and then discuss the correlations among variables found across the variable sets for this sample

Job Satisfaction Scale-JDI. The results demonstrated positive inter-item correlation among scale scores for Promotion and Pay $r(30) = .457, p < .05$; Work and General Job were significantly correlated at $r(30) = .551, p < .01$; Supervisor and Coworker were positively correlated at $r(30) = .367, p < .05$ and Worker and Supervisor variables were positively correlated at $r(30) = .472, p < .05$.

NIOSH Job Stress Scale. The scores demonstrated positive inter-scale correlation among Workload and Responsibility and Control at Work at $r(30) = .737, p < .01$.

Psychological Well-Being Scale. The scores demonstrated positively significant inter-scale correlation among Environment and Autonomy at $r(30) = .498, p < .05$; Personal Relationship and Autonomy at $r(30) = .511, p < .05$; Self Acceptance and Autonomy is positively correlated at $r(30) = .535, p < .05$; Environment and Personal Growth at $r(30) = .674, p < .01$; Environment and Purpose of Life is significantly positively correlated at $r(30) = .695, p < .01$; Environment and Personal Relationship indicated a positive correlation at $r(30) = .695, p < .01$; Environment and Self Acceptance too demonstrated positive correlation of $r(30) = .773, p < .01$. Further, there was significant positive correlation found among variables Personal Growth with Purpose

of Life at $r(30) = .785, p < .01$; Personal Growth and Personal Relationship at $r(30) =$ .674, $p < .01$ and Personal Growth and Self Acceptance was positively correlated at $r(30)$ = .578, $p < .01$. There was positive correlation found among variables Purpose of Life and Personal Relationship at $r(30) = .648, p < .01$ and Purpose of Life with Self Acceptance at $r(30) = .759, p < .01$ and finally between Personal Relationship with Self Acceptance, there was positive correlation at $r(30) = .822, p < .01$.

Inter-Scale Correlation

Job Satisfaction Scale (JDI) and NIOSH Stress Scale. Scores on variables demonstrated significantly positive correlation among Job Requirement and Pay at $r(30)$ = .366, $p < .05$; Job Satisfaction and Promotion were found to be positively correlated at $r(30) = .414, p < .05$; Conflict at Work and Promotion were significantly related at $r(30)$ = .378, $p < .05$; Control at Work and Supervisor were correlated at $r(30) = .394, p < .05$; Social Support variable and Work variable demonstrated a positive correlation of $r(30) =$ .422, $p < .01$.

On the Job Satisfaction Scale- JDI and Psychological Well-Being Scale, variables Purpose of Life and Promotion were found to be significantly positive correlated at $r(30)$ = .370, $p < .01$. And Autonomy and Coworker were also found to be positively correlated at $r(30) = .390, p < .05$.

NIOSH Job Stress Scale and Psychological Well-Being Scale. There were positive correlations found among scales assessing Control at Work and Autonomy at $r(30) = .406, p < .05$; Environment and Control at Work were significantly related at $r(30) = .493, p < .01$; Personal Growth and Control at Work were found positively

significantly correlated at $r(30) = .453, p < .05$; Purpose of Life and Environment were found to have positive correlation at $r(30) = .506, p < .01$; Self Acceptance and Control at Work were positively correlation at $r(30) = .461, p < .05$; Purpose of Life and Job Requirement were reported to be significantly correlated at $r(30) = .492, p < .01$; Personal Growth and Job Requirement was found to be positively correlation at $r(30) = .455, p < .05$; Purpose of Life and Job Satisfaction variables were significantly correlated at $r(30) = .411, p < .05$; Environment, Personal Growth and Purpose of Life were found to be positively correlated to Supervisor at $r(30) = .458, p < .05$; $r(30) = .434, p < .05$ and $r(30) = .384, p < .05$ respectively.

NIOSH and WHO Scales. There were positive correlations found among the variables Social Support on NIOSH scale and WHO scale $r(30) = .453, p < .05$.

Psychological Well- Being Scale and Social Support Scale. There were positive correlations found among Personal Growth and Social Satisfaction variables $r(30) = .451, p < .05$; Autonomy and Social Support variables $r(30) = .435, p < .05$ and Social Support and Personal Relation $r(30) = .396, p < .05$. There was significant positive correlation observed between variables WHO scale and Environment, Personal Growth, Purpose of Life and Personal Relationship at $r(30) = .705, p < .01$; $r(30) = .451, p < .05$; $r(30) = 504, p < .01$; $r(30) = .694, p < .01$; $r(30) = .625, p < .01$.

Table 3

Correlations Among Dependent Variables in Pre Test

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	1																					
2	.059	1																				
3	.224	.457*	1																			
4	.160	-.204	-.169	1																		
5	.286	-.158	-.058	.367*	1																	
6	.551**	-.111	.095	.229	.472**	1																
7	-.028	.033	.378*	.019	.048	-.299	1															
8	-.015	.082	.333	.276	.394*	.207	.243	1														
9	.061	.366*	.306	-.097	.127	-.052	-.003	.347	1													
10	.201	.309	.414*	-.104	.176	.246	-.017	.072	.263	1												
11	-.090	-.065	-.023	-.016	-.108	.006	.113	-.155	-.256	.104	1											
12	.318	-.102	.323	.280	.340	.410*	.165	.347	-.015	.292	-.101	1										
13	-.160	.092	.182	.322	.218	-.056	.165	.737**	.341	-.005	-.098	.133	1									
14	-.130	-.243	-.212	.390*	.315	-.093	.273	.406*	.155	-.238	-.035	.004	.295	1								
15	-.117	-.123	.028	.062	.227	-.081	.209	.497**	.213	.243	-.043	.458*	.282	.498*	1							
16	-.044	.181	.292	-.086	.128	-.038	.313	.453*	.455*	.343	-.220	.424*	.242	.321	.674**	1						
17	-.025	.183	.370*	-.224	.142	.019	.177	.506**	.492**	.411*	-.081	.384*	.234	.184	.695**	.785**	1					
18	.008	.058	.161	.051	.005	-.134	.203	.301	.315	.056	.050	.333	.029	.511**	.695**	.674**	.648**	1				
19	-.069	.029	.179	.054	.190	-.025	.170	.461*	.279	.108	-.020	.359	.117	.535*	.773**	.578**	.759**	.802**	1			
20	-.199	.038	.188	.049	.333	-.137	.162	.164	.201	.155	-.066	.042	.100	.207	.166	.451*	.296	.285	.179	1		
21	.117	-.147	.061	.256	.135	.172	.309	.345	-.020	.013	.128	.253	-.002	.435*	.337	.248	.117	.322*	.396*	-.253	1	
22	-.047	-.102	.049	.006	.123	.120	-.146	.351	.119	.262	.039	.453*	.096	.262	.705**	.451*	.504**	.694**	.625**	.078	.268	1

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

*. Correlation is significant at the 0.05 level (2-tailed).

Note: 1= General, 2= Pay, 3= Promotion, 4= Coworker, 5= Supervisor, 6= Work, 7= Conflict at Work, 8= Control at Work, 9= Job Requirement, 10= Job Satisfaction, 11= Mental Demand, 12= Social Support, 13= Workload and Responsibility, 14= Autonomy, 15= Environment, 16= Personal Growth, 17= Purpose of Life, 18= Personal Relationship with others, 19= Self Acceptance, 20= Social Satisfaction, 21= Social Support, 22= WHO

Table 4 indicates the correlation among all dependent variable during the post test.

Again, we will first discuss the inter-item correlation among the variables and then

discuss the correlation among variables across scales

Job Satisfaction Scale- JDI. The results demonstrated positive inter-scale

correlation among variable scores on General and Pay at $r(30) = .374$, $p < .05$; General

and Promotion is positively correlated at $r(30) = .393$, $p < .05$; pay and Promotion

reported significant positive correlation at $r(30) = .557$, $p < .01$; Work and General Job

were significantly correlation at $r(30) = .702$, $p < .01$; and Supervisor and Coworker were

positively correlation at $r(30) = .509$, $p < .01$.

NIOSH Job Stress Scale. The scores demonstrated positive inter-scale

correlation among Workload and Responsibility and Control at Work at $r(30) = .571$, $p <$

.01; Job Requirement and Control at Work was found to be positively correlated at $r(30)$

$= .532$, $p < .01$ and the results showed significantly negative correlation among Job

Requirement and Mental Demand at $r(30) = -.383$, $p < .05$.

Psychological Well-Being Scale. The scores demonstrated positively significant

inter-scale correlation among Autonomy with Environment, Personal Relationship and

Self Acceptance at $r(30) = .419$, $p < .05$; $r(30) = .471$, $p < .01$; and $r(30) = .363$, $p < .05$

respectively. Environment variable was reported to have significant positive correlation

with Personal Growth, Purpose of Life , Personal relationship and Self Acceptance at

$r(30) = .568$, $p < .01$; $r(30) = .736$, $p < .01$; $r(30) = .682$, $p < .01$ and $r(30) = .797$, $p < .01$

respectively. There were significant positive correlation found among Personal Growth

with Purpose of Life; Personal Relationship and Self Acceptance at $r(30) = .549$, $p < .05$;

$r(30) = .772$, $p < .05$ and $r(30) = .560$, $p < .05$. Purpose of Life is significantly correlated

with Personal Relationship and Self Acceptance at $r(30) = .565$, $p < .01$ and $r(30) = .838$,

$p < .01$ respectively. Personal Relationship indicated a positive correlation of $r(30) =$

$.677$, $p < .01$ with Self Acceptance.

Inter-Scale Correlation

Job Satisfaction Scale- JDI and NIOSH Stress Scale. Scores on variables

demonstrated significantly positive correlation among Job Requirement with Pay at $r(30)$

$= .470$, $p < .01$ and Promotion with Job Requirement was significantly correlated at $r(30)$

$= .376$, $p < .05$; Job Satisfaction and Promotion were found to be positively correlated at

$r(30) = .564$, $p < .01$; Job Satisfaction also reported a positive correlation with Work at

$r(30) = .379$, $p < .05$. Conflict at Work and Promotion were significantly related at $r(30)$

$= .466$, $p < .01$; Control at Work and Supervisor were positively correlated at $r(30) =$

$.384$, $p < .05$; Social Support variable and Work variable demonstrated a positive

correlation of $r(30) = .434$, $p < .05$. Scores on Social Support variable and General

variable also demonstrated a positive correlation of $r(30) = .477$, $p < .01$.

On the Job Satisfaction Scale- JDI and Psychological Well-Being Scale, variables

Coworker and Autonomy variables were found to be significantly positive correlated at

$r(30) = .390$, $p < .05$.

NIOSH Job Stress Scale and Psychological Well-Being Scale. There were

positive correlations found among variable Control at Work with Environment, Purpose

of Life, Personal Relationship and Social Support variables with $r(30) = .493$, $p < .01$;

$r(30) = . 432$, $p < .05$; $r(30) = .386$, $p < .05$ and $r(30) = .378$, $p < .05$ respectively. Job

Requirement and Purpose of Life showed positive correlation of $r(30) = .427$, $p < .05$.

Workload and Responsibility and Purpose of Life demonstrated positive correlation at $r(30) = .409, p < .05$. However, there was negative correlation found among variables Job Satisfaction and Autonomy at $r(30) = -.414, p < .05$.

NIOSH and WHO Scales. There were positive correlation found among variable Control at work and WHO scores, indicating $r(30) = .560, p < .01$ Social Support on NIOSH scale and WHO scale $r(30) = .543, p < .01$.

Psychological Well- Being Scale and Social Support Scale. There were positive correlation found among variables Environment and Social Support at $r(30) = .419, p < .05$. Personal Growth and Social Support variables was positively correlated at $r(30) = .389, p < .05$ and Personal Relation and Social Support variables too reported positive correlation of $r(30) = .413, p < .05$.

Psychological Well-Being Scale and WHO Scale. There were significant positive correlation found among variables Environment, Personal Growth, Purpose of Life, Personal Relationship and Self Acceptance with WHO Scale at $r(30) = .641, p < .01; r(30) = .390, p < .05; r(30) = .667, p < .01$ and $r(30) = .605, p < .01$ respectively.

WHO Scale and Social Support Scale. There was positive correlation found among Social Support variable and WHO scale with $r(30) = .373, p < .05$.

In sum, there were many significant correlations among separate scales associated within each group of dependent variables (job satisfaction, health, stress, social support, and well-being) and there were significant correlations found in many places between scales groups of dependent variables. Because of the correlation among these variables, using a multivariate analysis of variance procedure was justified to test hypotheses.

Table 4

Correlations Among Dependent variables in Post Test

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	1																					
2	.374**	1																				
3	.393**	.557**	1																			
4	.232	-.181	-.168	1																		
5	.114	-.231	-.176	.509**	1																	
6	.702**	.053	.222	.319	.282	1																
7	.134	.128	.466**	-.030	.032	.013	1															
8	.132	.184	.348*	.024	.384*	.292	.359	1														
9	.053	.470**	.376*	-.219	.143	-.084	.119	.532**	1													
10	.326	.360	.564**	-.151	.169	.379**	.068	.316	.348	1												
11	-.029	-.106	-.223	.098	-.012	.059	.040	-.351	-.383**	-.254	1											
12	.477**	.060	.322	.360	.185	.434**	.247	.262	.007	-.183	-.085	1										
13	-.029	.175	.138	.001	.167	.165	-.083	.571**	.346	-.227	-.173	-.063	1									
14	-.027	.154	-.152	.390*	.227	-.040	.265	.290	.294	.414**	.057	-.041	.005	1								
15	-.166	.043	-.104	-.039	.001	-.079	.247	.493**	.348	-.045	-.058	.220	.233	.419*	1							
16	.029	.129	.152	.143	.131	.146	.293	.331	.260	.101	.077	.219	.032	.294	.568**	1						
17	.137	.215	.327	-.018	.079	.113	.150	.432*	.427**	.163	.025	.313	.409**	.155	.736**	.549**	1					
18	.006	.210	.128	.164	.031	-.061	.343	.386*	.355	-.098	.085	.258	-.028	.471**	.682**	.772*	.565**	1				
19	.035	.103	.236	-.051	-.083	.086	.134	.378*	.325	-.039	.060	.273	.217	.363*	.797**	.560**	.838**	.677**	1			
20	-.202	.074	.158	.135	.339	-.103	.194	.218	.351	-.187	-.111	-.084	.302	.020	.087	.317	.347	.211	.109	1		
21	.099	.076	.087	.267	.116	.234	.325	.350	-.041	.051	.132	.320	-.158	.320	.419*	.389*	.271	.413*	.353	.156	1	
22	.041	.203	.304	.259	.132	.145*	-.014	.560**	.358	.183	-.169**	.543**	.332	.126	.641**	.390*	.667**	.507**	.605**	.243	.372*	1

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

*. Correlation is significant at the 0.05 level (2-tailed).

Note: 1= General, 2=Pay, 3= Promotion, 4= Coworker, 5=Supervisor, 6=Work, 7= Conflict at Work, 8= Control at Work, 9=Job Requirement, 10= Job Satisfaction, 11= Mental Demand, 12= Social Support, 13= Workload and Responsibility, 14= Autonomy, 15=Environment, 16=Personal Growth, 17=Purpose of Life, 18=Personal Relationship with others, 19=Self Acceptance, 20= Social Acceptance, 21= Social Satisfaction, 22= WHO

Main Analysis

Table 5 includes results of the mixed model MANOVA that was used to test

hypotheses. In this MANOVA both between and within subjects effects were tested

simultaneously on all dependent measures. The between subjects effect represents effects

due to EW condition (i.e., thoughts and feelings versus thoughts, feelings, and social

support), and tests the hypothesis stating that "Addition of social support elements in the

writing condition results in increased benefits." Results indicate no significant difference

between the two groups, $F(7, 22) = 0.92, p = 0.597$. The results thus suggest that adding

social support as a focus for EW does not improve its effectiveness compared to thoughts

and feelings alone.

The within subjects tests in Table 5 represents a session or timing effect (i.e.,

pretreatment to post-treatment). Results indicate a significant time effect (Wilk's

Lambda $(7, 22) = 23.60, p = 0.000$). In other words, both groups have changed from

Time 1 to Time 2, on some dependent variables, suggesting that the expressive writing

interventions have been effective over time and thus supporting the hypothesis that

"Expressive Writing is an effective intervention program in workplace setting, helps

reduce stress and improves well-being, improves perceptions of social support, and

increases general perceptions of health and job satisfaction."

Follow up univariate tests were conducted to assess where the significant time

effect occurred, and these are presented on Table 6.

Job Satisfaction Scale- JDI. For the job satisfaction variables, Table 6 indicates

significant effects on all 6 scales. General $(F(1, 240.0) = 16.5, p < .001)$, Pay $(F(1,153.6)$

= 43.7, $p < .001$), Promotion ($F(1, 64.06) = 13.7$, $p < .001$), Coworkers ($F(1, 46.81) = 7.98$, $p < .001$), Supervisor ($F(1, 79.35) = 15.23$, $p < .001$) and Work ($F(1, 138.0) = 7.13$, $p < .001$).

Inspection of mean scores for all the six variables of JDI scale indicates a significant change from Time 1 to Time 2. On General variable, the mean changed and increased from 41.57 to 45.57, for Pay from 13.77 to 16.97, on Promotion 13.98 to 16.00, variable Coworker had a mean score of 40.13 and 41.9, Supervisor 39.5 and 41.8 and Work variable had mean score of 33.37 and 36.4 in Time 1 and Time 2 respectively, suggesting that EW improves job satisfaction.

NIOSH Generic Job Stress Scale. Of the seven variables, six of these showed significant results. There was a change of scales from Time 1 to time 2. All the six variables including Conflict at Work ($F(1, 8.817) = 7.74$, $p < .001$), Control at Work ($F(1, 385.0) = 27.3$, $p < .001$), Job Requirement ($F(1, 32.26) = 4.393$, $p < .001$), Job Satisfaction ($F(1, 15.00) = 5.25$, $p < .001$), Mental Demand ($F(1, 268.8) = 157.2$, $p < .001$) and Workload and Responsibility ($F(1, 28.17) = 4.37$, $p < .001$), showed significant improvement over time. However, one variable social support indicated no significant changes ($F(1, 13.06) = 0.98$, $p < .001$), suggesting no change from Time 1 to Time 2 on that variable.

Inspection of mean scores for six variables of seven variables of NIOSH Job Stress scale indicates a significant change from Time 1 to Time 2. The mean scores on variables Conflict, Job Requirement, Mental Demand and Workload and Responsibility has changed and decreased post intervention, suggesting that the stress levels on these variables have decreased from Time 1 to Time 2. For Conflict at Work variable the mean

is 46.23 and 45.47, for Job Requirement, it is 33.1 and Mental Demand the mean score is

31.63, for Workload and Responsibility, it is 14.1and 9.87 and 31.43 and 30.07. On

variables Control at Work the mean scores were 37.8 and 42.87 and for Job Satisfaction,

the mean scores indicated were 47.33 and 48.17 in time 1 and Time 2 respectively,

suggesting lower stress levels in time 2 when compared to time 1, indicating that EW

helps decreases stress.

   Psychological Well-being Scale. Of the six variables, three of these showed

significant results, in other words, there was a changes noted from Time 1 to time 2.

Variables Environment showed significant results, ($F(1, 38.40) = 3.18, p < .001$),

Personal Growth ($F(1, 224.2) = 19.4, p < .001$) and Purpose of Life ($F(1, 66.15) = 8.30, p$

$< .001$), indicated a significant change and improvement from Time 1 to Time 2.

However, for variables Autonomy ($F(1, 0.000) = 0.00, p < .001$), Personal Relationships

($F(1, 45.06) = 4.04, p < .001$) and Self Acceptance ($F(1, 21.60) = 1.03, p < .001$), the

results indicated no significant improvement from Time 1 to Time 2.

   Inspection of mean scores for three variables of Psychological Well-being scale

indicates a significant change and increased from Time 1 to Time 2. The mean score for

Environment was 58.3 and 59.9, on Personal Growth it was 58.4 and 63.7 and Purpose of

Life had a mean score of 62.2 and 64.3, all showing significant improvement. However,

the mean score for Autonomy 53.0 and 53.0, on Personal Relations it was 59.87 and

60.13, and Self Acceptance had a mean score of 58.7 and 59.9, indicating no or minute

significant improvement from time 1 to time 2, suggesting a no significant difference

between time 1 and time 2. Overall, on this scale, participants have shown improvement

in psychological well-being, suggesting that EW helps improve well-being.

Social Support Scale. On the Social Support Scale, Social Satisfaction variable showed significant results, in other words, there was a change of scales from Time 1 to time 2, $F(1, 2.017) = 5.84$, $p < .001$. However, there was no significant change or improvement noticed on the Social Support variable ($F(1, 0.017) = 0.98$, $p > .001$).

Inspection of mean indicates a significant change and showed increased from Time 1 to Time 2 on Social Satisfaction variable 32.77 and 33.13. However, Social Support variable indicated no significant improvement 26.63 and 26.2, suggesting that participant's social satisfaction changed over time and social support system did not change/improve after the intervention, indicating that EW helps improve some aspects of social support, but not others.

WHO Scale. The WHO Scale, showed significant results, in other words, there was a change of scales from Time 1 to time 2 ($F(1, 268.8) = 15.8$, $p < .001$).

Inspection of mean scores too indicates a significant change over time 102.4 in time 1 and 106.8 in time 2, showing an increase in the mean scores and suggesting that the participant's health and well-being showed an improvement post intervention, thus supporting the hypothesis that "EW helps improve health" is supported.

Thus overall, the results indicate that EW intervention has demonstrated to be effective, helping reduce stress, improve psychological well-being, health and increasing work-related variable job satisfaction.

The interaction of time (pre and post test) and group (two writing conditions) indicated that there is no significant interaction between time and group ($F(7, 22) = 1.30$,

$p = 0.378$), suggesting that "addition of social support in one condition has increased

benefits over traditional EW interventions" is not supported.

Table 5

Mixed Model MANOVA Summary

Effect	Value	Wilk's Lambda	Hypothesis df	Error df	Sig
Between Subjects					
EW	0.257	.918[a]	22	7	0.597
Within-Subjects					
Session	0.013	23.607[a]	22	7	0
Session*EW	0.196	1.307[a]	22	7	0.378

Note: Dependent Variables- Job Satisfaction Variables (i.e., General, Pay, Promotion, Coworker, Supervisor, Work), Stress Variables (i.e., Conflict at Work, Control at Work, Job Requirement, Job Satisfaction, Mental Demand, Social Support, Workload and Responsibility), Psychological Well-being Variables (Autonomy, Environment, Personal Growth, Purpose of Life, Personal Relationship with others, Self Acceptance), Social Support Variables (Social Satisfaction, Social Support), and WHO.

Table 6

Tests of Within-Subjects Effects

Source	Sum of Squares	df	Mean Sqaure	F	Sig
Job Satisfaction Scale- JDI					
Gen	24.000	1.000	240.000	16.514	0.000
Pay	153.600	1.000	153.600	43.770	0.000
Promo	64.067	1.000	64.067	13.764	0.001
Coworker	46.817	1.000	46.817	7.980	0.009
Supervisor	79.350	1.000	79.350	15.239	0.001
Work	138.017	1.000	138.017	7.317	0.011
NIOSH Job Stress Scale					
Conflict	8.817	1.000	8.817	7.747	0.010
Control	385.067	1.000	385.067	27.398	0.000
Job Req	32.267	1.000	32.267	4.393	0.045
Job Satisf	15.000	1.000	15.000	5.254	0.030
Mental Demand	268.817	1.000	268.817	157.247	0.000
Social Support	13.067	1.000	13.067	0.986	0.329
Workload	28.017	1	28.017	4.371	0.046
Psychological Well-Being Scale					
Auto	0.000	1.000	0.000	0.000	1.000
Envt	38.400	1.000	38.400	3.182	0.085
PG	224.267	1.000	224.267	19.413	0.000
PL	66.150	1.000	66.150	8.308	0.007
PR	45.067	1.000	45.067	4.041	0.054
SA	21.600	1.000	21.600	1.039	0.317
Social Support Scale					
Social Satisf	2.017	1.000	2.017	5.841	0.022
Social Support	0.017	1.000	0.017	0.001	0.980
Health and Well-Being Scale- WHO BREF					
WHO	268.817	1.000	268.817	15.862	0.000

Note: Dependent Variables- Job Satisfaction Variables (i.e., General, Pay, Promotion,

Coworker, Supervisor, Work), Stress Variables (i.e., Conflict at Work, Control at Work,

Job Requirement, Job Satisfaction, Mental Demand, Social Support, Workload and

Responsibility), Psychological Well-being Variables (Autonomy, Environment, Personal Growth, Purpose of Life, Personal Relationship with others, Self Acceptance), Social Support Variables (Social Satisfaction, Social Support), and WHO.

Discussion

The purpose of this study was to examine an expressive writing intervention that could potentially be beneficial to expatriates dealing with stress and work-related problems. EW interventions have demonstrated psychological, health, and social benefits and have been shown to be a coping strategy for a wide range of difficulties. Studies across various settings have demonstrated that EW is an effective strategy in dealing with stressors. However, workplace settings have started to explore the use of EW recently. The scope of EW demonstrated in the clinical, medical and other settings in the past revealed that EW helps cope with stressful situation, resulting in better health and well-being among participants. Also studies in the past have demonstrated that using EW helps improve the support system as well.

Keeping this view, the present study expands the scope of EW by investigated whether the benefits of EW can be generalized to workplace experience among expats. Extending previous research, first the study predicted that EW is an effective intervention and helps reduce stress and improves well-being, improves perceptions of social support, and increases general perceptions of health and work-related variables including job satisfaction. Secondly, the study predicted that the addition of social support as a focus for EW would have increased benefits over traditional EW interventions. Overall the study showed significant changes across Time 1 and Time 2 for variables supporting the hypotheses that EW impacts work-related variables.

For job satisfaction, all facets of job satisfaction reported significant improvement from Time 1 to Time 2. On variable General, Pay, Promotion, Coworkers, Supervisor and Work scales, the participants indicated significant improvement in the satisfaction levels. In other words, post intervention, the participants are found their jobs more satisfying and more enjoyable. On the Stress scale, following post intervention, variables Conflict at Work, Job Requirements, Mental Demand, and Workload, and Responsibility indicated significant changes from Time 1 to Time 2, suggesting that participants reported less conflict at work, lesser situations that demanded working fast, getting greater amount of work done in short times (Job Requirement) and participants also reported lesser problems concentrating on the job. Further, participants reported more situations in which they can take it easy at work, thus reducing the mental stress (Mental Demand) and showed decrease in workload, number of projects/ tasks (Workload and Responsibility). Further, the participants reported an increase on the influence of the job itself, for example, influence over the tasks performed, influence over how much needs to be done (Control at Work) and thus leading to better interest in the job, showing increased satisfaction (Job Satisfaction), overall results showing decrease in stress levels and demonstrating that EW intervention helps reduce stress levels among expatriates.

The study further demonstrated that participants reported significant increase in psychological well-being post intervention. Participants demonstrated increased ability in managing environment, control complex activities (Environment), demonstrated a sense of continued development, were more open to new experiences (Personal Growth), participants have built stronger trusting relationships, affection and intimacy (Positive Relations with Others), demonstrated increase in abilities that helps to set directions,

feels that there is meaning to the present and past life (Purpose of Life), and demonstrated

positive attitude towards self, acknowledge and accept multiple aspects of self (Self

Acceptance). Participant's demonstrated consistent results on abilities to resist social

pressures to think, and regulate behavior from within (Autonomy). Results thus

suggested that EW intervention helps improve psychological well-being.

On the WHO scale, participants indicated significant changes in term of quality of

life, being satisfied with health, and had greater amount of energy, suggesting an

improvement of general health and well-being from Time 1 to Time 2, and revealing that

EW has been an effective intervention. However, on the Social Support scale, there were

no changes observed between Time1 and Time 2 on the social support variable,

suggesting that EW did not facilitate improvement in social support systems. However,

the study indicated an interesting finding that noted a significant improvement on the

social satisfaction variable, suggesting that participant's reported an increase in social

satisfaction levels from Time 1 to Time 2.

Supporting the findings, previous articles have indicated that writing about

thoughts and emotions surrounding work-related challenges may enable participants to

keep negative thoughts and feelings aside and think and assimilate the situation and shift

to new perspective and understanding (Spera et al., 1994; Anopchand, 2000). Fairbrothe

& Warn (2002) indicated that effective interventions at workplace results in various

benefits and EW has demonstrated to be an effective intervention in workplace setting

(Barclay & Skarlicki, 2009; Wright, 2005; Kirk et al., 2011). Further, authors in the past

have indicated that writing about thoughts and feelings help individuals to control their

emotions and sense making yielding positive outcomes by venting out negative emotions

(Folger & Cropanzano, 2001), relieving tension/ stress associated situation through

writing helps channelize their cognitive processes, in turn allowing them to look beyond,

attach meaning to their experience, see experiences from a new perspective (Skarlicki &

Folger, 2005). Researchers have demonstrated that EW also benefits individual's health

and well-being in general (Cohen, 1998; Knowles, Wearing & Campos, 2011; Baikie &

Wilhelm, 2005) which is consistent with the findings of this study.

Interestingly, the study findings showed inconsistent in demonstrating that EW

helps improve social support systems among the participants. Past research have

demonstrated time and again that EW helps increase and or improve one's perceptions of

support system (Pachankis & Goldfried, 2010; Pennebaker & Chung, in press; Eells,

2006). However, participant's showed a significant difference in the social satisfaction

levels from Time 1 to Time 2, suggesting that EW has indicated benefits in terms of the

satisfaction aspect of social support system but not the support system itself.

Further, the study also attempted to explore if there was a difference between

writing conditions to help reduce stress, improve job satisfaction, psychological well-

being and support system among expatriates. The study tried to explore if writing with

social support component could demonstrate better improvement among work-related

variables than traditional writing condition, especially among expatriates, who are away

from their support systems (Liro, 2010; Wang, 2001; Katsioloudes & Hadjidakis, 2006, p

419). The idea behind adding the social support element to one of the writing condition

was to see if expatriates gain more benefits than the tradition writing condition, keeping

the thought that EW in the past has demonstrated significant benefits by enhancing the

support system for individual's. By emphasizing the support system aspects in the writing

condition itself, EW could help expatriates to acknowledge and explore their support system during their expatriating experiences (Wilson & Dalton, 1997; Haslberger & Brewster, 2005) and in turn helping them to deal with the challenges and stressor situations better. However, the findings from this study indicated that participants did not show any differences in benefits between the two EWconditions, resulting in not supporting the hypothesis.

Limitations and Implications

Although the results of this study suggested EW is a useful approach to help expats in dealing with various stressors and difficulties related to their experiences, there are limitations associated to this study.

First, though this sample demonstrated significant results, it is a small sample and a larger one might yield more robust results. Small samples might have a tendency to find results that are significant, but not stable. The extent a type 1 or type 2 error could occur should be balanced against results in this study. However, given the number of variables where significance was found, results suggest these findings are robust. Second, the population in this study comprised of expatriates working in IT industries only, hence generalization o these findings is limited as the experiences of such expatriates vary due to several factors like number of years as an expatriates, country of origin, duration of expatriating, type of industry, gender, age etc that was not explored in this study, future studies should be considered. Third, the participants in the study were only expatriates from India; future studies should look at expatriates from other regions as well and even have comparative studies between two different regions. Fourth, the present research looked at two different writing conditions, showing significant results. However, future

studies should study the effectiveness of EW by varying writing instructions, writing

content, length of writing and the time frame of writing as well. Next, though there is

advanced theoretical approach in the process of understanding the challenges and

difficulties experienced by expatriates among developed country's expats, there is little

research focusing on expat's experience from developing countries. There is a need for

more nuanced research to examine the experiences of expat's from developing countries

working in U.S.

Conclusion

Further research is necessary to acquire better understanding of the impact of

expressive writing intervention about workplace events among expatriates. The findings

from this study explore the insights into the use and benefits of EW intervention. The

study clearly indicates the benefits of EW like reduction in stress, improving job

satisfaction, improving health and psychological well being to name a few. The fact that

EW is considered as an effective technique in clinical and medical settings is true in the

case of workplace settings as well.

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Appendix A

Demographic Details

What is your age?

25 -28

29-32

33-35

What is your gender?

Female

Male

What is your primary language?

English

Spanish

Hindi

Other

What is the highest level of education you have completed?

Grammar school

High school or equivalent

Vocational/technical school (2 year)

Some college

Bachelor's degree

Master's degree

Doctoral degree

Professional degree (MD, JD, etc.)

Other

How would you classify yourself?

Caucasian/White

Asian/Pacific Islander

Black

Hispanic

Indigenous or Aboriginal

Latino

Multiracial

Would rather not say

What is your current marital status?

Divorced

Living with another

Married

Separated

Single

Widowed

Would rather not say

Where do you currently reside?

Unites States

India

Europe

Other _____

How long have you been living there?

Less 6months

6months to 1year

1-2years

2-3 years

3-4years

4-5years

More than 5 years

Where were you born?

United States

India

Europe

Other

What is your current household income in U.S. dollars?

Under $50,000

$50,000 - $74,999

$75,000 - $99,999

$100,000 - $150,000

Over $150,000

Would rather not say

Which of the following best describes the area you live in?

Urban

Suburban

Rural

How many children live in your household and there Age?

None

Boys-

Girls-

Which of the following categories best describes your primarily area of employment (regardless of your actual position)?

Finance and Insurance

Government and Public Administration

Information - Services and Data

Information - Other

Processing

Legal Services

Manufacturing - Computer and Electronics

Manufacturing - Other

Scientific or Technical Service

Software

Telecommunications

Transportation and Warehousing

Other:

Which of the following best describes your role in industry?

Upper management

Middle management

Junior management

Administrative staff

Support staff

Student

Trained professional

Skilled laborer

Consultant

Temporary employee

Researcher

Self-employed

Total Work Experience:

Designation in the Organization:

Total work experience in this organization

Type of visa status: F1 visa   H1 visa   B1 visa   J1 visa   others, please specify

Type of visa status of dependents / family members: please specify

Average daily working hours:

6-8hours

8-10hours

10-12hours

12or more hours

The organization you work for is in which of the following:

 Public sector

 Private sector

Not-for-profit

Don't know

Other

What is your organization's total budget for this year, from all sources?

 less than $1 million (US)

$1 million to $10 million (US)

$10 million to $100 million (US)

$100 million to $500 million (US)

$500 million to $1 billion (US)

Over $1 billion (US)

Don't know

Would rather not say

How long have you been using the Internet?

Never used it

Less than 6 months

6 to 12 months

1 to 3 years

4 to 6 years

7 years or more

Overall Job Satisfaction   High   Medium   Low

Overall Stress   High   Medium   Low

Sources of Stress, if any   Work Family Financial Social

Mention three things you like about this organization?

Mention three things that you least like about this organization?

Appendix B

National Institute of Occupational Health and Safety Generic Job Stress Questionnaire

Please answer the following questions about your work situation

There is harmony within my group

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

In our group, we have lots of bickering over who should do what job

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

There is difference of opinion among the members of my group

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

There is dissension in my group

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

The member's of my group are supportive of each other's idea

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

There are clashes between subgroups within my group

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

There is friendliness among the members of my group

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

There is "we" feeling among members of my group

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

There are disputes between my group and other groups

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

There is agreement between my group and other groups

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

Other groups withhold information necessary for the attainment of our group

tasks

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

The relationship between my group and other groups is harmonious in attaining

the overall organizational goals

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

There is lack of mutual assistance between my group and other groups

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

There is cooperation between my group and other groups

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

There are personality clashes between my group and other groups

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

Other groups create problems for my group

Strongly disagree

Moderately disagree

Neither agree nor disagree

Moderately agree

Strongly agree

Instructions for below mentioned questions: This series of questions asks how much influence you now have in each of several areas. By influence we mean the degree to which you control what is done by others at work and have freedom to determine what you do yourself at work

How much influence do you have over the variety of tasks you perform

Very little

Little

A moderate amount

Much

Very much

How much influence do you have over the availability of supplies and equipment you need to do you work?

Very little

Little

A moderate amount

Much

Very much

How much influence do you have over the order in which you perform tasks at work?

Very little

Little

A moderate amount

Much

Very much

How much influence do you have over the amount of work you do?

Very little

Little

A moderate amount

Much

Very much

How much influence do you have over the pace of your work, that is how fast or slow you work?

Very little

Little

A moderate amount

Much

Very much

How much influence do you have over the quality of work that you do?

Very little

Little

A moderate amount

Much

Very much

How much influence do you have over the arrangement and decoration of your

work area?

Very little

Little

A moderate amount

Much

Very much

How much influence do you have over the decisions concerning which

individuals in your work unit do which tasks?

Very little

Little

A moderate amount

Much

Very much

How much influence do you have over the hours or schedules that you work?

Very little

Little

A moderate amount

Much

Very much

How much influence do you have over the decisions as to when things will be done in your work unit?

Very little

Little

A moderate amount

Much

Very much

How much do you influence the policies, procedures and performance in your work unit?

Very little

Little

A moderate amount

Much

Very much

How much influence do you have over the availability of materials you need to do your work?

Very little

Little

A moderate amount

Much

Very much

How much of influence do you have over the training of others in your unit?

Very little

Little

A moderate amount

Much

Very much

How much influence do you have over the arrangement of furniture and other work equipment in your unit?

Very little

Little

A moderate amount

Much

Very much

To what extent can you do your work ahead and take a short rest break during work hours?

Very little

Little

A moderate amount

Much

Very much

In general, how how influence do you have over and work- related factors?

Instructions: How much do each of these people go out of their way to do things to make your work life easier for you?

Your immediate supervisor (boss)

Very much

Some-what

A little

Not at all

Don't have any such person

Other people at work

Very much

Some-what

A little

Not at all

Don't have any such person

Your spouse, friends and relatives

Very much

Some-what

A little

Not at all

Don't have any such person

How easy is it to talk with each of the following people?

Your immediate supervisor (boss)

Very much

Some-what

A little

Not at all

Don't have any such person

Other people at work

Very much

Some-what

A little

Not at all

Don't have any such person

Your spouse, friends and relatives

Very much

Some-what

A little

Not at all

Don't have any such person

How much can each of these people be relied on when things get tough at work?

Your immediate supervisor (boss)

Very much

Some-what

A little

Not at all

Don't have any such person

Other people at work

Very much

Some-what

A little

Not at all

Don't have any such person

Your spouse, friends and relatives

Very much

Some-what

A little

Not at all

Don't have any such person

How much is each of the following willing to listen to your personal problems?

Your immediate supervisor (boss)

Very much

Some-what

A little

Not at all

Don't have any such person

Other people at work

Very much

Some-what

A little

Not at all

Don't have any such person

Your spouse, friends, and relatives

Very much

Some-what

A little

Not at all

Don't have any such person

Now we would like you to indicate how often certain things happens at your job.

How often does your job require you to work very fast?

Rarely

Occasionally

Sometimes

Fairly often

Very often

How often does your job require you to work very hard?

Rarely

Occasionally

Sometimes

Fairly often

Very often

How often does your job leave you with little time to get things done?

Rarely

Occasionally

Sometimes

Fairly often

Very often

How often is there a great deal to be done?

Rarely

Occasionally

Sometimes

Fairly often

Very often

How often is there a marked increase in the work load?

Rarely

Occasionally

Sometimes

Fairly often

Very often

How often is there a marked increase in the amount of concentration required on your job?

Rarely

Occasionally

Sometimes

Fairly often

Very often

How often is there a marked increase in how fast you have to think?

Rarely

Occasionally

Sometimes

Fairly often

Very often

How often does your job let you use the skills and knowledge you learned in school?

Rarely

Occasionally

Sometimes

Fairly often

Very often

How often are you given a change to do the things you do the best?

Rarely

Occasionally

Sometimes

Fairly often

Very often

How often can you use the skills from your previous experience and training?

Rarely

Occasionally

Sometimes

Fairly often

Very often

I would like you to think about the type of work you do in your job

Knowing what you know now, if you had to decide all over again whether to take the type of job you now have, what would you decide? I would

Decide without hesitation to take the same job

Have some second thoughts

Decide definitely not to take this type of job

If you were free right now to go into any type of job you wanted, what would your choice be? I would.....

Strongly recommend it

Have doubts about recommending it

Advise against it

All in all, how satisfied would you say you are with your job? I am............

Very satisfied

Somewhat satisfied

Not too satisfied

Not at all satisfied

Please indicate the degree to which you agree or disagree with the following statements about your job

My job requires a great deal of concentration

Strongly agree

Slightly agree

Slightly disagree

Strongly Disagree

My job requires me to remember many different things

Strongly agree

Slightly agree

Slightly disagree

Strongly Disagree

I must keep my mind on my work at all times

Strongly agree

Slightly agree

Slightly disagree

Strongly Disagree

I can take it easy and still get my work done

Strongly agree

Slightly agree

Slightly disagree

Strongly Disagree

I can let my mind wander and still do the work

Strongly agree

Slightly agree

Slightly disagree

Strongly Disagree

People deal with day to day problems at work in many ways. When faced with problems at work, how often do you do each of the following

Make a plan to solve the problem(s) and stick to it

Rarely

Occasionally

Sometimes

Fairly often

Very often

Go on as if nothing happened.

Rarely

Occasionally

Sometimes

Fairly often

Very often

Feel responsible for the problem(s)

Rarely

Occasionally

Sometimes

Fairly often

Very often

Daydream or wish you could change the problem(s)

Rarely

Occasionally

Sometimes

Fairly often

Very often

Talk to your boss or co-workers about the problems

Rarely

Occasionally

Sometimes

Fairly often

Very often

Become more involved in activities outside of work

Rarely

Occasionally

Sometimes

Fairly often

Very often

The next few items are concerned with various aspects of your work activities.
Please indicate how much of each aspect you have on your job.

How much slowdown in the work load do you experience?

Hardly any

A little

Some

A lot

A great deal

How much time do you have to think and contemplate?

Hardly any

A little

Some

A lot

A great deal

How much work load do you have?

Hardly any

A little

Some

A lot

A great deal

What quantity of work do others expect you to do?

Hardly any

A little

Some

A lot

A great deal

How much time do you have to do all your work?

Hardly any

A little

Some

A lot

A great deal

How many projects, assignments or tasks do you have?

Hardly any

A little

Some

A lot

A great deal

How many lulls between heavy work load periods do you have?

Hardly any

A little

Some

A lot

A great deal

How much responsibility do you have for the job security of others?

Hardly any

A little

Some

A lot

A great deal

How much responsibility do you have for the morale of others?

Hardly any

A little

Some

A lot

A great deal

How much responsibility do you have for the welfare and lives of others?

Hardly any

A little

Some

A lot

A great deal

Appendix C

Job Satisfaction Scale

Instructions: Below are some statements regarding your satisfaction in your job. Please follow the instructions for each sub category to answer the questionnaire.

Think of the pay you receive on your present job. How well does each of the following words or phrases describe your pay? In the blank beside each word or phrase below, circle

Y for "yes" if it describes your pay

N for "No" if it does not describe your pay

? if you cannot decide

Income adequate for normal expenses

Y   N   ?

Fair

Y   N   ?

Barely live on income

Y   N   ?

Bad

Y   N   ?

Income provides luxuries

Y   N   ?

Insecure

Y   N   ?

Less than I deserve

Y   N   ?

Well paid

Y   N   ?

Underpaid

Y   N   ?

Think of the opportunities for promotion on your present job. How well do each of the following words or phrases describe your opportunities for promotion? In the blank beside each word or phrase below, circle

Y for "yes" if it describes your opportunity for promotion

N for "No" if it does not describe your opportunity for promotion

? if you cannot decide

Good opportunities for promotion

Y   N   ?

Opportunity somewhat limited

Y   N   ?

Promotion on ability

Y   N   ?

Dead-end job

Y   N   ?

Good chance for promotion

Y   N   ?

Unfair promotion policy

Y   N   ?

Infrequent promotions

Y   N   ?

Regular promotions

Y   N   ?

Fairly good chance for promotion

Y   N   ?

Think of the co-workers you have on your present job. How well do each of the following words or phrases describe your co-workers? In the blank beside each word or phrase below, circle

Y for "yes" if it describes your co-workers

N for "No" if it does not describe your co-workers

? if you cannot decide

Stimulating

Y   N   ?

Boring

Y   N   ?

Slow

Y   N   ?

Ambitious

Y   N   ?

Stupid

Y   N   ?

Responsible

Y   N   ?

Fast

Y   N   ?

Intelligent

Y   N   ?

Easy to make enemies

Y   N   ?

Talk too much

Y   N   ?

Smart

Y   N   ?

Lazy

Y   N   ?

Unpleasant

Y   N   ?

No privacy

Y   N   ?

Active

Y   N   ?

Narrow interests

Y   N   ?

Loyal

Y   N   ?

Hard to meet

Y   N   ?

Think of the supervisor you have on your present job. How well do each of the

following words or phrases describe your supervisor? In the blank beside each word or

phrase below, circle

Y for "yes" if it describes your supervisor

N for "No" if it does not describe your supervisor

? if you cannot decide

Asks my advice

Y   N   ?

Hard to please

Y   N   ?

Impolite

Y   N   ?

Praises good work

Y   N   ?

Tactful

Y   N   ?

Influential

Y   N   ?

Up to date

Y   N   ?

Doesn't supervise enough

Y   N   ?

Quick tempered

Y   N   ?

Tells me where I stand

Y   N   ?

Annoying

Y   N   ?

Stubborn

Y   N   ?

Knows job well

Y   N   ?

Bad

Y   N   ?

Intelligent

Y   N   ?

Leaves me on my own

Y   N   ?

Around when needed

Y   N   ?

Lazy

Y   N   ?

Think of your job in general. How well does each of the following words or

phrases describe your job? In the blank beside each word or phrase below, circle

Y for "yes" if it describes your job

N for "No" if it does not describe your job

? if you cannot decide

Pleasant

Y   N   ?

Bad

Y   N   ?

Ideal

Y   N   ?

Waste of time

Y   N   ?

Good

Y   N   ?

Undesirable

Y   N   ?

Worthwhile

Y   N   ?

Worse than most

Y   N   ?

Acceptable

Y   N   ?

Superior

Y   N   ?

Better than most

Y   N   ?

Disagreeable

Y   N   ?

Makes me content

Y   N   ?

Inadequate

Y   N   ?

Excellent

Y   N   ?

Rotten

Y   N   ?

Enjoyable

Y   N   ?

Poor

Y   N   ?

Think of the work you do on your present job. How well do each of the following words or phrases describe your work? In the blank beside each word or phrase below, circle

Y for "yes" if it describes your work

N for "No" if it does not describe your work

? if you cannot decide

Fascinating

Y N ?

Routine

Y N ?

Satisfying

Y N ?

Boring

Y N ?

Good

Y N ?

Creative

Y N ?

Respected

Y N ?

Uncomfortable

Y N ?

Pleasant

Y N ?

Useful

Y   N   ?

Tiring

Y   N   ?

Healthful

Y   N   ?

Challenging

Y   N   ?

Too much to do

Y   N   ?

Frustrating

Y   N   ?

Simple

Y   N   ?

Repetitive

Y   N   ?

Gives sense of accomplishment

Y   N   ?

Appendix D

Psychological Well-being Scale

The following set of questions deals with how you feel about yourself and your life. Please remember that there are no rights or wrong answers.

Circle the number that best describes your present agreement or disagreement with each statement.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

Most people see me as loving and affectionate.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

Sometimes I change the way I act or think to be more like those around me.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

In general, I feel I am in charge of the situation in which I live

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I am not interested in activities that will expand my horizons

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I feel good when I think of what I've done in the past and what I hope to do in the future

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

When I look at the story of my life, I am pleased with how things have turned out.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I do not fit very well with the people and the community around me.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I am the kind of person who likes to give new things a try.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I tend to focus on the present, because the future nearly always brings me problems.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I feel like many of the people I know have gotten more out of life than I have.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I enjoy personal and mutual conversations with family members or friends.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I tend to worry about what other people think of me.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I am quite good at managing the many responsibilities of my daily life.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I don't want to try new ways of doing things - my life is fine the way it is.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I have a sense of direction and purpose in life.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

Given the opportunity, there are many things about myself that I would change.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

It is important to me to be a good listener when close friends talk to me about their problems.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

Being happy with myself is more important to me than having others approve of me.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I often feel overwhelmed by my responsibilities.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I think it is important to have new experiences that challenge how you think about yourself and the world.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

My daily activities often seem trivial and unimportant to me.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I like most aspects of my personality.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I don't have many people who want to listen when I need to talk.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I tend to be influenced by people with strong opinions.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

If I were unhappy with my living situation, I would take effective steps to change it.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

When I think about it, I haven't really improved much as a person over the years.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I don't have a good sense of what it is I'm trying to accomplish in life.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I made some mistakes in the past, but I feel that all in all everything has worked out for the best.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I feel like I get a lot out of my friendships

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

People rarely talk to me into doing things I don't want to do

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I generally do a good job of taking care of my personal finances and affairs.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

In my view, people of every age are able to continue growing and developing

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I used to set goals for myself, but that now seems like a waste of time.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

In many ways, I feel disappointed about my achievements in life.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

It seems to me that most other people have more friends than I do.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

It is more important to me to "fit in" with others than to stand alone on my principles.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I find it stressful that I can't keep up with all of the things I have to do each day.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

With time, I have gained a lot of insight about life that has made me a stronger, more capable person.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I enjoy making plans for the future and working to make them a reality

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

For the most part, I am proud of who I am and the life I lead

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

People would describe me as a giving person, willing to share my time with others

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I have confidence in my opinions, even if they are contrary to the general consensus

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I am good at juggling my time so that I can fit everything in that needs to be done.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I have a sense that I have developed a lot as a person over time.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I am an active person in carrying out the plans I set for myself

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I envy many people for the lives they lead

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I have not experienced many warm and trusting relationships with others

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

It's difficult for me to voice my own opinions on controversial matters

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

My daily life is busy, but I derive a sense of satisfaction from keeping up with everything

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I do not enjoy being in new situations that require me to change my old familiar ways of doing things.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

Some people wander aimlessly through life, but I am not one of them

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

My attitude about myself is probably not as positive as most people feel about themselves

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I often feel as if I'm on the outside looking in when it comes to friendships

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I often change my mind about decisions if my friends or family disagree

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I get frustrated when trying to plan my daily activities because I never accomplish the things I set out to do.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

For me, life has been a continuous process of learning, changing, and growth

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I sometimes feel as if I've done all there is to do in life

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

Many days I wake up feeling discouraged about how I have lived my life

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I know that I can trust my friends, and they know they can trust me

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I am not the kind of person who gives in to social pressures to think or act in certain ways.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

My efforts to find the kinds of activities and relationships that I need have been quite successful.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I enjoy seeing how my views have changed and matured over the years

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

My aims in life have been more a source of satisfaction than frustration to me

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

The past had its ups and downs, but in general, I wouldn't want to change it.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I find it difficult to really open up when I talk with others.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I am concerned about how other people evaluate the choices I have made in my life

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I have difficulty arranging my life in a way that is satisfying to me

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I gave up trying to make big improvements or changes in my life a long time ago

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I find it satisfying to think about what I have accomplished in life

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

When I compare myself to friends and acquaintances, it makes me feel good about who I am

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

My friends and I sympathize with each other's problems

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I judge myself by what I think is important, not by the values of what others think is important.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

I have been able to build a home and a lifestyle for myself that is much to my liking

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

There is truth to the saying that you can't teach an old dog new trick.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

In the final analysis, I'm not so sure that my life adds up to much.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

Everyone has their weaknesses, but I seem to have more than my share.

Strongly Disagree, Disagree Somewhat, Disagree Slightly, Agree Slightly, Agree Somewhat, Strongly Agree

Appendix E

Social Support Questionnaire

Whom can you really count on to be dependable when you need help?

1.   4.   7.

2.   5.   8.

3.   6.   9

In reference to the above statement, how satisfied are you?

Very satisfied

Fairly satisfied

A little satisfied

A little dissatisfied

Fairly dissatisfied

Very dissatisfied

Whom can you really count on to help you feel more relaxed when you are under pressure or tense?

1.   4.   7.

2.   5.   8.

3.   6.   9

In reference to the above statement, how satisfied are you?

Very satisfied

Fairly satisfied

A little satisfied

A little dissatisfied

Fairly dissatisfied

Very dissatisfied

Who accepts you totally, including both your worst and your best points?

1.	4.	7.
2.	5.	8.
3.	6.	9

In reference to the above statement, how satisfied are you?

Very satisfied

Fairly satisfied

A little satisfied

A little dissatisfied

Fairly dissatisfied

Very dissatisfied

Whom can you really count on to care about you, regardless of what is happening to you?

1.	4.	7.
2.	5.	8.
3.	6.	9

In reference to the above statement, how satisfied are you?

Very satisfied

Fairly satisfied

A little satisfied

A little dissatisfied

Fairly dissatisfied

Very dissatisfied

Whom can you really count on to help you feel better when you are feeling generally down-in-the-dumps?

1.	4.	7.
2.	5.	8.
3.	6.	9

In reference to the above statement, how satisfied are you?

Very satisfied

Fairly satisfied

A little satisfied

A little dissatisfied

Fairly dissatisfied

Very dissatisfied

Appendix F

WHO

How would you rate your quality of life?

Very poor   Poor   Neither poor nor good Good Very Good

How satisfied are you with your health?

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied

Satisfied   Very satisfied

To what extent do you feel that physical pain prevents you from doing what you need to do?

Not at all   A little   A moderate amount Very much   An   extreme amount

How much do you need any medical treatment to function in your daily life?

Not at all   A little   A moderate amount Very much   An   extreme amount

How much do you enjoy life?

Not at all   A little   A moderate amount Very much   An   extreme amount

How safe do you feel in your daily life?

Not at all   A little   A moderate amount   Very much   An extreme

amount

How healthy is your physical environment?

Not at all   A little   A moderate amount   Very much   An extreme

amount

The following questions ask about how completely you experience or were able to

do certain things in the last two weeks.

Do you have enough energy for everyday life?

Not at all   A little   Moderately   Mostly   Completely

Are you able to accept your bodily appearance?

Not at all   A little   Moderately   Mostly   Completely

Have you enough money to meet your needs?

Not at all   A little   Moderately   Mostly   Completely

How available to you is the information that you need in your day-to-day life?

Not at all   A little   Moderately   Mostly   Completely

To what extent do you have the opportunity for leisure activities?

Not at all   A little   Moderately   Mostly   Completely

How well are you able to get around?

Very poor   Poor   Neither poor nor well   Well   Very well

The following questions ask you to say how good or satisfied you have felt about various aspects of your life over the last two weeks.

How satisfied are you with your sleep?

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied

Satisfied   Very satisfied

How satisfied are you with your ability to perform your daily living activities?

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied

Satisfied   Very satisfied

How satisfied are you with your capacity for work?

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied

Satisfied   Very satisfied

How satisfied are you with your abilities?

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied

Satisfied   Very satisfied

How satisfied are you with your personal relationships?

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied

Satisfied   Very satisfied

How satisfied are you with your sex life?

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied

Satisfied   Very satisfied

How satisfied are you with the support you get from your friends?

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied

Satisfied   Very satisfied

How satisfied are you with the conditions of your living place?

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied

Satisfied   Very satisfied

How satisfied are you with your access to health services?

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied

Satisfied   Very satisfied

How satisfied are you with your mode of transportation?

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied

Satisfied   Very satisfied

The following question refers to how often you have felt or experienced certain things in the last two weeks.

How often do you have negative feelings, such as blue mood, despair, anxiety, depression?

Never

Seldom

Quite often

Very often

Appendix G

Cover Letter

Dear Participant,

This is Sheetal R Gai, currently pursuing my masters program in I/O Psychology at Montclair State University. This letter is to invite you to participate in my thesis research work conducted under Dr. Kenneth Sumner's guidance, professor, department of psychology, at Montclair State University. This current study will focuses on the impact of expressive writing on work place events that can greatly impact the work performance. The intervention, an innovative internet based program, aims at reducing work stress and improving well-being among professionals working in a bi-cultural work environment. The purpose of the study is to investigate the effectiveness of using expressive writing; a self- directed technique, to reduce and cope with workplace stressful events and how this will help in improving one's well-being, leading to better work performance.

The study has 5 sessions; each session will take approximately 20-35mintues to complete. 2 sessions will comprises of set of questionnaires that you will have to complete There are no foreseeable risks if participating in this research. Your participation will contribute a great deal to my research. I thank you in advance for agreeing to help me out in conducting and completing this master's thesis.

Please remember to create your own code word. This will act as a unique ID that will represent you throughout this survey and it is a required that you indicate your codeword wherever asked in the survey.

Your participation is absolutely voluntary and you may decline to answer any questions you choose or discontinue the participation at any time.

If you have questions about the research, please contact me at 646-894-0652 or email me at gais1@mail.montclair.edu or if you have any your regarding your rights please contact by

phone at 973-655-4327 or email the IRB Chair, Debra Zellner, reviewboard@mail.montclair.edu.

Sincerely

Sheetal R Gai

Principle Investigator

Appendix H

CONSENT FORM FOR ADULTS

Please read below with care. You can ask questions at any time, now or later. You can talk to other people before you fill in this form.

Study's Title: Impact of Expressive Writing about workplace events on stress, satisfaction and well-being.

Why is this study being done?

The purpose of the study is to investigate how people might use expressive writing, a self- directed technique to cope with workplace stressful events and how this will help in improving one's well-being.

What will happen while you are in the study?

You will be administrated a set of questionnaires, then you will be asked to write about experiences at your workplace for 20mins for 4 consecutive days and then you will again a set of questionnaire will be administrated.

Time: This study will take about 30mins for each session.

Risks: The study will be collecting sensitive materials.

Benefits: You may benefit from this study by reducing work stress and improving job satisfaction and performance working in a bi-cultural work environment. This study will use a self- directed technique to cope with workplace stressful events and how this will help in improving one's well-being.

Who will know that you are in this study?

You will not be linked to any presentations. We will keep who you are confidential according to the law.

Your information will be kept confidential by the study research team within the following limits. However, the study would not be allowed to reveal your identifying information to anyone else without your permission. All research information obtained from you will not be identified with your name; we will use only a coded number and/or initials. All data will be kept in locked cabinets, and any publications resulting from this study will not identify you.

Do you have to be in the study?

You do not have to be in this study. You are a volunteer! It is okay if you want to stop at any time and not be in the study. You do not have to answer any questions you do not want to answer. Nothing will happen to you.

Do you have any questions about this study?

Do you have any questions about your rights? Phone or email the IRB Chair,

Name of Principal Investigator

Name of Faculty Sponsor

It is okay to use my data in other studies: Please initial

Yes

 No

I would like to get a summary of this study. Please initial:

Yes

No

The copy of this consent form is for you to keep. Typing your name on the line below serves as official signature if submitting this form electronically. By typing your name, you are consenting to the above agreement.