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Workplace Whining: Antecedents and Process of Noninstrumental Complaining.

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**WORKPLACE WHINING: ANTECEDENTS AND PROCESS OF
NONINSTRUMENTAL COMPLAINING**

A Dissertation

**Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy**

in

The Interdepartmental Program of Business Administration

**by
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December 2000**

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF TABLES	v
ABSTRACT.....	vi
CHAPTER	
1: THE DISSERTATION TOPIC	1
2: CONCEPTUAL SCHEME DEVELOPMENT AND HYPOTHESES... ..	18
3: PRETESTING	45
4: METHOD	61
5: ANALYSES AND RESULTS.....	65
6: DISCUSSION.....	73
REFERENCES	97
APPENDIX	
A: EMPLOYEE COVER LETTER (PILOT STUDY)	112
B: EMPLOYEE SURVEY (PILOT STUDY)	114
C1: SUPERVISOR SURVEY (PILOT STUDY)	120
C2: FOLLOW-UP SUPERVISOR SURVEY (PILOT STUDY)	122
D: LIST OF MEASURES (PILOT STUDY)	124
E: TEACHER COVER LETTER (FINAL STUDY)	128
F: TEACHER SURVEY (FINAL STUDY)	130
G: PRINCIPAL COVER LETTER (FINAL STUDY)	136
H: PRINCIPAL SURVEY (FINAL STUDY)	138
I: LIST OF MEASURES (FINAL STUDY)	140
VITA	144

LIST OF TABLES

Table 1	Summary of Hypotheses	44
Table 2	Principal-Rated Whining Measures (Pilot Study) Principal Axis Factor Analysis	57
Table 3	Means, Standard Deviations, Reliabilities, And Correlations for All Pilot Test Variables	60
Table 4	Means, Standard Deviations, Reliabilities, And Correlations for All Final Study Variables	66
Table 5	Results of Mediated Regression Analysis	69
Table 6	Summary of Hypotheses and Outcomes	72

ABSTRACT

The purpose of this dissertation was to develop a conceptual scheme that advances understanding of workplace whining. It reports an investigation into eight theoretically relevant antecedents to workplace whining, classified into four categories (i.e., dispositional, attitudinal, relational, behavioral). Additionally, it explores the role of organization-based self-esteem in mediating the link between each antecedent and workplace whining. Kowalski's (1996) theory of complaining and self-esteem theory (Coopersmith, 1967, Epstein, 1973; Jones, 1973; Leary & Downs, 1995, Mruk, 1995; Pierce et al., 1989) provided the primary theoretical underpinnings for a series of hypothesized relationships. Data on 471 schoolteachers and their immediate supervisors from 25 elementary, middle, and high schools generally support the proposed conceptual scheme, indicating that when individuals detect discrepancies between their ideal states and their perceived actual states they become dissatisfied, which in turn results in a reduction in current levels of organization-based self-esteem. This deflation of self-esteem then motivates individuals to whine in an effort to distance themselves from negative and dissatisfying states or outcomes. Furthermore, results support full mediation between workplace whining and seven of the eight specified antecedents. That is, the effects of negative affectivity, overall job satisfaction, facet satisfaction, affective commitment, procedural justice, distributive justice, and leader-member exchange with workplace whining were fully mediated through organization-based self-esteem. The relationship between the eighth antecedent (i.e., job performance) and workplace whining was partially mediated by

organization-based self-esteem, indicating job performance significantly influenced workplace whining directly, as well as indirectly.

CHAPTER 1: THE DISSERTATION TOPIC

Introduction

Complaining is primarily an expression of dissatisfaction. Some people appear to be satisfied under most circumstances, whereas others appear to be perennially dissatisfied (Bassett, 1994). Seemingly, however, everyone complains, though some individuals complain more than others. In this respect, the types of complaints registered, reasons for complaining, the manner in which complaints are expressed, and the frequency of complaints play an important role in how others perceive and interact with those who complain (Alicke, Braun, Glor, Klotz, Magee, Sederholm, & Siegel, 1992).

The vast majority of research on complaining has been limited to consumer satisfaction in the marketing arena, focusing on issues such as consumer perceptions of costs and benefits associated with lodging complaints (Richins, 1980), consumer attitudes toward complaining (Richins, 1981), antecedents and consequences of consumer dissatisfaction (Bearden & Teel, 1983), consumer behavior following complaints (Bennett, 1997; Blodgett, Granbois, & Walters, 1993), and the impact of personality traits on postpurchase complaining (Mooradian & Olver, 1997). In a similar vein, complaining as it pertains to symptom reporting has been studied in the health-psychology arena (e.g., Cohen, Doyle, Skoner, Fireman, Gwaltney, & Newsom, 1995; Costa & McCrae, 1985). Costa and McCrae (1985) found neuroticism to be related to subjective health complaints and generally unrelated to objective health indicators. Likewise, Cohen and colleagues (1995) found the association between trait negative affectivity and complaining to be independent of objective symptoms of

illness. Little research other than that involving formal labor-management grievance procedures (see Bemmels & Foley, 1996, for a review), however, has been conducted on complaining in the workplace.

Statement of the Problem

As an expression of dissatisfaction, complaining can be a pervasive and powerful form of interpersonal behavior involving social interaction and communication (Alicke et al., 1992). Dissatisfaction occurs when, upon evaluation, one determines that a discrepancy exists between one's standards and one's current situation or state of affairs (Kowalski, 1996). In this respect, researchers have identified two distinct types of complaints -- instrumental and noninstrumental (Alicke et al., 1992; Kowalski, 1996). Instrumental complaints are expressed for the purpose of changing an undesirable state of affairs. For example, a consumer who demands a refund for a faulty product or speaks to a supervisor concerning a rude customer service employee is expressing dissatisfaction and seeking redress by registering an instrumental complaint. A substantial portion of the related consumer literature has addressed this type of complaining. Likewise, research in labor-management relations concerning the nature of grievances and the grievance process has also primarily focused on instrumental complaining (Allen & Keaveny, 1985; Dalton & Todor, 1982; Eckerman, 1948; Klaas, 1989).

Within a unionized setting, grievances are complaints by employees who feel that their rights, as outlined in a collective bargaining agreement, have been violated (Cappelli & Chauvin, 1991). As a form of instrumental complaining, many grievances are undoubtedly warranted, highlighting issues or circumstances that merit attention.

For example, an employee who complains to a supervisor about hazardous working conditions is expressing an instrumental complaint. Similarly, whistle-blowing, where an employee discloses illegal, immoral, or illegitimate practices to authorities outside an organization (Near & Miceli, 1985, 1996), may be considered an example of instrumental complaining. This type of complaint has been widely addressed in the academic literature.

In contrast, this dissertation focuses on noninstrumental complaining, which has been virtually ignored in the academic literature, as well as in the published organizational behavior literature. Alicke and colleagues (1992) report that over 75% of all complaints are noninstrumental, with the most frequent complaint involving the specific behaviors of another person. A distinguishing characteristic of noninstrumental complaints is that they are expressed not to effect change in one's environment, but rather to serve a social expressive or control-maintaining function (Alicke et al., 1992). Noninstrumental complaining provides an emotional release from frustration. Simply put, individuals complain because it makes them feel better. Further, when control is threatened by an inability to confront the source of one's dissatisfaction, complaining may aid in regaining control by providing an outlet for expressing one's dissatisfaction (Alicke et al., 1992). Individuals may also use noninstrumental complaining as a method to "save face", by attempting to influence negative impressions others may have formed of them. Complaints motivated by an individual's need to save face or preserve self-esteem may be manifested through blasting (i.e., derogating others to make oneself look better), excuse-making, or self-handicapping (Kowalski, 1996; Kowalski & Erickson, 1997).

Thus, whereas noninstrumental complaining may be instrumental for an individual in attaining intrapsychic (e.g., relieving feelings of frustration through venting) or interpersonal goals (e.g., changing perceptions or behaviors of others; Kowalski & Erickson, 1997), it is not generally instrumental in bringing about change or in problem solving within an organizational context. By way of illustration, common noninstrumental complaints might include: “The company doesn’t appreciate me.” “The company won’t help me plan my career.” “Nobody tells me what’s going on around here.” “The boss is a knucklehead.” “My evaluation wasn’t fair.” “My last raise was too long ago, and too small” (Fisher, 1996, p. 206).

Noninstrumental complaining in and of itself is not necessarily aversive in nature. There are particular features that differentiate aversive complaining from occasional expressions of dissatisfaction (Kowalski & Erickson, 1997). Complaining may be perceived as aversive when it is frequent, indiscriminant, inauthentic, nonverifiable (i.e., involves subjective, personal opinions), indirect (i.e., voiced to individuals who are not, or have no control over, the source of the complaint), and focused on inconsequential issues (Kowalski & Erickson, 1997).

Individuals who complain habitually and primarily express noninstrumental complaints are often labeled “whiners” (Kowalski, Simons, Litty, Bryson, White, & Harris, 1997). Webster’s New World Dictionary defines whining as “to utter a peevish, high-pitched, somewhat nasal sound, as in complaint, distress, fear, etc.” (Guralnik, 1972, p. 1620) Whiners are characterized as “crybabies who voice protracted protests over the unimportant” (Solomon, 1990, p. 276). They are seen as thriving on exaggerated gripes, such as unfair workloads, tardy reports, broken rules,

and coworkers' shortcomings, rarely reporting legitimate problems (Solomon, 1990, p. 267).

Kowalski and colleagues (1997) identified three factors that profile the chronic complainer: (a) chronicity of complaining (i.e., all or most conversations include a complaint); (b) dogmatism (i.e., efforts to get others to share their views); and (c) pessimism (i.e., impossible to please). In short, chronic complainers are seen by others as individuals who continually whine, lack social skills, and generally focus on themselves. Given this negative profile, it is likely that the presence of chronic complainers produces negative workplace consequences. Indeed, as observed by Kowalski (1997, p. 3), whining can be carried too far by overstepping the bounds of appropriate interpersonal interactions. In such situations, ongoing interactions with chronic complainers can be aversive and of no benefit to their listeners, their work group, or their organization. Ultimately, chronic whining will damage interpersonal relationships between a whiner and others in a work environment (Kowalski, 1997, p.6).

Workplace whining is virtually inevitable due to the dynamic social and cultural context in which most working relationships exist. Individuals in a workplace interact with one another and these interactions have individual, group, and organizational consequences. Moreover, because organizations are social structures, aversive interpersonal behaviors, such as noninstrumental complaining (i.e., whining), should not be viewed as anomalies, but recognized as an unavoidable part of the social relationships that necessarily develop among organizational members (Kowalski, 1997). To date, however, the etiology of workplace whining has received sparse

attention in the organizational behavior literature. Given its prevalence, as well as its aversive and detrimental nature, workplace whining is a topic that merits further investigation.

By focusing on identifying antecedents of workplace whining, we may garner an awareness of a phenomenon that is seemingly ubiquitous in all work settings. Further, increased knowledge of the “whining process” may lead to the development of interventions to help minimize whining and ameliorate its negative consequences. Indeed, Kowalski (1996) has recently called for research into the antecedents and consequences of complaining, as a neglected area of interpersonal behavior. She further proposed that a diversity of fields would likely benefit from practical implications such research might yield. This dissertation is an initial step toward that end.

Drawing primarily from complaining and self-esteem theory, this dissertation develops a conceptual scheme that advances extant understanding by identifying four categories of antecedents to workplace whining. These antecedents were drawn from several bodies of literature, including those dealing with affectivity, work attitudes, organizational justice, performance, and leadership. The four categories of antecedents chosen include, dispositional, attitudinal, relational, and behavioral factors. These specific antecedents were selected based on theory and their relevance to the workplace setting. Self-enhancement theory provided a starting point for interpreting the motivational forces underlying the whining process. Accordingly, the conceptual scheme explores the mediating process of a specific form of self-esteem as a linking mechanism between each antecedent and workplace whining.

In sum, the purpose of this dissertation was to examine theoretically relevant antecedents and the motivational role of self-esteem in the whining process within a workplace context. It is not suggested, however, that these particular antecedents are the only precursors of workplace whining nor is it proposed that they are better predictors than other constructs (e.g., supervisor trust and respect, violation of the psychological contract). Likewise, it is not suggested that organization based self-esteem is the best or only mediator. It is suggested, however, that these constructs have the potential to increase our understanding of the determinants and process of workplace whining.

Theoretical Framework

Kowalski (1996) recently proposed a theoretical framework outlining the conditions under which complaining occurs. She suggested that dissatisfaction is a sufficient, but not necessary condition for complaining, and that individuals possess both separate dissatisfaction and complaining thresholds. For example, an individual may be satisfied with a relationship (i.e., dissatisfaction threshold is high), but may also feel that expressing dissatisfaction will nevertheless achieve a desired outcome (i.e., complaining threshold is low), though no dissatisfaction is actually experienced. Conversely, if an individual is dissatisfied (i.e., dissatisfaction threshold is low), but perceives that the utility of complaining is outweighed by undesired consequences, an individual will likely withhold a complaint (i.e., complaining threshold is high). The act of complaining is thus, generally, the consequence of two processes, one in which individuals complain because they have subjectively experienced dissatisfaction and another in which individuals complain, despite the absence of actual dissatisfaction,

because of the perceived utility of complaining (Kowalski, 1996). Hence, Kowalski (1996) conceptualizes complaining as “an expression of dissatisfaction, whether subjectively experienced or not, for the purpose of venting emotions or achieving intrapsychic goals, interpersonal goals, or both” (p. 180).

Within Kowalski's (1996) framework, the state of self-focused attention underlies the aforementioned processes, whereby an evaluation is initiated by a comparison of one's current situation with one's standards for that situation. When a discrepancy between an actual situation and an individual's standards arises, an individual will experience dissatisfaction, prompting action(s) to reduce or remove the discrepancy. Before acting to reduce such a discrepancy by complaining, however, individuals assess the utility of complaining through a cost-benefit analysis. That is, an individual determines the probability that complaining will reduce the discrepancy and, hence, dissatisfaction, but not incur disproportional undesired consequences. If the perceived utility of complaining is low, an individual's complaining threshold rises, and an individual will not complain. If the perceived utility of complaining is high, an individual's complaining threshold is lowered and an individual will voice dissatisfaction. Individuals in a state of self-focus, who do not perceive dissatisfaction may, however, still complain if they perceive the utility of complaining to be high. Additionally, Kowalski (1996) suggested that merely being self-focused might produce negative thoughts and feelings among individuals who hold negative self-concepts. Therefore, self-focus may result in a low dissatisfaction threshold, even in the absence of a discrepancy between current and ideal states.

Providing support for Kowolski's framework, Richins (1980) has shown that perceptions of the costs and benefits associated with consumer complaining are, indeed, related to actual consumer complaining behavior. Likewise, Capelli and Chauvin (1991) suggested that prior to filing grievances addressing workplace concerns, employees compare the costs of available resolution methods.

Psychological costs are among those assessed by employees in determining the utility of grievance filing (e.g., confronting one's supervisor, being cross-examined, waiting extended periods of time to have a grievance resolved). Employees tend to file grievances when advantages associated with their job are substantial (e.g., wage premiums, high unemployment levels) and the costs of using alternative methods of resolution, such as shirking or absenteeism (which could lead to dismissal), are greater than those of filing a grievance (Capelli & Chauvin, 1991). Consonant with this view, Allen and Keaveny (1985) suggested that job dissatisfaction and the perceived instrumentality of filing a grievance were the two major factors influencing an employee's decision to file a grievance. They argued that dissatisfaction results from perceptions of inequity arising from an employee's perception that a condition of employment deviates from what he or she believes it should be.

Consistent with Kowalski's (1996) view of the role of self-focus in complaining, Gray (1985) has suggested the existence of a behavioral inhibition system (BIS), which functions to compare actual stimuli with expected stimuli. If there is no discrepancy between actual and expected stimuli, no action is taken. If there is a discrepancy, the BIS intervenes and takes control over behavior. The process of checking stimuli is associated with anxiety and negative affect (see

Chapter 2). That is, the greater the anxiety and negative affect, the more hypervigilant an individual tends to be. Gray (1985) contends that individuals high in negative affectivity have an overactive BIS and tend to identify all stimuli as significant and in need of continuous monitoring as sources of potential trouble.

Kowalski (1996) suggested that complaining serves two basic functions. Complaints may be voiced to serve an interpersonal function, such as influencing another's perceptions or modifying an aversive situation; or to serve an intrapsychic function, such as changing the complainer's internal state. Complaints may serve both functions simultaneously. An individual may complain in an effort to change another's perceptions or behavior (interpersonal function) and as a result that individual may feel better (intrapsychic function). Complaining, in its intrapsychic function, may be employed to maintain or enhance self-esteem (Kowalski, 1996). Self-esteem refers to the "evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy" (Coopersmith, 1967, p. 5). Whereas self-esteem is thought to be a personality characteristic that an individual brings to a workplace, self-esteem can be enhanced or deflated through one's work environment, actions of supervisors, and training (Carnevale, Gainer, Meltzer, & Holland, 1988).

Pierce, Gardner, Cummings, and Dunham (1989) introduced the concept of organization-based self-esteem (OBSE), defined as "the degree to which organizational members believe that they can satisfy their needs by participating in roles within the context of an organization" (p. 625). High-OBSE individuals tend to

have a sense of personal adequacy as organizational members and a sense of having satisfied needs from enacting past organizational roles (Pierce et al., 1989). The expectation that a specific self-esteem, such as OBSE, will have stronger effects on behavior than global self-esteem evolved from Fishbein and Ajzen's (1975) theory of reasoned action, which suggests that the power of an attitude to predict a behavior is a function of how closely that attitude relates to the behavior in question. In other words, the more specific the attitude, the greater its predictive power. Consistent with Fishbein and Azjen (1975), research conducted by Epstein (1979) on the relationship between behaviors and attitudes suggests that the more self-esteem is framed in a context consistent with the behavior or attitude to be predicted, the higher the observed correlations tend to be. Framing constructs within a specific context that is consonant with the focus of a study provides the benefit of narrowing attention and eliminating potential contamination, which may be caused by experiences and attitudes in other domains (Van Dyne, Vandewalle, Kostova, Latham, & Cummings, 2000). Given that this dissertation seeks to explore determinants of workplace whining within the workplace setting, OBSE rather than global self-esteem, is the appropriate construct. Hence, OBSE is included as a mediator in the model presented below because it is work-specific and anticipated that it varies as a function of the relevant antecedents, and will, in turn, influence workplace whining.

Further theoretical justification for including OBSE as a mediator in the current study can be found in several extant theories discussed in this section. The central assumption of self-enhancement theory proposes individuals are motivated to enhance their self-concept and to increase, maintain, or confirm their feelings of

personal satisfaction, worth, and effectiveness (i.e., self-esteem; Jones, 1973). This need may manifest itself with respect to a particular aspect of one's self-evaluation rather than to global feelings about one's self. Complaining motivated by self-esteem maintenance or enhancement may appear in the form of excuse-making, blasting, or self-handicapping (Kowalski, 1996; Kowalski & Erickson, 1997). This type of complaining protects self-esteem by shifting causal attributions from internal, central aspects of the self to internal, less central aspects of the self or to external causes (Kowalski, 1996; Mehlman & Snyder, 1985; Snyder & Higgins, 1988). Whereas individuals with high self-esteem tend to enhance their self-esteem in an open and direct manner, individuals with low self-esteem prefer a safer, more indirect means (Baumeister, 1993). Pelham (1993) found that individuals low in self-esteem tend to choose indirect self-enhancement strategies, such as demeaning and derogating others, to affirm their self-esteem without having to openly claim superiority. Demeaning and derogating others are forms of complaining.

Excuse theory (Snyder, Higgins, & Stucky, 1983) also contributes to the theoretical foundations of workplace whining. Excuses, when used effectively and successfully, link an undesirable outcome to an external event or stimulus, thereby relieving an individual from responsibility and restoring self-esteem. Kowalski (1996) suggested that excuse-making is a form of complaining that may be effective in saving face and protecting self-esteem by directing causal attributions for one's shortcomings away from internal sources toward external sources. Consider that two major benefits of excuse-making are a positive personal image and a sense of control (Snyder & Higgins, 1988). In support of this view, McFarland and Ross (1982) found that

individuals who attributed poor performance to external factors, such as task difficulty, reported higher self-esteem than those who attributed poor performance to a lack of ability. Consistent with this position, Snyder and Higgins (1988) proposed that an excuse sequence is triggered when an individual is associated with a negative occurrence culminating in a perceived threat to his or her self-esteem (Snyder & Higgins, 1988). Individuals attribute negative occurrences to external sources in an attempt to minimize self-focus and distance themselves from the threat to their self-esteem. With regard to cause and effect, research findings suggest that self-focused awareness results in lower self-esteem, intensified dysphoric affect, and reduction in persistence on failed tasks (e.g., Ganster and Schaubroeck, 1991). Accordingly, engaging in whining, wherein an individual attributes the blame for shortcomings (i.e., excuse making) to external sources may achieve benefits that heighten self-esteem, affect, health, and performance. Hence, the excuse sequence is successful in the maintenance of self-image and the retention of a sense of control (Snyder & Higgins, 1988). Therefore, it may be that when self-esteem is threatened, whining in the form of excuse-making, is triggered to preserve self-esteem.

Individuals who whine seem to be unaware of the negative impressions they create by displaying this aversive interpersonal behavior (Kowalski, 1996). Indeed, Alicke et al. (1992) found that such individuals are not highly attuned to their complaining habits regarding content and frequency of complaints. Consistent with this finding, Snyder and Higgins (1988) proposed that excuse-making is more often automatic and reflexive, suggesting individuals may be unaware of making excuses.

Therefore, ironically, chronic whining, while maintaining an individual's self-esteem, may bring about the very outcome that is feared – social exclusion.

More recently, the profile of the low self-esteem individual has been placed in a new light. Instead of characterizing low self-esteem individuals as inferior, unworthy, lonely, and insecure, recent research has indicated that individuals low in self-esteem tend to be “more cautious than incapacitated, more self-protective than self-loathing, and more conservative than risk taking, because they wish to preserve the self-esteem they have and not because they hate themselves or life” (Mruk, 1995, p. 73). Tice (1993) found individuals with low self-esteem appeared to be cautious, uncertain individuals who want success, and fear failure. This fear often outweighs desire and results in an attitude of self-protection. The main concern of low self-esteem individuals is to protect themselves from dangers of failure, social rejection, and humiliation.

Drawing from both Kowalski's (1996) broad prospective theory of complaining and self-esteem theory, this dissertation presents a conceptual scheme with a central focus on exploring four categories of antecedents of workplace whining, as well as the mediating role of organization-based self-esteem in linking these antecedents and workplace whining. A principal contribution of this dissertation is that it centers on noninstrumental complaining, an aversive interpersonal behavior, and does so within a workplace context, a setting that has received little attention in extant research. More specifically, the conceptual scheme, presented in Figure 1, proposes that noninstrumental complaining (i.e., workplace whining) is directly influenced by dispositional (i.e., negative affectivity), attitudinal (i.e., job satisfaction, organizational

commitment, organizational justice), relational (i.e., leader-membership exchange), as well as behavioral (i.e., supervisor-rated job performance) factors. To complete the conceptual scheme, the antecedents of workplace whining are expected to also influence workplace whining indirectly through their effects on a specific form of self-esteem (i.e., organization-based self-esteem). These relationships are developed in detail in the next chapter.

The term “conceptual scheme” is used because the goal at this initial stage is to describe workplace whining as a phenomenon, examine the proposed antecedents, and to explore how and why the relationships among the variables develop, rather than to test a fully specified model. Also, the term “antecedent” was chosen rather than the term “correlate” or “consequence”, because the variables examined are hypothesized to affect workplace whining directly and through the mediated effect of organization-based self-esteem, and is therefore, more likely to be an antecedent rather than a consequence of workplace whining. As the reported study is exploratory in nature, being neither longitudinal nor experimental, causality cannot be inferred (Cook & Campbell, 1979). Additionally, it is recognized that this conceptual scheme presents only one of the many possible sets of relationships.

Whereas the literatures reviewed have considered both instrumental and noninstrumental complaining, this dissertation focuses on noninstrumental complaining (i.e., whining) for three reasons. First, according to Alicke et al. (1992), the majority of complaints expressed are expressive or noninstrumental in nature. Second, a thorough test of both types of complaining is beyond the scope of any one study. Therefore, by narrowing the focus to noninstrumental workplace whining

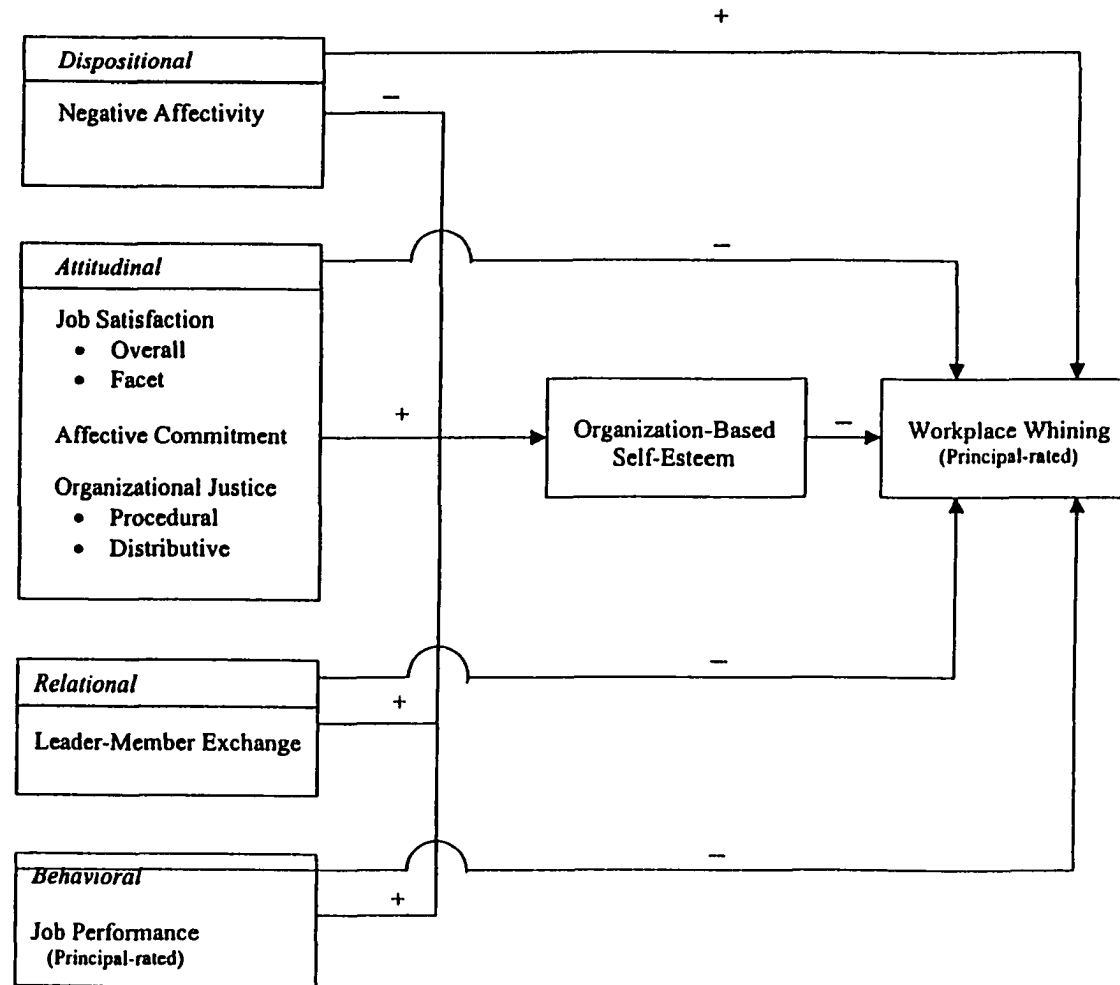


Figure 1
A Conceptual Scheme for Understanding Workplace Whining Behavior

alone, the subset of variables under investigation becomes more manageable. Third, little research has been conducted in the area of noninstrumental complaining, a prevalent and powerful form of workplace social interaction and interpersonal communication.

The variables representing the four antecedent categories (i.e., dispositional, attitudinal, relational, and behavioral) were chosen based on their potential to influence an individual's complaining and dissatisfaction thresholds as described in Kowalski's (1996) theory of complaining and in general self-esteem theory.

Summary of Remaining Chapters

This chapter introduced the dissertation by emphasizing the lack of attention given workplace whining. It also presented a conceptual scheme for studying noninstrumental complaining within a workplace context. Chapter 2 develops the conceptual scheme and presents hypotheses concerning the direct and indirect relationships of variables expected to be associated with workplace whining. Chapter 3 details the outcome of a pilot test to refine proposed survey measures. Chapter 4 describes the target sample and measures employed to test the hypotheses. Chapter 5 presents the results of the statistical analyses used to test the hypotheses. Chapter 6 identifies implications of the findings of the study for theory, research, and practice.

CHAPTER 2: CONCEPTUAL SCHEME DEVELOPMENT AND HYPOTHESES

As previously noted, whining is a pervasive and powerful form of social interaction and interpersonal communication (Alicke et al., 1992). As further observed, to date, there has been virtually no research in the organizational behavior literature on workplace whining. Drawing on the conceptual scheme presented in Figure 1, hypotheses with respect to the antecedents identified in Chapter 1 and the intervening influence of self-esteem in the whining process are presented in this chapter. First, the antecedents of workplace whining are reviewed. Next, the link between OBSE and workplace whining is discussed. Finally, the mediating effect of OBSE on the relationship between the individual antecedents and workplace whining is described.

Considering that dissatisfaction plays an integral role in the proposed conceptual scheme, further delineation of this variable is requisite. Kowalski (1996) defines dissatisfaction as “the attitude resulting from disconfirmation of expectancies” (p. 179). In conformity with this definition, and drawing from the social psychology literature, Thibaut and Kelley (1959) posited that individuals experience dissatisfaction as a result of perceived outcomes falling below a level of outcomes deemed equitable. That is, a discrepancy exists between an individual’s minimum acceptable outcome threshold and the perceived actuality, resulting in dissatisfaction. Hence, dissatisfaction, as outlined in Kowalski’s (1996) theory of complaining and as presented in this dissertation, is regarded as discontentment or disaffection with a perceived level of work/organization-related attitudes, interpersonal relationships, and behaviors (i.e., job performance) as compared to one’s expectations for those

attitudes, interpersonal relationships, and behaviors. Commensurate with the self-focus literature discussed previously (Gray, 1985; Kowalski, 1996), the evaluative process is presumed to hold for attitudes and relationships associated with one's job, one's interpersonal relations, and one's employer.

Whereas Thibaut and Kelley's (1959) reasoning regarding experienced dissatisfaction is based on exchange relationships between individuals, it is likely that the same dynamics also apply to employee-organization relationships. Indeed, there is evidence that employees regard organizations as entities with which they hold exchange relationships (Rousseau, 1990; Shore & Tetrick, 1994). By way of illustration, psychological contracts relate to reciprocal obligations comprising employee-organization exchange relationships (Morrison & Robinson, 1997). More specifically, psychological contracts refer to beliefs individuals hold regarding the terms of their employment relationship and encompass promises made, accepted, and relied upon (Rousseau & Wade-Benzoni, 1994).

Antecedents of Workplace Whining

Dispositional

A review of the published organizational literature produced only one empirical investigation of complaining within an organizational context. Sachau, Houlihan, and Gilbertson (1999) examined two personality variables (i.e., trait reactance and propensity for counterproductive behavior) and one attitude variable (i.e., job satisfaction) as predictors of resistance to supervisors' requests (i.e., noncompliance and complaining). Their findings indicate that trait reactance, described as the motivational force to restore lost or threatened freedoms, is the best

predictor of employee complaints regarding supervisor requests. Surprisingly, given Kowalski's (1996) framework outlining the conditions under which complaining occurs, job satisfaction had no relationship with employee complaints. Some doubt, however, regarding the veracity of the results of Sachau and colleagues' (1999) study as they relate to complaining arises, inasmuch, as no theoretical explanation was presented to substantiate the inclusion of complaining as an outcome variable, nor was any supporting literature cited.

An unpublished study, conducted by Cantrell and Kowalski (1994), explored individual difference correlates of the propensity to complain. The participants in that study consisted of a convenience sample of 150 undergraduates. The results showed low to moderate positive correlations between the propensity to complain and global self-esteem, emotionality, and private self-consciousness. Low to moderate negative correlations were also found between the propensity to complain and embarrassability, fear of negative evaluation, social anxiety, and agreeableness. Remarkably, no association was found between negative affectivity, neuroticism, or depression and the propensity to complain, all individual differences that have been theoretically related to dissatisfaction and complaining.

There are at least two possible explanations for Cantrell and Kowalski's (1994) equivocal results. These include (a) the use of a convenience sample of undergraduate students and (b) the psychometric inadequacies adhering to the propensity to complain measure with which study data were collected. This dissertation sought to improve the probability of obtaining more definitive results by conducting a field study involving a larger sample of full-time employed adults from a multiple site, single organization

and by collecting data using a pretested outcome measure. Further, it explored a dispositional variable that theoretically (and intuitively) should be specifically associated with workplace whining, (viz., negative affectivity). Theory and research suggest that job attitudes are influenced by disposition (Arvey, Bouchard, Segal & Abraham, 1989; Judge, Locke, Durham, & Kluger, 1998; Levin & Stokes, 1989; Staw, Bell, & Clausen, 1986; Staw & Ross, 1985). Indeed, Staw et al. (1986) found that some employees are predisposed toward lower job satisfaction and greater complaining behavior independent of their jobs. Further, Watson and Walker (1996) found trait affectivity to be stable and to maintain significant predictive power over a period of seven years.

Kowalski (1996) has proposed that some individuals may be more willing to complain than others and, subsequently, experience lower complaining thresholds. Therefore, the propensity to whine may partially be a function of dispositional traits. Smith (1992) suggested that there is “a general temperamental or personality characteristic that distinguishes employees who are generally optimistic and cheerful from the chronic grouches, doomsayers, and complainers” (p. 10). Therefore, this dissertation examined a personality characteristic that may be a potential influence on individuals’ perceived satisfaction and, hence, their dissatisfaction threshold, their utility of complaining, and whining behavior itself.

Negative affectivity. Negative affectivity (NA) is a stable and pervasive personality trait associated with the tendency to view the world and self in a negative light (Watson & Clark, 1984). Because personality traits are stable, they are valuable in explaining differences in individuals’ cognitions and behaviors. Tellegen (1985)

noted that NA is related to an unsettled and future-oriented cognitive mode, wherein an individual scans an environment with skepticism and uncertainty. This vigilance to one's environment increases anxiety and apprehension and may lead to whining.

There is strong evidence that NA may play a central role as an antecedent to workplace whining. The focal feature of NA is the tendency to experience a wide range of negative and unpleasant emotions or states. High-NA individuals are predisposed to experiencing distressed mood states such as anxiety, tension, jitteriness, and worry, as well as feelings of frustration, hostility, contempt, disgust, guilt, worthlessness, dissatisfaction, feelings of rejection, sadness, loneliness, discomfort, and irritability. Moreover, they have a tendency to think and act in ways that support negative experiences (Clark & Watson, 1991; George, 1992; Watson & Clark, 1984; Watson & Tellegen, 1985). Evidence as far back as the Hawthorne studies suggests that some individuals are chronically unhappy with their jobs (Roethlisberger, 1941). These individuals were referred to by the Hawthorne researchers as "chronic kickers" because of their persistent complaints (p. 18). Therefore, it is logical that a negative disposition may strongly predispose an individual employee to express negative feelings through workplace whining.

Kowalski (1996) suggested that underlying the act of complaining, whether a result of experienced dissatisfaction or the desire for perceived benefits, is a state of self-focused attention. Self-focus begins an evaluative process wherein the current situation is compared with an individual's standards for that situation. When there is a negative discrepancy between the perceived situation and an individual's standards for the situation, wherein an individual perceives that events or behaviors are not meeting

up to his or her standards, then dissatisfaction and negative affect ensue, motivating the individual to reduce the discrepancy. Moreover, research has found self-focused attention to be positively correlated with depression and negative affect (see Pyszczynski, Greenberg, & Becker, 1990, for a review). Consequently, self-focus may generate negative thoughts and feelings even if an individual does not perceive a discrepancy between actual and ideal situations (Kowalski, 1996). Consistent with this idea, Watson and Clark (1984) found that high-NA individuals tend to be more introspective and ruminative and more likely to discuss their feelings with others. Therefore, this internal orientation coupled with vigilant scanning of one's work environment and an overall negative outlook, may lead high-NA individuals to perceive substantial discrepancies between desired and actual workplace situations resulting in increased complaining.

Because high-NA individuals tend to have a future-oriented cognitive mode, to be vigilant in scanning their environment for indications of potential trouble, and are more introspective than low-NA individuals (Tellegen, 1985; Watson & Pennebaker, 1989), they may more selectively attend to unfavorable features of their work environment. Moreover, Watson and Slack (1993) found that high-NA individuals tend to be less satisfied with the interpersonal aspects of their work environments, which is consistent with research that has shown that high-NA individuals generally experience more adversity in their interpersonal relationships (Watson & Clark, 1984).

Additional support for the NA-complaining relationship is encountered in the symptom reporting literature. For example, research reveals that high-NA individuals generally report more physical complaints, but that NA is not associated with actual

illness (Watson, 1988). Similarly, Watson and Pennebaker (1989) found that NA was correlated with health complaints, but not to actual health status. As a possible explanation for their findings they offered a symptom perception hypothesis that suggests because high-NA individuals tend to be more introspective and ruminative than low-NA individuals, high-NA individuals report more physical problems because they are more internally focused. Thus, internal orientation increases physical symptom reporting.

In support of Watson and Pennebaker's (1989) symptom-perception hypothesis, a study by Schaubroeck, Ganster, and Fox (1992) suggests that NA reflects dispositional effects on self-reporting of stress and not causal dispositional effects on actual stress. Further, Schaubroeck et al. (1992) found no association between trait NA and job dissatisfaction, but a significant relationship between NA and physical symptom reporting. These findings suggest that high-NA individuals have a negative world view and are predisposed to complain about essentially every aspect of their lives (Watson, 1988; Watson & Clark, 1984).

Consistent with these findings, Cohen et al. (1995) found that whereas the association between complaining and state NA was closely tied to actual illness, increased complaints among high-NA individuals were independent of objective illness. This suggests that the relation between trait NA and symptom reporting is a function of one's NA disposition and unrelated to state NA. Cohen and colleagues' results also support the assertion that trait NA is associated with cognitive biases that influence symptom reporting (Costa & McCrae, 1985; Watson & Pennebaker, 1989).

Kowalski (1996) maintains that, although health complaints represent only a subset of complaints that people express, the results of studies such as those reviewed above can be expected to apply to complaining at a more general level. Therefore, evidence suggests that NA may have a direct dispositional effect on workplace whining. Additionally, based on the relevant literature, there is evidence to suggest that within a workplace setting, high-NA employees will tend to experience more disaffection resulting in a low dissatisfaction threshold, which will lead to workplace whining.

Attitudinal

Complaining behavior is frequently associated with high levels of dissatisfaction, resulting in a low dissatisfaction threshold, and/or high utility in complaining, resulting in a low complaining threshold (Bassett, 1994; Kowalski, 1996). In accordance with Kowalski's (1996) theory of complaining, there are circumstances wherein an individual experiences high dissatisfaction, but perceives low utility in complaining, thus, establishing a high complaining threshold. In such cases, despite the presence of experienced dissatisfaction, an individual refrains from complaining. Moreover, there are circumstances wherein individuals experience no dissatisfaction, but complain because they perceive high utility in complaining. The focus of this dissertation was on experienced dissatisfaction and its effect on workplace whining. Therefore, attitudinal variables related to the job and organizational context, and expected to be theoretically relevant in explaining whining behavior associated with experienced dissatisfaction were selected for study.

Job satisfaction. Job satisfaction is typically conceptualized as a general attitude reflecting one's overall global feeling about one's job or, more specifically, a constellation of attitudes about various facets of a job, such as rewards, coworkers or supervisors, the nature of a job itself, and the job's context (Locke, 1976; Spector, 1997). Job satisfaction has also been defined as an individual's appraisal of the degree to which a work environment fulfills one's needs (Dawis & Lofquist, 1984), as well as the degree of an individual's affective orientation toward assigned work roles (Lease, 1998).

Fuentes, Sawyer, and Lehman (1991, cited in Lehman & Simpson, 1992) suggested that job dissatisfaction initiates behaviors, as a function of individual differences and organizational constraints, in an attempt to reduce negative affect. They found that employees who were dissatisfied with their jobs engaged in different withdrawal and adaptation behaviors depending on the behaviors' perceived effectiveness in reducing negative affect. Consistent with this finding, Lehman and Simpson (1992) reported that job dissatisfaction is one of the strongest individual predictors of antagonistic work behavior (e.g., filing formal complaints, spreading rumors or gossip about coworkers, reporting others for wrongdoing). Further, Puffer (1987) found that noncompliant behaviors, defined as nontask behaviors having negative organizational consequences, were negatively related to satisfaction with pay and security.

Based on these findings, it is plausible that the more dissatisfied an individual is with a job and its work-related characteristics, the more likely the individual is to whine. These findings are consistent with Kowalski's evaluative process in which

current states of affairs are compared with an individual's standards for those states of affairs. When a discrepancy exists between the two, the dissatisfaction threshold is lowered, and an individual is motivated to reduce the discrepancy and dissatisfaction by whining.

With respect to whining in the workplace, some insight might be found in the concept of job adaptation, which has been hypothesized as the basis of many diverse behavioral responses (Hulin, 1991). Rosse and Miller's (1984) organizational adaptation model and Hulin, Roznowski, and Hachiya's (1985) organizational withdrawal model both intimate that individuals engage in certain behaviors to alleviate feelings of dissatisfaction or relative discontent. Among the behaviors individuals may engage in to reduce work-related dissatisfaction are increasing job outcomes (e.g., stealing), reducing job inputs (e.g., talking with co-workers about trivia), reducing work role inclusion (e.g., quitting, absenteeism), and changing work roles (e.g., transfer attempts). Any behavior, perceived by an individual as potentially lessening dissatisfaction, however, may be enacted. The chosen behavior will likely be a function of situational constraints, personal constraints, and past behavior that was rewarded or punished (Hulin et al., 1985). Fisher and Locke (1992) indicated that dissatisfied individuals engage in negative behaviors more frequently than satisfied individuals, but tend to confine themselves to relatively less destructive behaviors, presumably to avoid severe consequences. Hence, it is logical that individuals who are dissatisfied with their jobs may choose whining as an adaptive mechanism rather than more risky, costly mechanisms, such as stealing or quitting.

Furthermore, as suggested by Kowalski (1997), it is likely that whining about dissatisfaction serves a cathartic function and, thereby, reduces experienced dissatisfaction. Supporting this assertion, Alicke et al. (1992) found that 50% of the subjects in their study complained simply to vent frustration. According to Rosse and Miller (1984), past behaviors that have effectively reduced dissatisfaction and behaviors that are situationally unconstrained are repeated if dissatisfaction continues or recurs. Therefore, it is possible that, when employees are dissatisfied with certain job-related concerns, their complaining thresholds are lowered and they are more likely to complain.

Organizational commitment. Organizational commitment is a psychological state that characterizes an employee-organization relationship (Meyer, Allen, & Smith, 1993). Affective commitment is defined as “an affective or emotional attachment to the organization such that the strongly committed individual identifies with, is involved in, and enjoys membership in, the organization” (Allen & Meyer, 1990, p. 2). Employees with a strong affective commitment stay with an organization because they desire to do so (Meyer, Paunonen, Gellatly, Goffin, & Jackson, 1989). Employees whose experiences within an organization are consistent with their expectations and satisfy their basic needs tend to develop a strong affective organizational attachment. These individuals tend to feel connected to an organization on an emotional level and take on the organization’s problems as their own. Supporting this view, Shore and Wayne (1993) found that affective commitment was positively related to organization citizenship behavior (OCB), indicating a willingness to go beyond the call of duty.

Thus, employees who are affectively committed to an organization are likely to possess high thresholds for both dissatisfaction and complaining and, therefore, are less likely to whine than those employees who are not affectively committed. Because they feel a strong emotional attachment to an organization, their perceived level of affective commitment is in conformity with their desired standard of commitment, given their work circumstances, and, thus, there is no discrepancy or dissatisfaction. Conversely, employees who are not affectively committed to an organization will possess low thresholds for both dissatisfaction and complaining, and will tend to whine more than their affectively committed counterparts. It is likely that employees who do not emotionally identify with their organization maintain a discrepancy between their desired standard of commitment and their perceived level of commitment, resulting in dissatisfaction.

Organizational justice. Organ (1990) argued, based on social exchange theory (Blau, 1964), that individuals in an employment relationship tend to assume that they are party to a social exchange. This presumption continues until they perceive unfairness in the relationship, which causes dissatisfaction and, ultimately, alters the relationship from a social to a pure economic exchange.

Perceptions of fairness have been extensively addressed in the organizational justice literature (Cropanzano & Greenberg, 1997; Greenberg, 1990). Distributive justice focuses on the perceived fairness of outcomes received from decision procedures (e.g., raises, promotions, evaluations). According to Adams' equity theory (1965), which is grounded in Festinger's (1975) cognitive dissonance theory, individuals compare the ratio of their respective outcomes (e.g., pay) to inputs

(e.g., effort) with the corresponding ratio of a referent person. When unfairness is perceived to exist, subordinates will act to eliminate inequities by reducing contributions and/or expecting additional rewards. For equity to exist an individual should derive outputs (i.e., benefits) from a relationship in proportion to the value of his or her inputs (i.e., contributions) to the relationship.

In contrast to the distributive justice focus on outcomes, procedural justice focuses on the perceived fairness of decision procedures and the manner in which employees are treated by their supervisors during the execution of such procedures (Niehoff & Moorman, 1993). Overall, individuals tend to be more accepting of decisions resulting from fair procedures than those resulting from unfair procedures. Niehoff and Moorman (1993) found that individuals who perceived fairness in the formal procedures tend not to complain.

Based on the preceding discussion, it is anticipated that individuals who perceive they have been treated unfairly either with respect to outcomes such as benefits, pay, and promotions (i.e., distributive justice), or procedures such as input concerning a work role (i.e., procedural justice) will become dissatisfied (i.e., perceive inequity). That is, they perceive an inequity resulting in a low threshold for dissatisfaction which, in turn, will be expressed in the form of workplace whining.

Relational

Leader-member exchange (LMX). LMX theory suggests that, within a formal organization, supervisors develop a unique, interpersonal relationship with each subordinate (Burns & Otte, 1999; Dienesch & Liden, 1986; Gerstner & Day, 1997; Graen & Scandura, 1987). As with organizational justice, the primary basis for LMX

is social exchange theory, wherein parties to an exchange must offer something others see as valuable. The exchange must also be viewed by all sides as equitable. In a high-quality superior-subordinate relationship, a subordinate feels obligated to engage in behaviors that benefit a supervisor (i.e., leader) and the supervisor reciprocates (Liden, Sparrowe, & Wayne, 1997; Wayne, Shore, & Liden, 1997). Wayne et al. (1997) found that LMX was positively related to outcomes that benefit a leader, such as performance, OCB, and performing favors. Because subordinates who have developed a high-quality LMX relationship are more likely to engage in positive behaviors that benefit their leader, it is likely that they will also refrain from negative behaviors (e.g., whining) that may be disruptive in their work environment.

Following this line of reasoning, it is expected that the quality of a leader-member relationship will influence a subordinate member's propensity to whine. For example, subordinates may be less inclined to display an aversive behavior, such as whining, if they enjoy a satisfying high-quality LMX relationship. Conversely, a subordinate who is dissatisfied with the quality of the LMX relationship may tend to whine. More specifically, if individuals detect a discrepancy between the desired quality of the LMX relationship and the perceived quality of the LMX relationship, the more likely it is that they will whine.

Recent communication research has explored an important contextual issue, the effect of LMX on communications among coworkers (Sias, 1996; Sias & Jablin, 1995). Out-group members (i.e., those who experience low LMX) have been found to have discussed more incidents of a leader's differential treatment in conversations with coworkers. Out-group members have been found to perceive this differential

treatment as being unfair, whereas in-group members (i.e., those who experience high LMX) perceive the leader differentiated treatment to be fair. Therefore, it is expected that subordinates with low-quality supervisor relationships will be dissatisfied with the poor relationship and tend to whine more than subordinates with high-quality supervisor relationships.

Behavioral

Job performance. The concept of psychological contracts (discussed previously) illustrates how organizations and employees develop perceptions regarding their obligations to each other (Rousseau, 1989; Rousseau & Parks, 1992). Adequate performance is a basic obligation expected of employees. Conflict may occur when a supervisor perceives an employee's performance as unsatisfactory and the employee perceives his or her performance as adequate or better. If a supervisor, for instance, perceives that an employee has violated an exchange relationship by performing inadequately, the employee may perceive a contract violation based on the supervisor's negative evaluation of self-judged acceptable performance (Balser & Stern, 1999).

It is plausible that individuals, whose supervisor-based performance evaluations conflict with the judgments they hold about their own performance, will tend to whine. In other words, in situations where their self-perceived performance does not concur with their supervisor's assessment, a discrepancy and dissatisfaction may occur lowering their complaining threshold, resulting in workplace whining.

Hypotheses

Link Between OBSE and Workplace Whining

As previously noted, based on self-esteem theory (e.g., Epstein, 1973; Jones, 1973; Leary & Downs, 1995; Pierce et al, 1989) and complaining theory (e.g., Kowalski, 1996; Mehlman & Snyder, 1985; Snyder & Higgins, 1988), organization-based self-esteem is expected to directly influence workplace whining. The central assumption of self-esteem enhancement theory is that individuals are motivated to maintain a positive self-evaluation (Brockner, 1988). Individuals want to think, feel, and act in a manner that will enhance or protect their self-esteem. Similarly, individuals also wish to promote being accepted by others because social inclusion increases self-esteem (Leary & Downs, 1995). Thus, individuals are motivated to increase their feelings of personal worth and are responsive to evaluative information gained from their own actions, comparisons to others, and appraisals from others (Jones, 1973; Leary & Downs, 1995).

Coopersmith (1967) concluded that four major factors contribute to self-esteem development. The first factor is the degree to which significant others in an individual's life treat him or her with respect, acceptance and concern. That is, individuals tend to value themselves as they are valued. A second factor is the history of an individual's successes and position in the world. In general, success brings recognition, social approval, status, and material rewards. A third factor is an individual's perception that he or she has fulfilled aspirations in areas that he or she holds to be of value and significance. A final factor that contributes to self-esteem is the way in which an individual responds to devaluation. In an effort to maintain or

enhance self-esteem individuals may minimize, distort, or suppress both failure on their part and actions by others that are viewed as demeaning. They may reject or discount the right of others to judge them. On the other hand, they may be extremely sensitive of others' judgments. As defenses, these mechanisms enable an individual to reduce anxiety and maintain personal equilibrium. In other words, individuals have the ability to redefine an experience filled with negative implications and consequences into one that restores their sense of worthiness, ability, and power (Coopersmith, 1967). Individuals tend to employ such defenses to aid in fending off the distress that follows devaluation. It is plausible that workplace whining is one defense individuals use to attribute part or all of their failures and deficiencies to an external source rather than to their own limitations, thus enabling themselves to maintain and protect their self-esteem.

Brockner (1988) pointed to several factors suggesting that organizational contexts are "fertile grounds" for exploring the processes through which individuals endeavor to maintain self-esteem. First, work is central to many individuals' self-concepts. Second, individuals tend to be markedly concerned with winning the esteem of their supervisors and coworkers. For example, many organizational rewards, such as raises and promotions, are tied to supervisor, and sometimes coworker evaluations. Finally, public esteem generally begets acceptance and social inclusion. Brockner (1988) further suggested that "while there may be little that practitioners can do to influence the non-work determinants of employees' global self-esteem, there is much that they can do to affect the work factors that influence specific self-esteem" (p. 119).

Likewise, Pierce and colleagues (1989) observed that, within an organizational context, global self-esteem measures often fail to show significant relationships with other constructs and that self-esteem should be measured at the same level of analysis as that of other focal variables. Hence, Pierce et al. (1989) developed their OBSE measure to study “the degree to which organizational members believe they can satisfy their needs by participating in roles within the context of an organization” (p. 625). They found that high-OBSE individuals see themselves as important, meaningful, effectual, and worthwhile within their specific organizations. Moreover, such individuals tend to exhibit greater job satisfaction and enhanced organizational commitment, and report having more challenging jobs than those low in OBSE. These results indicate that organizational experiences affect employee OBSE levels, which likely influence employee attitudes and behaviors in an organizational context and are consistent with Fishbein and Azjen’s (1975) general position that the more specific an attitude, the more accurately it should predict relevant behavior. Because self-esteem is an attitude, if placed in an organizational context, it should be a better predictor of organizational outcomes than global measures of self-esteem (Rosenberg, Schooler, Schoenback, & Rosenberg, 1995).

Therefore, it is plausible that individuals who feel unimportant and incompetent within a job and organization context experience diminished OBSE. In line with self-esteem theory, threats to individuals’ OBSE prompt protective behaviors to maintain or enhance their OBSE by distancing themselves from their limitations and deficiencies. As previously noted, individuals tend to employ defenses to help fend off the distress that follows devaluation. Workplace whining is one defense an individual may use to remove

blame from himself or herself and place on an external source or a less central internal source. Given the preceding discussion, it is reasonable to expect that low-OBSE individuals will tend to whine. Thus, within a workplace setting,

Hypothesis 1: Organization-based self-esteem will be negatively related to workplace whining.

Mediation of Workplace Whining

A mediator “represents a process or mechanism, often intrinsic to an individual, that accounts for the relationship between a predictor variable and an outcome variable” (Lindley & Walker, 1993, p. 277). Mediators are pivotal in explaining when, how, and why human phenomena occur (Baron & Kenny, 1986; Lindley & Walker, 1993). Indeed, Van Dyne et al. (2000) found OBSE fully mediated the relationship between two dispositional characteristics (i.e., collectivism and propensity to trust) and organizational citizenship behavior. In the conceptual scheme presented in Figure 1, four categories of antecedents of workplace whining are expected to affect workplace whining through the mediated effects of OBSE. To support the argument that OBSE mediates the relationship between each antecedent and workplace whining, support must be found for a relationship between each antecedent and OBSE. This section examines those associations and the published literatures that provided a theoretical basis for the expected relationships.

Dispositional

Negative affectivity. Coopersmith (1967) indicated that an individual’s affective state is significantly related to his or her self-evaluation. Individuals holding a negative view of their abilities, performance, and attributes implied by low

self-esteem would find it difficult to achieve happiness and contentment. Coopersmith (1967) found a strong correlation between self-esteem and anxiety and concluded that high levels of negative affect, measured by reports of distress, tension, and symptoms, were more likely to be found in individuals with low self-esteem (p.132). Likewise, Clark and Watson (1991) found that individuals high in negative affectivity viewed themselves as victims, and tended to be dissatisfied with themselves, their jobs, and their lives in general. Moreover, Ganster and Schaubroeck (1991) found that individuals with low self-esteem are more likely to react strongly to negative cues in their environment and are less likely to take constructive action to alleviate the effects of the cues, resulting in a chronic state of frustration and tension.

The general impression held in the literature about low self-esteem individuals is that they suffer from a chronic condition of negative affect, and are anxious, depressed, and insecure (Mruk, 1995). Harter (1993) found that low self-esteem was typically accompanied by high frequency of emotional distress and negative affect. In a revised model of the causes of self-esteem, Harter (1993) included a “depression composite”, which is comprised of negative self-worth, negative affect, and general hopelessness.

Based on the discussion above, it is reasonable to expect that individuals high in negative affectivity will likely experience low OBSE, which will lead to workplace whining. Thus, within a workplace setting,

Hypothesis 2: Organization-based self-esteem will mediate the effects of negative affectivity on workplace whining.

Attitudinal

Job satisfaction. The self-esteem literature suggests that “self-esteem derives from a satisfaction with one’s life style, from a satisfying of one’s primary psychological needs, and from social dispositions which produce social effectiveness and acceptance” (Callahan & Kidd, 1986). As previously noted, job satisfaction has been defined as a constellation of attitudes about various facets of a job, such as rewards, coworkers or supervisors, the nature of a job itself, and a job’s context (Locke, 1976; Spector, 1997). It has also been described as an individual’s appraisal of the degree to which a work environment fulfills one’s needs (Dawis & Lofquist, 1984). Tharenou (1979) in a review of the self-esteem literature, concluded that extrinsic characteristics of the job, such as pay and supervisor support, are associated with work-specific self-esteem and feelings of task competence. Job facets, such as pay, promotion, and recognition, may be associated with work-specific self-esteem because they are public representations of acceptance and respect from supervisors, coworkers, and the organization. Therefore, it is plausible that individuals whose needs are not satisfied within a workplace environment with respect to the different job facets, or with respect to their relationships with supervisors, coworkers, and their organization, will likely experience job dissatisfaction resulting in a subsequent decrease in OBSE, which will, in turn, lead to workplace whining. Thus, within a workplace setting,

Hypothesis 3: Organization-based self-esteem will mediate the effects of job satisfaction on workplace whining.

Organizational commitment. Individuals who are affectively committed to an organization tend to have a strong emotional attachment to the organization (Allen & Meyer, 1990, p. 2). These individuals stay with an organization because they desire to do so (Meyer et al., 1989). Individuals whose experiences within an organization are consistent with their expectations and which satisfy their basic needs tend to develop strong affective organizational bonds. Mathieu and Zajac (1990) found that perceived competence showed a large positive correlation with affective commitment. This suggested that individuals become committed to an organization to the extent that it provides for growth and achievement needs. Therefore, it is plausible that if an organization satisfies an individual's needs, then that individual will likely develop an affective bond with the organization. Furthermore, it is plausible that this affective attachment to an organization engenders feelings of being accepted as a competent and worthwhile organizational member, thereby, increasing OBSE. Conversely, individuals whose growth, belonging, and achievement needs are unmet by an organization will less likely bond with the organization or feel accepted and valued as a worthwhile member.

Based on the above discussion, it is reasonable to expect that individuals who are not affectively committed to an organization will likely experience low OBSE, resulting in increased whining. Thus, within a workplace setting,

Hypothesis 4: Organization-based self-esteem will mediate the effects of affective commitment on workplace whining.

Organizational justice. Procedural justice is the process by which decisions about job rewards, such as pay, promotions, and transfers are made. Distributive

justice refers to actual rewards one receives. Although procedural and distributive justice are distinct concepts, they are related because individuals who perceive little distributive justice tend not to have faith in an organization's procedural decisions (Lease, 1998).

Milkovich and Newman (1996) posited that pay is a valued work outcome and symbolizes the individual's value to an organization. Individuals who receive high pay are more likely to believe that they are valued members of an organization than individuals who receive low pay (Taylor & Pierce, 1999). Moorman, Niehoff, and Organ (1993) found that work procedures that are perceived to be fair led employees to believe that their inputs are valued by their organizations. Therefore, it is plausible that individuals who perceive that the distribution of rewards and other outcomes is fair, their organization's procedures for arriving at those outcomes are fair, and the organization's agents treat them with respect and concern, will likely tend to feel that they are valued organization members. Feelings of value and worthiness will likely result in increased OBSE.

Consistent with this line of thinking, group-value theory assumes individuals join organizations primarily because affiliation with an organization provides them with psychological outcomes, such as self-esteem and self-identity (Lind & Tyler, 1988). Organizational procedures are important to members because they regulate an organization's activities and reflect its values. Therefore, members view fair procedures as a sign of respect from an organization, which affirms their organizational status and fulfills their esteem and identity needs.

Based on the above findings, it is logical to expect that perceptions of organizational justice will lead individuals to feel valued and fulfilled in terms of having their needs met, resulting in enhanced OBSE which, in turn, will lead to a reduction in whining. The opposite would hold true where individuals perceive unfairness in procedures and in the distribution of rewards and other outcomes. Thus, within a workplace setting,

Hypothesis 5: Organization-based self-esteem will mediate the effects of distributive justice on workplace whining.

Hypothesis 6: Organization-based self-esteem will mediate the effects of procedural justice on workplace whining.

Relational

Leader-member exchange. Likert (1961) believed that an individual's sense of personal worth and significance is enhanced by supportive relationships within a work unit, in that others' actions communicate respect and recognition (Tharenou, 1979). Korman (1976) posited that an individual's self-esteem is a "function of others' expectations at any given time ... to the extent that others (a) think that we are competent, need-satisfying and able, and (b) exhibit such thoughts by their behavior toward us, to that extent our self-perceived competence concerning [a] task is increased." (p. 51). Pierce et al. (1989) found that a significant positive relationship existed between the perception of managerial respect for organization members and OBSE. The implication is that if significant others believe that an individual is a valuable organizational member and significant others' comments and behaviors reflect that belief, then an individual's OBSE will likely be enhanced. Conversely, if

individuals' significant others do not treat them as valuable organizational members, then their OBSE is likely to be deflated.

In a high-quality superior-subordinate relationship, a subordinate feels obligated to engage in behaviors that benefit a supervisor (i.e., leader) and the supervisor reciprocates (Liden et al., 1997; Wayne et al., 1997). Thus, it is reasonable to expect that in a workplace setting, where a high-quality relationship exists between an employee and supervisor, employees will receive cues from their supervisors that communicate that they are valuable organizational members, resulting in the enhancement of their OBSE, and a reduction in whining behavior. The opposite would hold true in cases of low-quality superior-subordinate relationships. Thus, within a workplace setting,

Hypothesis 7: Organization-based self-esteem will mediate the effects of leader-member exchange quality on workplace whining.

Behavioral

Job performance. Individuals with high self-esteem are motivated to maintain and/or enhance their self-concept and expend the effort necessary for high performance (Taylor & Pierce, 1999). Performance ratings serve as a communication directed from an organization to an employee by relating to the employee the organization's belief regarding the individual's value and importance to the organization (Pierce & Porter, 1986). Individuals respond favorably to positive evaluations, which satisfy esteem needs, and respond unfavorably to negative evaluations. That is, lower than expected evaluations frustrate esteem needs (Jones, 1973). Therefore, it is plausible that complaining is a reaction to a self-esteem threat

that serves to protect self-esteem by shifting causal attributions from internal, central aspects of the self to internal, less central aspects of the self or to external causes (Kowalski, 1996; Mehlman & Snyder, 1985; Snyder & Higgins, 1988).

Indeed, Taylor and Pierce (1999) found most participants in their study of employees' targets of blame for receiving lower-than-expected ratings anticipated a rating higher than they actually received. Participants made external attributions for rating discrepancies (i.e., actual vs. personal standard), blaming either their supervisor, their organization, or the prevailing performance management system. Decreases in OBSE were not associated with disappointed rating expectations. Taylor and Pierce (1999), however, provided a potential explanation for this tenuous finding. They suggested that a possibility of a Type II error existed due to insufficient statistical power.

It is plausible that receiving a lower-than-expected performance rating signals to an individual that his or her efforts were inadequate. It is also anticipated that a disconfirming communication regarding job performance would deflate an individual's OBSE (Meyer, 1975). Therefore, in accordance with self-enhancement theory and complaining theory, lowering OBSE triggers an individual's self-esteem protection mechanism in the form of workplace whining in an effort to shift attributions for the individual's shortcomings to external sources, or internal sources less central to the individual. Thus, within a workplace setting,

Hypothesis 8: Organization-based self-esteem will mediate the effects of supervisor-rated job performance on workplace whining.

Summary

To summarize, this chapter proposed a conceptual scheme that identified antecedents (viz., dispositional, attitudinal, relational, behavioral) of noninstrumental complaining (i.e., workplace whining). The conceptual scheme also identified organization-based self-esteem as a potential link between the antecedents and workplace whining. That is, OBSE is expected to mediate the effects of the antecedents on workplace whining. A summary of hypotheses appears in Table 1.

Table 1
Summary of Hypotheses

- Hypothesis 1: Organization-based self-esteem will be negatively related to workplace whining.
- Hypothesis 2: Organization-based self-esteem will mediate the effects of negative affectivity on workplace whining.
- Hypothesis 3: Organization-based self-esteem will mediate the effects of job satisfaction on workplace whining.
- Hypothesis 4: Organization-based self-esteem will mediate the effects of affective commitment on workplace whining.
- Hypothesis 5: Organization-based self-esteem will mediate the effects of procedural justice on workplace whining.
- Hypothesis 6: Organization-based self-esteem will mediate the effects of distributive justice on workplace whining.
- Hypothesis 7: Organization-based self-esteem will mediate the effects of leader-member exchange on workplace whining.
- Hypothesis 8: Organization-based self-esteem will mediate the effects of supervisor-rated job performance on workplace whining.
-

CHAPTER 3: PRETESTING

Many scholars have recommended pretesting as a means of enhancing a proposed study's methodology before full-scale data collection (e.g., Brown & Beik, 1969; Czaja, 1998; Dillman, 1978; Prescott & Soeken, 1989). In addition to being useful in determining the feasibility of a planned study, adequacy of instrumentation, and potential difficulties in data collection, pretesting is also effective in addressing concerns related to measurement reliability and study generalizability (Cook & Campbell, 1979; Czaja, 1998; Prescott & Soeken, 1989). For purposes of this dissertation, two pretesting techniques were employed. First, a focus group was used to assist in the refinement of a final survey instrument. Next, a pilot test was conducted in an actual field setting, with a representative subject sample, so as to assess the adequacy of a prototype survey instrument and perfect a data-collection strategy. Because there are no published studies providing measures of workplace whining, a pilot test was of particular importance in assessing the psychometric properties of two prospective measures for gauging noninstrumental complaining (i.e., whining). Additionally, pilot testing allowed for an item analysis of other proposed study measures and revision of the prototype survey instrument before final data collection.

Focus Group

Focus groups are typically used as an aide in honing the meaning and clarity of survey items (Czaja, 1998). The focus group for this dissertation consisted of six female school teachers employed by a school district located in the southeastern United States. After introducing myself and informing the group that I was preparing

a survey to collect data for my dissertation relating to employee attitudes and behaviors, each teacher was given a six-page draft survey and cover letter. They were asked to read the letter and complete the survey, noting any items that appeared ambiguous, offensive, inapplicable to their work setting or otherwise problematic, as well as to make written suggestions for improving the survey and cover letter.

One purpose of the focus group was to gauge approximately how long it would take a typical respondent to complete the survey. The time required to complete the survey ranged from 25 to 40 minutes, including the extra time the respondents required to analyze individual items and make notes suggesting improvements. After completion of the surveys, a discussion was held to address items the teachers found to be problematic. For example, there were many items that contained the term “organization” and the teachers were uncertain whether “organization” referred to their particular school or larger school district.

Several other aspects of the survey were addressed, including length, the amount of time required for its completion, the clarity of item wording and instructions, and the survey’s format. Several suggestions were offered, including shortening the survey and numbering survey items. There were no objections relating to item content. The teachers were also asked if they would have taken the time to fill out the survey had they received it in the mail from an individual they did not know. Half said they would not, because they received numerous surveys throughout the year from various sources and did not have time to complete them all. As they were required to complete many surveys from their school district headquarters and state agencies, they tended to discard voluntary surveys. A discussion was held about

possible incentives that would motivate the teachers to complete a voluntary survey. They agreed that a chance in a drawing for prize money would motivate them to complete the survey and, in their opinions, would motivate other teachers as well.

Pilot Test

Sample

Pilot testing consists of administering a survey to respondents selected from a population universe using procedures that are planned for a proposed study (Brown & Beik, 1969; Czaja, 1998; Dillman, 1978). In addition to providing a trial run for collecting data, pilot studies also provide an opportunity to test procedures for processing data (Brown & Beik, 1969). With respect to this dissertation, because of the large target sample ($n \sim 500$), the length of the survey instrument, and the corresponding 500 principal surveys that would be involved, it was determined that the surveys would be printed and scanned electronically by the Louisiana State University's Testing Service, so as to assure accuracy and timeliness of data input. Therefore, the pilot test also provided the opportunity to establish the efficacy of using a preprinted, electronically coded survey. Lastly, a pilot test is extremely useful in helping to estimate response rates and to dry run survey administration mechanics (Dillman, 1978).

The pilot test target sample consisted of 138 school teachers from three schools (i.e., one elementary, one middle, one high school) and their immediate supervisors (for a total of three principals) from the same school district in which the final dissertation data were collected. All teachers employed by each of the three schools

were included in the pilot test. The superintendent of the school district chose the three participating schools.

Interaction among coworkers and between teachers and their principals is a necessary presumption for testing many of the proposed hypotheses involving such variables as job satisfaction, whining, and job performance. Because there existed ample opportunity each day for teacher-coworker and teacher-supervisor interaction (e.g., classroom observations, evaluations, lunch hours, breaks, weekly site committee meetings, and monthly faculty meetings attended by the principal), the pilot test sample was judged to be appropriate for examining the proposed hypotheses. One-hundred percent of surveys that the principals were requested to complete (one for each teacher) were returned ($N=138$); and 78 percent of the teacher surveys ($n=108$) were returned.

Before distributing the surveys, the researcher met with the focal school district's superintendent and the three principals to briefly review the study's aim and to instruct the principals on procedures for distributing and collecting the surveys, as well as to address existing concerns. Upon returning to their respective schools, the principals placed the surveys in each teacher's mailbox. A cover letter from the researcher explaining the purpose and importance of the pilot test, as well as instructions and incentives for participating, were attached to each survey. Confidentiality was guaranteed to all participants. To ensure confidentiality, teacher names were not written on the surveys and a return envelope addressed to the researcher was provided for each teacher. Each teacher was assigned an identification number that was printed on both the teacher's survey and the corresponding

principal's survey. A trusted and respected contact teacher was chosen from each school by its principal to collect the completed surveys from the teachers. I then personally collected the teacher surveys from each of these three contacts. Likewise, I collected the principal's surveys directly from the three principals. The cover letter, teacher survey, and two-part principal survey are attached as Appendices A, B, C1, and C2, respectively.

The pilot-test sample included male (13%) and female (87%) teachers of which 95.3% were Caucasian and 4.7% African American. The sample's average age was 39 years ($sd = 12.02$). Average tenure with the school district was 12 years ($sd = 9.91$), average tenure with current school was 10 years ($sd = 8.93$), and average tenure in current position was 8 years ($sd = 7.79$).

Measures

Appendix D lists the measures selected to assess the variables identified in Figure 1. In addition to variables of interest, the short form of the Marlowe-Crowne social desirability measure (Ballard, 1992), consisting of true-false statements, was administered to control for social responsibility response bias. All measures, excluding the social desirability measure, were anchored by either a 5- or 7-point Likert response continuum. Responses were summed and coded such that a high score indicates a high level of the focal measure. Cronbach alpha reliability estimates were computed on the measures containing continuous data and Kuder-Richardson's KR-20 reliability estimate was computed on the social desirability measure containing dichotomous data. A reliability coefficient of .70 or higher was interpreted as suggesting that the individual items comprising a measure produced similar

response patterns in different people and as suggesting that the items were homogenous and reliable (Bruning & Kintz, 1987; Nunnally, 1978).

Controls. Because the data were susceptible to self-report contamination due to artificial inflation of relationships by common source variance or demand characteristics and pressure for positive self-presentation on whining and performance measures, precautions were taken to control for respondent biases. First, multiple sources were used to collect the data (i.e., principals and teachers). Inflation in observed relations often results when data for both predictor and criterion variables are collected from the same source. To minimize same-source, common-method bias, teachers completed the dispositional, attitudinal, and relational measures, and principals completed the whining and job performance measures. Furthermore, it was anticipated that the principals would be more forthcoming than the teachers in their responses and less likely to provide socially desirable responses to the whining and job performance measures.

Social desirability is largely considered “a tendency for an individual to present himself or herself, in test-taking situations, in a way that makes that person look positive with regard to culturally derived norms and standards” (Ganster, Hennessey, & Luthans, 1983, p. 322). Hence, social desirability may be problematic in biasing responses and distorting relationships among variables. Indeed, research suggests that social desirability should be controlled or eliminated in organizational research (e.g., Gopinath & Becker, 2000; Holden & Fekken, 1989; Moorman & Podsakoff, 1992; Mudrack, 1993). Therefore, in both the pilot study and the final

study, teachers were administered the short form of the Marlowe-Crowne and social desirability was entered as a control variable in the statistical analyses.

Workplace whining. Two measures were used to assess workplace whining. Principals completed each measure with respect to the degree a specific teacher was judged to whine. The first measure was developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990) and consists of the dimension known as Sportsmanship. This dimension includes five items which capture actions that, when avoided, constructively contribute to an organization's effectiveness. Individuals who display Sportsmanship "avoid complaining, petty grievances, railing against real or imagined slights, and making federal cases out of small potatoes" (Organ, 1988, p. 11). Podsakoff, MacKenzie, Paine, and Bachrach (2000) suggested in their critical review of the organizational citizenship behavior literature, that Sportsmanship has been defined rather narrowly. In their opinion "good sports" are people who not only do not complain when they are inconvenienced by others, but also maintain a positive attitude even when things do not go their way, are not offended when others do not follow their suggestions, are willing to sacrifice their personal interest for the good of the work group, and do not take the rejection of their ideas personally." In assessing OCB Sportsmanship, all five items are reverse scored and summed to yield a single score. In the pilot test, the items were not reverse scored, thereby providing a measure of Unsportsmanship, or, as termed here, Workplace Whining. Unsportsmanship was chosen as a measure for Workplace Whining because the items captured the essence of whining as described in the literature. Similarly, Schaubroeck et al. (1992) used this reverse scoring procedure on a Social Support from Co-workers measure to yield a

measure of Lack of Co-worker Social Support. The Workplace Whining measure was presented on a 5-point response continuum, ranging from strongly disagree to strongly agree. Items, adapted for the target sample, include, “This teacher consumes a lot of time complaining about trivial matters;” “This teacher always focuses on what’s wrong, rather than the positive side;” “This teacher tends to make mountains out of molehills;” “This teacher always finds fault with what the organization is doing;” “This teacher is the classic ‘squeaky wheel’ that always needs greasing.” An alpha reliability of .98 was obtained for the principal-rated measure.

The second whining measure employed in the pilot test was developed by Cantrell and Kowalski (1994). Using 14-items anchored on a 5-point Likert response continuum, ranging from strongly disagree to strongly agree, principals rated the extent to which specific teachers exhibited a tendency to complain. Sample items include: “Whenever I am dissatisfied, I readily express it to other people;” “I usually keep my discontent a secret;” “When people or events don’t meet my expectations, I usually communicate my dissatisfaction”. This measure also produced an alpha reliability of .98.

Organization-based self-esteem. Organization-based self-esteem (OBSE) was self-assessed using a 10-item measure developed by Pierce et al. (1989). Respondents were asked to think about the messages they have received from the attitudes and behaviors of their supervisors and to indicate the extent to which they agreed or disagreed with each of ten statements. Sample items include: “I count around here;” “I am taken seriously around my school;” “I can make a difference around my school”. The response

format in the pilot test ranged from 1 (strongly disagree) to 5 (strongly agree). The items yielded an alpha reliability of .89.

Negative affectivity. The extent to which individuals are predisposed to view the world in a negative light across time and situations was self-assessed by eleven items from the Multidimensional Personality Index (Watson & Tellegen, 1985). Sample items include: “I often find myself worrying about something;” “My feelings are hurt rather easily;” “Often I get irritated at little annoyances”. The response format ranged from 1 (strongly disagree) to 5 (strongly agree). The items yielded an alpha reliability of .88.

Job satisfaction. Job satisfaction was self-gauged using Chalykoff and Kochan’s (1989) six-item measure, which assesses the extent of satisfaction toward one’s job, pay, benefits, promotion opportunities, recognition received for a job well done, and the amount of say individuals have in how their work is to be done. The response format ranged from 1 (strongly disagree) to 5 (strongly agree). An alpha reliability of .79 was obtained.

Affective commitment. Affective commitment was self-assessed with Meyer and Allen’s (1991) six-item organizational commitment measure. Response anchors ranged from 1 (strongly disagree) to 5 (strongly agree). Sample items include: “I would be very happy to spend the rest of my career with this organization;” “I really feel as if this organization’s problems are my own;” “I do not feel a strong sense of “belonging” to my organization” (reverse coded). Alpha reliability for the six affective commitment items was .87.

Procedural justice. The extent to which employees perceive fairness with the procedures used to arrive at workplace decisions and the manner in which employees perceive they have been treated during the implementation of such decisions was self-assessed using Greenberg's (1986) nine-item measure. Sample items include: [In this organization] . . . "consistent rules and procedures are used to make decisions about things that affect me;" "decisions that affect me are made ethically;" "my input is obtained prior to making decisions." The response format ranged from 1 (strongly disagree) to 5 (strongly agree). The items yielded an alpha reliability of .93.

Distributive justice. The perceived fairness of outcomes resulting from workplace decisions (e.g., pay, promotion, evaluation) was self-assessed using Price and Mueller's (1986) six-item measure. Sample items include: [I am fairly rewarded] . . . "considering the responsibilities I have;" "taking into account the amount of education and training that I have had;" "in view of the amount of experience that I have". The response format ranged from 1 (strongly disagree) to 5 (strongly agree). The items yielded an alpha reliability of .95.

Leader-member exchange. Teachers' perceptions of the quality of their relationship with their supervisors were self-assessed using Scandura and Graen's (1984) Leader-Member Exchange measure. Sample items include: "My supervisor understands my problems and needs;" "My supervisor would 'bail me out' at his/her expense;" "I have an effective working relationship with my supervisor". The response format ranged from 1 (strongly disagree) to 5 (strongly agree). The items yielded an alpha reliability of .94.

Job performance. Principals were asked to rate teachers on twelve items in terms of various traits such as ability, accuracy, creativity, effort, job knowledge, and professional image. This measure was adapted from Greenhaus, Bedeian, and Mossholder (1987). Each item was rated on a continuum ranging from 1=unsatisfactory to 5=excellent. The items yielded an alpha reliability of .98.

Social desirability. Social desirability was self-assessed using the short form of the Marlowe-Crowne social desirability measure (Ballard, 1992). The measure consists of 13 true-false items. The Marlowe-Crowne social desirability has been the preferred measure of the vast majority of researchers conducting organizational behavior studies (Moorman & Podsakoff, 1992). The items were scored so that true=1 and false=0, with reverse scoring resulting in a possible range in scores of 0 to 13, when all responses are summed. Sample items include: "I sometimes feel resentful when I don't get my way;" "On a few occasions, I have given up doing something because I thought too little of my ability;" "There have been times when I felt like rebelling against people in authority even though I knew they were right;" "No matter who I'm talking to, I'm always a good listener." The items yielded a KR-20 reliability coefficient of .76.

Results

Pilot testing affords the opportunity to perform an item analysis so that necessary revisions may be made prior to administration of a final survey (Prescott & Soeken, 1989). Although reliability is both sample and situation specific, under circumstances where a pilot sample is representative of a target sample, a pilot test can be beneficial in assessing the reliability of a measure's scores before embarking on the

final data collection (Fox & Ventura, 1983). For instance, weak measures indicated by low reliabilities may be excluded, revised, or supplemented with additional measures.

Factor analyses

Orthogonal rotation of factors is used almost automatically in the majority of factor analysis applications for convenience and simplicity's sake (Pedhazur & Schmelkin, 1991, p. 615). Oblique rotation is generally recommended when factor correlations are moderate to high; orthogonal rotation is otherwise recommended (Nunnally & Bernstein, 1994, p. 501; Pedhazur & Schmelkin, 1991, p. 615). Following Pedhazur and Schmelkin's (1991, p. 615ff) preferred course of action, both orthogonal and oblique rotations were applied to both pilot test measures of whining. Varimax and oblimin solutions revealed very similar factor solutions. The orthogonal (i.e., varimax) solutions were, therefore, retained and interpreted following Pedhazur and Schmelkin's (1991, p. 621) suggestion that in situations where both oblique and orthogonal solutions are similar it is tenable to retain and interpret the orthogonal solution.

A principal-axis factor analysis performed on the principal-rated items from the workplace whining and propensity to complain measures yielded two factors. Table 2 contains the resulting rotated factor matrix. A scree plot of the eigenvalues of the principal factor axis analysis suggested a two-factor solution. Four of the five workplace whining items (items OCBSP 1, 3, 4, 5) loaded cleanly on the second factor, and nine of the 14 propensity to complain items (items PCSS 4, 5, 6, 7, 9, 10, 12, 13, 14) loaded cleanly on the first factor. Eigenvalues of 13.08 and 2.6 were reported for the two factors, respectively. These results suggest that the two measures,

as rated by the principals, represent two distinct constructs. The factor intercorrelation was .53. The workplace whining dimension and the propensity to complain dimension indicated high levels of internal consistency, both with Cronbach alphas of .97.

Table 2
Principal-Rated Whining Measures (Pilot Test)
Principal Axis Factor Analysis with Varimax Rotation

	Factor	
	1	2
OCBSP1		.926
OCBSP2	.334	.901
OCBSP3		.910
OCBSP4		.865
OCBSP5		.916
PCSS1	.873	.360
PCSS2	.808	.389
PCSS3	.885	.335
PCSS4	.744	
PCSS5	.865	
PCSS6	.870	
PCSS7	.797	
PCSS8	.738	.448
PCSS9	.847	
PCSS10	.911	
PCSS11	.859	.325
PCSS12	.877	
PCSS13	.877	
PCSS14	.875	

OCBSP = Workplace whining (Podsakoff et al., 1990)

PCSS = Propensity to complain scale (Cantrell & Kowalski, 1994)

Factor Two demonstrably reflects the type of noninstrumental complaining referred to in this dissertation as workplace whining, whereas Factor One pertains to a more general expression of dissatisfaction. Whereas both factors represent

complaining, they appear to differ on the type of complaints expressed (i.e., instrumental vs. noninstrumental). More specifically, Factor Two contains items that relate to complaining about insignificant matters, blowing things out of proportion, and fault-finding. The items also consistently reflect the chronic nature of the complaining episodes, using terminology such as “always”, “a lot of time”, and “classic squeaky wheel.” As mentioned previously, chronicity is a distinguishing factor associated with noninstrumental complaining (Kowalski et al., 1997). Likewise, the item content reflects the trivial nature of complaint episodes, suggesting that complaints expressed are not aimed at altering an undesirable state of affairs within an organization as much as they are to serve intrapsychic and interpersonal purposes. The content of the items comprising Factor Two reflects the essence of workplace whining as described in this dissertation in that the complaints are not constructively aimed at bringing about change, typically focus on inconsequential issues, and are chronic in nature.

Moreover, Factor One emerges as a dimension of complaining encompassing items that relate to expressing dissatisfaction, annoyance, disappointment, discontentment, and unhappiness. The type of complaint is not apparent, however, making it unclear as to whether the items loading on Factor One measure instrumental complaining, noninstrumental complaining, or both. That is, the significance and motives for complaining cannot be gleaned from the item content. The chronicity, pessimism, and pettiness of workplace whining, which embodies workplace whining and is germane to this dissertation, is absent from the item content of Factor One. Thus, based on these factor analytic findings, Factor Two was judged to be a more

representative measure of workplace whining, the focus of this dissertation, than Factor One. Therefore, Factor One was excluded from further analysis as it did not appear to discriminate between the two different types of complaining.

Table 3 depicts the number of cases, means, standard deviations, reliabilities, and correlations for all pilot test variables. As Table 3 shows, principal-rated workplace whining was (as expected) negatively and significantly associated with job satisfaction, distributive justice, and job performance. Although not statistically significant, OBSE, negative affectivity, affective commitment, procedural justice, and LMX were related to workplace whining in the expected directions.

Social desirability response bias did not appear to be problematic in this study. Prior research has suggested that a lack of social responsibility bias is evidenced by correlations in the range of $\pm .10$ to $\pm .40$ (i.e., Carson, Carson, & Bedeian, 1995; Morrow & Goetz, 1988). In this study, correlations with social desirability ranged from $\pm .05$ through $\pm .30$, with the second highest correlation being .28, indicating that the data are not substantially contaminated by social desirability response bias. Because, however, social desirability correlated with the mediator variable (OBSE) and several of the independent variables, as an added measure, it was entered as a statistical control variable in the regression analyses presented later in the dissertation.

Table 3
Means, Standard Deviations, Reliabilities, and Correlations for All Pilot Test Variables

Variables	n	M	SD	1	2	3	4	5	6	7	8	9	10	11
<i>Dependent variables</i>														
1. Workplace whining (principal)	138	11.35	5.80	(.97)										
2. Prop. to complain (principal)	137	20.31	9.80	.51**	(.98)									
<i>Mediating variable</i>														
3. Org-based self-esteem	105	35.23	5.56	-.04	.01	(.89)								
<i>Independent variables</i>														
4. Negative affectivity	99	34.07	8.35	.17	.05	-.23*	(.88)							
5. Job satisfaction	106	17.83	4.74	-.33**	-.34**	.40**	-.27**	(.79)						
6. Affective commitment	108	20.44	5.19	-.14	.01	.41**	-.37**	.58**	(.87)					
7. Procedural justice	105	26.61	8.59	-.14	-.22*	.56**	-.16	.70**	.50**	(.93)				
8. Distributive justice	107	17.30	8.55	-.26**	-.33**	.37**	-.21*	.79**	.44**	.69**	(.95)			
9. Leader-member exchange	107	23.05	7.10	-.17	-.18	.62**	-.19	.69**	.43**	-.18	.64**	(.94)		
10. Job performance (principal)	138	50.83	9.98	-.22*	.03	.16	-.13	-.02	.11	-.19	-.07	-.07	(.98)	
<i>Control variable</i>														
11. Social desirability	104	7.96	3.03	-.07	-.14	.16	-.30**	.28**	.23*	.09	.19	.05	-.10	(.76)

Note: Correlations $> \pm .20$ are significant at $p < .05$ (two tailed test). Alpha coefficients are in parentheses on the diagonal for all variables, except Social Desirability for which a KR-20 coefficient is reported.

CHAPTER 4: METHOD

Sample

The final dissertation sample consisted of 471 school teachers and their immediate supervisors (i.e., principals) from 25 elementary, middle, and high schools located within one school district in the southeastern United States. This sample consisted of a subset of teachers from each school. Systematic sampling was employed in deriving the sample whereby the district's central data-processing department selected every fourth teacher from an alphabetized list of all teachers at each school. Systematic subset sampling was chosen for two reasons. First, an a priori power analysis was performed to determine the sample size needed for the final study to detect small-medium effects ($f=.20$) with sufficient power. That is, the probability of detecting a significant effect when an effect actually exists. Using Cohen's (1969) power convention of 80%, it was determined that a sample size of 190 would be needed to achieve the desired power. Additionally, Krejcie and Morgan (1970) was consulted to determine that 291 randomly selected subjects would be required to be statistically representative of the 1200 school teachers in the focal school district. Second, a subset of teachers was selected from each school to reduce the burden placed on principals who were asked to rate the workplace whining and job performance of each teacher included in the study.

Exactly 317 teacher surveys were returned for a response rate of 67%. Twenty-two of the 25 principals returned 449 surveys. As stated previously, this sample was judged appropriate for testing the proposed hypotheses because there are ample opportunities each day for coworker interaction (e.g., classroom observations,

evaluations, lunch hours, breaks, faculty meetings with the principal). Interaction among coworkers and between teachers and their principals is necessary to test many of the proposed variables, such as supervisor-rated whining and job performance.

The final sample included male (18%) and female (82%) teachers of which 94.6% were Caucasian and 4.2% African American. The sample's average age was 40 years (sd =10.35). Average tenure with the school district was 12 years (sd=9.62), average tenure with current school was 9 years (sd=8.91), and average tenure in current position was 7 years (sd =8.30).

Due to the number of schools and the teachers' varied schedules, it was impossible to personally distribute and administer the survey instruments. The surveys were, therefore, distributed through a central-office mail system. A cover letter explaining the purpose and importance of the study, as well as instructions and incentives for participating were attached to the survey. Confidentiality was guaranteed to all participants. To ensure confidentiality, the teachers' names were not placed on the surveys, and a return envelope addressed to the researcher in care of the central office was provided each teacher. The principals' surveys were likewise accompanied by a cover letter and distributed through the central-office mail system. An identification number was assigned to each teacher and that number was printed on the teacher's survey and the corresponding principal's survey. Both teacher and principal surveys were returned via the central office-mail system where the researcher collected them. Copies of the teacher cover letter, teacher survey, principal cover letter, and principal survey are attached as Appendices E, F, G, and H, respectively.

Measures

Based on the item and factor analyses outlined in Chapter 3, the pilot test survey instrument was revised for use in final data collection. With the exception of the addition of a facet satisfaction measure (see anon) and the deletion of Cantrell and Kowalski's (1994) propensity to complain measure, all measures used to assess the variables in the conceptual scheme (Figure 1) are the same as those described in the pilot test. Likewise, as with the pilot study, multiple sources (i.e., principals and teachers) were used to collect data to avoid artificial inflation of relationships by common source variance or demand characteristics and pressure for positive self-presentation on whining and performance measures.

A facet satisfaction measure was added to supplement the overall job satisfaction measure to capture the facet of satisfaction with others. In a study conducted by the U.S. Department of Education (1997), salary and benefits did not contribute a large amount to predicting teacher satisfaction. Instead, teacher satisfaction was found to be shaped, in part, by workplace conditions that were within the reach of policy at the school and district levels. For example, teachers were more satisfied with teaching as a career when they received support from administrators and cooperation from their colleagues. Based on these findings, it was judged appropriate to include an additional measure that captures satisfaction with supervisors, coworkers, and one's school. These facets of satisfaction were deemed relevant to the proposed study because workplace whining is an interpersonal behavior that is influenced by perceptions of satisfaction/dissatisfaction arising from different sources

within an organization, including an organization itself. Additionally, facet satisfaction may influence one's organization-based self-esteem.

Once again, all survey measures were anchored by either 5- or 7-point response continuums. As with the pilot test, all responses were summed and coded such that a high score indicates a high level of agreement. Cronbach alpha reliability estimates were computed on the measures containing continuous data and Kuder-Richardson's KR-20 reliability estimates were computed on measures containing dichotomous data. Appendix I contains a complete listing of measures included in the final survey administration.

Facet satisfaction

Three items adapted from the survey of organizations (Taylor & Bowers, 1972) were used to assess satisfaction with coworkers, principal, and school. The items were: "All in all, I am satisfied with my coworkers;" "All in all, I am satisfied with my principal;" "All in all, I am satisfied with my school". The response format ranged from 1 (strongly disagree) to 5 (strongly agree). Coefficient alpha for this measure was .78.

CHAPTER 5: ANALYSES AND RESULTS

This chapter reports the findings of the study's final survey application. The statistical analyses used to test the proposed hypotheses (Chapter 3) are presented, followed by their ensuing results.

Hypotheses Tests

The data analysis consisted of zero-order correlations and regression analysis. The number of cases, means, standard deviations, reliabilities, and correlations for all variables are presented in Table 4. The pattern of correlations observed was suggestive that the potential for mediation existed in that each independent variable was significantly related to both OBSE (i.e., mediator) and workplace whining (i.e., dependent variable). Further, OBSE was negatively correlated with workplace whining.

Hypothesis 1 predicted that organization-based self-esteem would be negatively related to workplace whining. The zero-order correlation calculated between organization-based self esteem and workplace whining resulted in a significant correlation coefficient of $-.35$ ($p < .01$), providing support for Hypothesis 1.

Hypotheses 2 through 8 predicted that organization-based self-esteem would mediate the effects of various antecedents on workplace whining. Mediation was tested using the three-step mediated regression recommended by Baron and Kenny (1986). First, a mediator is regressed on an independent variable; second, a dependent variable is regressed on the independent variable; and third, the dependent variable is regressed simultaneously on both the independent variable and the mediator. According to Baron and Kenny (1986), mediation is demonstrated if certain conditions

Table 4
Means, Standard Deviations, Reliabilities, and Correlations for All Final Study Variables

Variables	n	M	SD	1	2	3	4	5	6	7	8	9	10	11
<i>Dependent variable</i>														
1. Workplace whining (principal)	449	9.50	4.86	(.96)										
<i>Mediating variable</i>														
2. Org-based self-esteem	302	40.27	4.89	-.35***	(.87)									
<i>Independent variables</i>														
3. Negative affectivity	297	32.57	7.80	.18**	-.22***	(.86)								
4. Job satisfaction - overall	305	19.13	4.28	-.22***	.43***	-.11	(.80)							
5. Facet satisfaction	310	11.54	2.20	-.24***	.49***	-.15*	.57***	(.78)						
6. Affective commitment	309	21.69	4.35	-.28***	.59***	-.07	.52***	.62***	(.80)					
7. Procedural justice	308	29.53	6.38	-.27***	.64***	-.10	.63***	.65***	.59***	(.88)				
8. Distributive justice	311	18.12	5.99	-.23***	.46***	-.03	.71***	.50***	.43***	.65***	(.94)			
9. Leader-member exchange	312	24.42	5.44	-.28***	.67***	-.14*	.64***	.69***	.61***	.81***	.66***	(.90)		
10. Job performance (principal)	427	51.31	9.62	-.36***	.39***	-.04	.23***	.20***	.27***	.33***	.23***	.33***	(.97)	
<i>Control variable</i>														
11. Social desirability	305	8.48	2.70	-.03	.23***	-.33***	.22***	.18***	.17**	.18**	.10	.16**	-.03	(.70)

Note: * $p < .05$. ** $p < .01$. *** $p < .001$. Alphas coefficients are in parentheses on the diagonal for all variables except Social Desirability for which a KR-20 coefficient is reported.

are satisfied. First, the independent variable must significantly influence the mediator in the first regression. Second, the independent variable must significantly influence the dependent variable in the second regression. Third, the mediator must significantly influence the dependent variable in the third regression. Finally, the influence of the independent variable on the dependent variable must be less in the third regression than in the second (Baron & Kenny, 1986). Full mediation is supported if the independent variable has no significant effect when the mediator is controlled. Partial mediation is supported if the independent variable's effect is smaller, but still significant when the mediator is controlled.

The extent to which an effect is reduced in the relationship between an independent variable and a dependent variable, when controlling for a mediator (i.e., change in regression coefficients) points to the potency of a mediator (Holmbeck, 1997). Further, the significance of the indirect effect of an independent variable on a dependent variable through a mediator can be tested (Baron & Kenny, 1986). Sobel (1982) set forth an approximate significance test for an indirect effect of an independent variable on a dependent variable through a mediator. Baron and Kenny modified Sobel's (1982) test and derived a direct test. More specifically, if the criteria for Step 2 of a mediated regression (the test of a) and Step 3 (the test of b) are met, there is necessarily a reduction in the effect of an independent variable on a dependent variable. Thus, an indirect and approximate test that $ab=0$ tests whether both a and b are zero (Steps 2 and 3; Kenny, Kashy, & Bolger, 1998). Baron and Kenny's (1986) test requires the standard error of a and the standard error of b . The test of the indirect effect is given by dividing ab by the square root of $b^2s_a^2 + a^2s_b^2 + s_a^2s_b^2$, and treating the

ratio as a Z test (i.e., larger than 1.96 in absolute value is significant at the .05 level; Kenny, 1998).

The mediated regression results for workplace whining are presented in Table 5. In Step 1, OBSE (the mediator) was regressed on each of the eight predicted antecedents of workplace whining: negative affectivity, job satisfaction, facet satisfaction, affective commitment, procedural justice, distributive justice, leader-member exchange, and job performance. The results were significant for all of the relationships ($p < .001$). In Step 2, workplace whining was regressed on each of the eight predicted antecedents. All eight of the regressions were significant ($p < .001$). Finally, in Step 3, workplace whining was regressed on OBSE and one of the eight antecedents. This process was performed for each of the eight antecedents. Additionally, Baron and Kenny's (1986) test of the indirect effects for all eight antecedents on the dependent variable was conducted as described above. According to Kenny (1998), all absolute Z -values greater than 1.96 are significant at the .05 level. In the current study, the absolute Z -values were all greater than 1.96, and thus were significant at the .05 level.

This dissertation predicted that the antecedents of workplace whining would operate through organization-based self-esteem. Of the eight relationships that were significant at Step 2, each passed the Step 3 test of having a significant coefficient for the mediator and a decrease in the magnitude of the coefficient for the focal independent variable. Of these relationships, seven represented full mediation and one represented partial mediation (i.e., performance). Thus, results provide strong support for Hypotheses 2, 3, 4, 5, 6, and 7 indicating full mediation. That is, the findings

Table 5
Results of Mediated Regression Analysis

Antecedents (<i>IV</i>)	Organization-based Self-esteem (OBSE) (<i>M</i>)	Workplace whining (<i>DV</i>)		
Negative affectivity (NA)				
Step 1 (SD)	.179**			
(NA)	-.163***			
Step 2 (SD)		.061		
(NA)		.192**		
Step 3 (SD)		.127*		
(OBSE) (<i>M</i>)		-.363***		
(NA)		.109		
			Adj. R^2	.138
			F	14.68***
Job satisfaction – overall (JS)				
Step 1 (SD)	.150**			
(JS)	.389***			
Step 2 (SD)		.020		
(JS)		-.229***		
Step 3 (SD)		.090		
(OBSE) (<i>M</i>)		-.337***		
(JS)		-.117		
			Adj. R^2	.140
			F	15.11***
Facet satisfaction (FS)				
Step 1 (SD)	.150**			
(FS)	.471***			
Step 2 (SD)		.026		
(FS)		-.236***		
Step 3 (SD)		.087		
(OBSE) (<i>M</i>)		-.339***		
(FS)		-.063		
			Adj. R^2	.123
			F	13.36***

(Table 5 continued)

Antecedents (<i>IV</i>)	Organization-based Self-esteem (OBSE) (<i>M</i>)	Workplace whining (<i>DV</i>)	
Affective commitment (AC)			
Step 1 (SD)	.131**		
(AC)	.568***		
Step 2 (SD)		.024	
(AC)		-.282***	
Step 3 (SD)		.086	
(OBSE) (<i>M</i>)		-.337***	
(AC)		-.106	
			Adj. R^2 .149
			F 16.39***
Procedural justice (PJ)			
Step 1 (SD)	.102*		
(PJ)	.625***		
Step 2 (SD)		.020	
(PJ)		-.294***	
Step 3 (SD)		.072	
(OBSE) (<i>M</i>)		-.348***	
(PJ)		-.092	
			Adj. R^2 .152
			F 16.60***
Distributive justice (DJ)			
Step 1 (SD)	.172***		
(DJ)	.439***		
Step 2 (SD)		-.007	
(DJ)		-.247***	
Step 3 (SD)		.071	
(OBSE) (<i>M</i>)		-.356***	
(DJ)		-.106	
			Adj. R^2 .155
			F 17.19***

(Table 5 continued)

Antecedents (<i>IV</i>)	Organization-based Self-esteem (OBSE) (<i>M</i>)	Workplace whining (<i>DV</i>)	
Leader member exchange (LMX)			
Step 1 (SD)	.101*		
(LMX)	.650***		
Step 2 (SD)		.040	
(LMX)		-.296***	
Step 3 (SD)		.081	
(OBSE) (<i>M</i>)		-.318***	
(LMX)		-.107	
			Adj. R^2 .140
			F 15.52***
Job performance (Perf)			
Step 1 (SD)	.247***		
(Perf)	.403***		
Step 2 (SD)		-.036	
(Perf)		-.415***	
Step 3 (SD)		.042	
(OBSE) (<i>M</i>)		-.259***	
(Perf)		-.314***	
			Adj. R^2 .218
			F 24.66***

Note: Step 1 represents the regression of OBSE on the antecedents and does not include the dependent variable (workplace whining). Step 2 represents the regression of workplace whining on the antecedents and does not include the mediator variable (OBSE). Step 3 represents the simultaneous regression of workplace whining on both the mediator variable (OBSE) and the antecedents of workplace whining. (*IV*) = independent variable. (*M*) = mediator. (*DV*) = dependent variable. All three steps include social desirability (SD) as a control variable. * $p < .05$; ** $p < .01$; *** $p < .001$.

indicate that workplace whining is indeed influenced by negative affectivity, job satisfaction, organizational justice, and LMX, but only indirectly through their effects on organization-based self-esteem. The finding relating to Hypothesis 8 suggests that principal-rated job performance influences workplace whining both directly and indirectly through its effects on organization-based self-esteem. A summary of the hypotheses and their outcomes are presented in Table 6.

Table 6
Summary of Hypotheses and Outcomes

- Hypothesis 1: Organization-based self-esteem will be negatively related to workplace whining. ***Full Mediation Supported.***
- Hypothesis 2: Organization-based self-esteem will mediate the effects of negative affectivity on workplace whining. ***Full Mediation Supported.***
- Hypothesis 3: Organization-based self-esteem will mediate the effects of job satisfaction on workplace whining. ***Full Mediation Supported.***
- Hypothesis 4: Organization-based self-esteem will mediate the effects of affective commitment on workplace whining. ***Full Mediation Supported.***
- Hypothesis 5: Organization-based self-esteem will mediate the effects of procedural justice on workplace whining. ***Full Mediation Supported.***
- Hypothesis 6: Organization-based self-esteem will mediate the effects of distributive justice on workplace whining. ***Full Mediation Supported.***
- Hypothesis 7: Organization-based self-esteem will mediate the effects of leader-member exchange on workplace whining. ***Full Mediation Supported.***
- Hypothesis 8: Organization-based self-esteem will mediate the effects of supervisor-rated job performance on workplace whining. ***Partial Mediation Supported.***
-

CHAPTER 6: DISCUSSION

Summary of Results

The purpose of this dissertation was to develop a conceptual scheme (Figure 1) that advances understanding of workplace whining. It reports an investigation into eight theoretically relevant antecedents to workplace whining, classified into four categories (i.e., dispositional, attitudinal, relational, behavioral). Additionally, it explores the role of organization-based self-esteem in mediating the link between each antecedent and workplace whining. Kowalski's (1996) theory of complaining and self-esteem theory (Coopersmith, 1967, Epstein, 1973; Jones, 1973; Leary & Downs, 1995, Mruk, 1995; Pierce et al., 1989) provided the primary theoretical underpinnings for a series of hypothesized relationships.

The reported results generally support the proposed conceptual scheme, indicating that when individuals detect discrepancies between their ideal states and their perceived actual states, they become dissatisfied, which in turn results in a reduction in current levels of organization-based self-esteem. This deflation of self-esteem then motivates individuals to whine in an effort to distance themselves from negative and dissatisfying states or outcomes. More specifically, the reported results support full mediation between workplace whining and seven of eight relevant antecedents. That is, the effects of negative affectivity, overall job satisfaction, facet satisfaction, affective commitment, procedural justice, distributive justice, and leader-member exchange with workplace whining were fully mediated through organization-based self-esteem. Further, the relationship between the eighth antecedent (i.e., job performance) and workplace whining was partially mediated by organization-based

self-esteem, indicating job performance significantly influenced workplace whining directly, as well as indirectly.

The findings of this study, thus, reveal that within a workplace context “whiners” are generally individuals who typically hold a negative view of themselves and the world, find little satisfaction in their jobs, are not affectively bonded with their employing organization, do not feel fairly treated with respect to outcomes or procedures in determining outcomes, maintain low quality relationships with their supervisors, and perform poorly in their jobs. These findings highlight the value of considering the need of individuals to maintain or enhance their self-esteem, together with the role of self-esteem in triggering the whining process. That is, individuals experiencing one or more of the above dispositional, attitudinal, relational, or behavioral factors commonly sustain a reduction in their current level of organization-based self-esteem. Such assaults on one’s personal adequacy arguably motivate individuals to engage in acts to restore their sense of self. Therefore, individuals may engage in whining behavior to restore or enhance their self-esteem by distancing themselves from negative feelings, attitudes, or outcomes. In essence, workplace whining is an effective defense mechanism in rerouting blame away from oneself onto external sources or less central internal sources, allowing one to feel better about one’s self as a valued and effective organizational member.

Organization-Based Self-Esteem and Workplace Whining Link

As predicted by Hypothesis 1, OBSE was directly and negatively associated with workplace whining. This finding supports the predictions of the literatures on complaining (Kowalski, 1996; Kowalski & Erickson, 1997), excuse-making (Snyder

& Higgins, 1988; Snyder et al., 1983; Mehlman & Snyder, 1985), and self-esteem (Coopersmith, 1967, Epstein, 1973; Jones, 1973; Leary & Downs, 1995, Mruk, 1995; Pierce et al., 1989), which assert that in an effort to enhance or maintain self-esteem that individuals will employ defense mechanisms (e.g., complaining) to direct attributions of unfavorable outcomes from themselves to external sources. Simply put, individuals want to feel good about themselves. When, however, circumstances arise that reflect poorly on individuals, the result will likely cause a decrease in their self-esteem. To combat this deflation of self-esteem, individuals may whine in an effort to direct blame from themselves to an external source, thereby relieving themselves of responsibility for negative outcomes that may have been initially attributed to them. Thus, within a work context, whining may be seen as a mechanism for protecting an individual's organization-based self-esteem. Although chronic complaining is generally considered an aversive interpersonal behavior (Kowalski, 1996: Kowalski & Erickson, 1997), these findings suggest workplace whining may also play an important role in maintaining and enhancing an individual's self-esteem.

Self-Esteem and the Workplace Whining Process

An advantage of considering the role of self-esteem when studying complaining is that the relevant literature highlights its motivational nature. Thus, this literature encourages the evaluation of not only "what" predicts workplace whining, but also delves into "how" and "why" individuals are prompted to whine. For example, dissatisfaction may result when a discrepancy exists between the actual quality of an individual's relationship with one's supervisor and one's ideal. The ensuing dissatisfaction of a discrepant relationship may result in an individual feeling

less competent and less valued as an organizational member. Hence, this reduction in OBSE likely motivates individuals to whine about their supervisors disliking them in an effort to enhance their self-esteem by attributing the responsibility for the low quality relationship to external factors.

Generally, as predicted in Hypotheses 2 through 7, OBSE played the role of full mediator linking various antecedents and workplace whining. In particular, seven antecedents (viz., negative affectivity, overall job satisfaction, facet job satisfaction, affective commitment, procedural and distributive justice, and leader-member exchange) were significantly related to workplace whining, but when controlling for OBSE, the relationship between each antecedent and workplace whining became nonsignificant while the relationship with OBSE remained significant. OBSE was a partial mediator in Hypothesis 8. That is, the behavioral antecedent, job performance, was significantly related to workplace whining, but when controlling for organization-based self-esteem, the relationship between job performance and workplace whining became weaker, but remained significant. These results indicate that job performance influences workplace whining directly, as well as indirectly, through organization-based self-esteem.

Dispositional Antecedent. The first category of antecedents presented in Figure 1 was the dispositional component comprised of negative affectivity. As expected, negative affectivity was significantly related to workplace whining. This result was consistent with the symptom reporting literature (e.g., Cohen et al., 1995; Schaubroeck et al., 1992), which suggests that complaining is a function of trait negative affectivity. When OBSE was controlled, however, negative affectivity was

no longer a significant predictor, providing evidence that negative affectivity affects workplace whining indirectly through OBSE, supporting Hypothesis 2. This is compatible with the assertion in the self-esteem literature that one's affectivity is significantly related to one's self-evaluation (Clark & Watson, 1991; Coopersmith, 1967; Ganster & Schaubroeck, 1991; Harter, 1993). Extending that line of thinking, it is not surprising that individuals who hold negative views of themselves subsequently experience a decrease in their self-esteem, which leads to attempts at restoring self-esteem through whining behavior. Additionally, this finding is consistent with Kowalski's (1996) view of the influential role of self-focus and negative affectivity in complaining. That is, negative affectivity leads to self-recrimination, distress, and dissatisfaction (Abraham, 1999). Such feelings readily diminish self-esteem and result in complaining.

Attitudinal Antecedents. The second category of antecedents presented in the conceptual scheme was the attitudinal component and was represented by overall job satisfaction, facet satisfaction, affective commitment, procedural justice, and distributive justice. As expected, all five antecedents were significantly related to workplace whining. Hence, consistent with complaining theory, dissatisfaction experienced by individuals stemming from discrepancies between ideal and perceived attitudes likely lead to workplace whining. The attitudinal antecedents were no longer significant predictors, however, when OBSE was controlled, providing evidence that attitudinal antecedents affect workplace whining indirectly through OBSE, supporting Hypotheses 3 through 6. These findings are commensurate with the self-esteem literature. Self-esteem is borne from a satisfaction with one's life style, psychological

needs, and relationships with others. When individuals are dissatisfied with their jobs and its various facets, as well as fairness displayed by the organization in both outcomes and procedures, consequently their OBSE will suffer. Likewise, when individuals do not feel a bond or affective connection with their employing organization, it is likely their growth, achievement, and relational needs are not being met leaving individuals feeling less accepted and valued as organizational members resulting in decreased in OBSE and increased in whining behavior.

Relational Antecedent. The third category of antecedents represents the relational component of the conceptual scheme and was depicted by leader-member exchange. As anticipated, leader-member exchange was significantly related to workplace whining. Consistent with complaining theory, the dissatisfaction experienced by individuals stemming from a discrepancy between the relationship they would like to have with their supervisors and their perceived relationships will likely lead to workplace whining. Supporting this finding, research has shown that individuals who experience low quality relationships with their supervisors tend to perceive the differential treatment between in-group and out-group members by supervisors as unfair. Moreover, these individuals tend to discuss their dissatisfaction with coworkers (Sias, 1996; Sias & Jablin, 1995). When OBSE was controlled, however, leader-member exchange no longer significantly predicted workplace whining, providing evidence that this relational determinant affects workplace whining indirectly through OBSE, supporting Hypothesis 7. This finding is also commensurate with the self-esteem literature. More specifically, this finding supports Korman's (1976) proposition that an individual's self-esteem is a "function of others'

expectations.” In sum, if significant others believe in us, then we will believe in ourselves. Further, this finding is consistent with Pierce et al.’s (1989) finding of a positive relationship between managerial respect and OBSE. Moreover, the findings support Leary and Downs (1995) proposition that self-enhancement and maintenance of self-esteem is motivated by a desire to be accepted and included by individuals who are psychologically significant to one. Workplace whining is one avenue to restore or enhance self-esteem.

Behavioral Antecedent. The final category of antecedents presented in the conceptual scheme was the behavioral component, represented by job performance. The finding indicated that OBSE partially mediated the job performance-workplace whining relationship in that job performance still had a significant effect after controlling for the mediator, OBSE. Thus, job performance had both a direct and indirect effect on workplace whining. The finding suggested that job performance ratings influence OBSE, and that OBSE in turn influences workplace whining. This finding is consistent with the self-esteem literature. That is to say, job performance ratings serve as a communication to an employee, which relates the organization’s belief about individuals’ value and importance to the organization. Individuals desire positive evaluations, which increase their feelings of psychological success and worth (Hall, 1971). Conversely, individuals loathe negative evaluations, which decrease their feelings of worth within an organizational context (Pierce et al., 1989). Decreases in OBSE trigger individuals’ self-esteem protection drive and result in whining as an effort to shift attributions for their shortcomings to external targets. This finding is also consistent with Baumgardner, Kaufman, and Levy’s (1989) study

showing that following an evaluation, individuals low in self-esteem displayed a coping mechanism that allowed them to internalize positive feedback and externalize negative feedback. Low self-esteem individuals experienced an increase in self-esteem after publicly complimenting those who evaluated them favorably and by publicly derogating those who did not (Baumgardner et al., 1989). Thus, low self-esteem individuals tend to make clear that their failures are due to external causes, and chronically gossip about those who have evaluated them negatively (Baumgardner et al., 1989).

The finding that job performance also independently influences workplace whining is consistent with complaining theory. For example, when individuals receive poor ratings, a discrepancy arises between their desired ratings and their actual ratings. This discrepancy results in experienced dissatisfaction, which triggers whining behavior. The direct effect of job performance on workplace whining is also consistent with the findings of Taylor and Pierce (1999), which showed that employees who received ratings lower than they expected complained about the source of their ratings (e.g., supervisor, employing organization).

Implications of the Proposed Conceptual Scheme

Implications for theory and research

The results of this dissertation have both theoretical and research implications. Foremost, by developing a conceptual scheme based on variables specific to a work setting, the results of the reported study make a meaningful contribution to the literature on workplace whining, an area which has remained virtually unexplored. Kowalski (1996) called for research into the antecedents and consequences of

complaining (i.e., whining) to advance the understanding of this important aversive interpersonal behavior. The current study takes a first step toward addressing that gap by providing insight into four substantive categories of theoretically relevant antecedents (i.e., dispositional, attitudinal, relational, behavioral), as well as the role of organization-based self-esteem in mediating the effects of those antecedents on the whining process. A major contribution of this study is its focus on noninstrumental complaining within a workplace context. Except for one study, which studied the relationship among job satisfaction, trait reactance, the propensity for counterproductive behavior, and complaining (Sachau et al., 1999), no other such research has been published in the organizational literature.

Kowalski (1996) emphasized the beneficial impact research into complaining might have across a diversity of disciplines. The proposed conceptual scheme (Figure 1) contributes to theory development by linking the complaining, self-esteem, excuse-making, and organizational behavior literatures. Moreover, the conceptual scheme suggests that organization-based self-esteem is an important mediating variable in the whining process. The findings of this study relevant to OBSE are consistent with self-enhancement theory (Epstein, 1973; Jones, 1973).

Future research areas

The results of the reported study suggest several avenues for future research. First, the conceptual scheme employed should be extended to include a more complete representation of potential antecedents. For example, it may be useful to include situational factors that possibly influence OBSE, such as job characteristics and organization structure (Pierce et al., 1989). Motivating job characteristics, such as

meaningful work, autonomy, and feedback, may directly influence an individual's feeling of effectiveness and worth within an organization and, in turn, influence workplace whining behavior.

Kowalski (1996) suggested that individuals high in negative affectivity were more likely than individuals low in negative affectivity to complain. Given the results of this study, which examined negative affectivity in terms of one dispositional trait (i.e., negative affectivity) that predisposes individuals to complaining, future researchers should examine other theoretically based dispositional constructs. Kowalski (1996) indicated that because complaining may lead others to form negative impressions of an individual who complains, individuals who are dispositionally attuned to the impressions that others are forming of them may be less likely to complain than individuals who are not as sensitive to self-presentational concerns.

One potential avenue of research would be to examine the psychological construct, self-monitoring, which refers to the observation and control of expressive and self-presentational behaviors (Snyder, 1974; Snyder & Copeland, 1989). High self-monitors tend to be situationally-guided individuals (Snyder, 1979). That is, individuals high in self-monitoring typically are vigilant to situational cues that guide them in the presentation of what they believe to be appropriate behaviors across a wide variety of situations, even if the behaviors are not totally consistent with their inner dispositions. High self-monitors are sensitive to what others want and have the ability to control their actions to present a desired identity (Snyder, 1979). Thus, high self-monitors may recognize the aversive nature of whining and, therefore, may find low utility in whining leading to the maintenance of a high threshold for whining.

Conversely, the prototypic low self-monitoring individual tends to be dispositionally-guided. The low self-monitor displays behaviors that are congruent with inner feelings and beliefs, often risking social ridicule (Snyder, 1974, 1979; Snyder & Copeland, 1989). Such individuals would likely have a low threshold for whining.

Risk-taking is another dispositional variable that could be investigated by future researchers. It seems plausible that individuals high in propensity to take risks would complain more frequently because they tend not to be held back by the self-presentational concerns to the extent that individuals low in propensity to take risks are. Additionally, a risk-taking mentality might perceive higher utility in complaining than individuals low in propensity to take risks because they are willing to take more risks.

This study further suggests that when individuals are dissatisfied with the current state of attitudinal, relational, or behavioral components (as compared to their ideal) they experience a decrease in OBSE. Individuals whine to externalize negative outcomes so as to maintain or enhance their current level of self-esteem. Longitudinal research should be conducted to track changes in OBSE over time. According to Baumgardner et al. (1989), increases in one's self-esteem after publicly derogating someone who has rendered a negative evaluation may be only temporary. This type of aversive interpersonal behavior, in the long run, may culminate in more serious and longer term social rejection. Extending this line of thinking to workplace whining, researchers should examine whether workplace whining does indeed help to maintain or enhance OBSE over the long run, or whether whining eventually leads to lower

self-esteem due to the negative interpersonal consequences of whining (e.g., disliking, avoidance, ostracism, poor evaluations).

Additionally, future researchers could track workplace whining behavior over time to determine whether individuals who whine do indeed experience a cathartic effect and, thus, a reduction in whining behavior, as Kowalski (1996) suggests. Alicke et al. (1995) found that over 75% of all complaints registered were expressed for noninstrumental reasons, such as to vent frustration. One function of complaining to a secondary source is to provide an emotional release from frustration (Alicke et al., 1995). Kowalski (1996) proposed that cathartic complaining may improve affect because it allows people to express dissatisfaction, instead of suppressing it which may lead people to ruminate about the cause of their dissatisfaction and blow it out of proportion.

Another area for future longitudinal research is to explore the dynamics of complaining contagion. According to Kowalski and Erickson (1997), complaining is often contagious, exhibiting a domino effect that is initiated by one person complaining. They suggest that hearing another's complaints makes listeners more aware of their own negative feelings, thereby triggering negative affect, and a desire to complain. Further, hearing another's complaints creates a cognitive burden in listeners that may be alleviated by complaining to others. Listening to others' complaints may also remind listeners of events they have experienced and consequently instill a need to relate those negative experiences. Therefore, future researchers should examine the dynamic nature of workplace whining contagion over time by tracking whining behavior of individuals in newly formed organizations, groups, or organizations that

have a minimal number of whiners. Future researchers should also take into consideration the entrance and exit of individuals to and from groups under study and the effects brought about by the changes in group composition relative to workplace whining.

Further, future researchers should evaluate the workplace whining process relative to newcomers to an organization. Newcomers frequently are in a state of uncertainty until they “learn the ropes” (Brockner, 1988). Performance evaluations provide cues to newcomers about their level of competence, which determines their beliefs about their organization-based worth (Pierce et al., 1989), and subsequently affects their whining behavior. Negative evaluations from supervisors during early socialization may be amplified by newcomers, thereby adversely affecting organization-based self-esteem and increasing workplace whining. Likewise, positive evaluations may have a highly favorable impact on newcomers during this critical and ambiguous period, resulting in an increase in organization-based self-esteem and subsequent decrease in workplace whining.

Future researchers should examine the centrality of the job and job-related factors with regard to OBSE and workplace whining. Tharenou (1979), in a review of the employee self-esteem literature, suggested that individuals whose work is an important part of their self-concept, might tend to associate feelings about the job with feelings about themselves. Therefore, the importance placed on one’s job and job-related factors may moderate the degree to which OBSE is affected by discrepancies between ideal and perceived attitudinal, relational, and behavioral factors. According to Lewin (1936), valence is defined as “the subjective attractiveness or aversiveness of

specific objects and events within the immediate situation” (p. 1135). Valences are attached to a particular context and to a present time frame. Valences also relate to affect in that affect occurs when a positively or negatively valent action occurs, or when a positive or negative outcome is experienced (Feather, 1995).

Applying this concept to workplace whining, valence is a function of a stimulus (i.e., negative outcomes resulting in dissatisfaction associated with perceived discrepancies) and the importance of a stimulus target (e.g., job, pay). Specifically, the greater the importance attached by an individual to the target of an affect-inducing event, the greater will be the valence of the affect-inducing event. For example, individuals who place high importance on their jobs and work relationships may experience dissatisfaction if they perceive that an aversive event has occurred (e.g., unfair treatment, disintegration in the quality of relationship with supervisor), that is inconsistent with their “ideal” and, thus, will attach a greater valence to the aversive event, and likely suffer a greater decrease in OBSE than individuals whom do not place great importance on their jobs and work relationships. In other words, the more important job and job-related factors, the greater will be the impact of individuals’ experienced dissatisfaction on OBSE and, subsequently, on workplace whining. Knowing the importance of a job and various job-related facets to individuals may be influential in determining how to motivate, satisfy, and increase an individual’s OBSE. For example, for individuals to whom money is important and an indicator of their organizational worth, an increase in salary would hold high valence and would have a positive effect on their OBSE, thereby eliminating the need to restore OBSE through whining. For other employees, recognition might hold more valence and be a

better motivator, source of satisfaction, increased OBSE, and decreased workplace whining. Additionally, for individuals experiencing major changes, which hold high valence (e.g., loss of position and status due to economic cutbacks), and likely have permanent and negative affects on OBSE, counseling might prevent a permanent downward change in OBSE and increase in workplace whining.

Schneider (1987), in his Attraction-Selection-Attrition (ASA) model, suggested that people who do not fit an environment well will eventually leave it. Whereas, at first, people may be attracted to an organization, they may make errors, and find they do not fit and choose to leave. If people who do not fit leave, then people who remain tend to be similar to one another and tend to form more homogeneous groups than those who were initially attracted to an organization (Schneider, 1987). Future research should examine whether whiners attract, select, and retain whiners.

In a related vein, organizational climate is a set of shared perceptions of policies, practices, and procedures that are rewarded, supported, and expected through group interaction (Schneider, 1990; Schneider & Reichers, 1983). Future researchers should investigate whether a climate for complaining may exist within some organizations, wherein people feel comfortable complaining and do not consider complaining an aversive behavior. For example, it is plausible that complaining is rewarded, supported, and expected by organizational members wherein organizational members listen to one another and commiserate, thereby encouraging a complaining climate.

Similarly, future researchers could also examine group norms relating to workplace whining. Investigation into whether group members tend to complain more in groups where complaining is sanctioned by the group than where complaining is not sanctioned by the group might provide further insight into the whining process. In cases where the group norm is complaining, then there would be no sanctions for complaining. The opposite would be true, however, if the group norm was to value and display positive attitudes and not complain about dissatisfactions.

Implications for practice

A general overview of practical implications is offered based on the findings of this study and is followed by more specific interventions that may be effective in decreasing workplace whining by influencing the whining process.

Self-esteem is very fragile and malleable. Managers should make employee self-esteem a focal point in their daily workplace interaction (Cyr, 1992). The preservation of self-esteem, as well as increases and decreases in self-esteem are readily influenced by many factors within the workplace setting. Given the strong mediating role of OBSE, managers may want to stay attuned to their subordinates' personal OBSE needs. Due, in part, to differences in self-esteem, however, individuals' reactions to identical situations may vary (Ringer, Balkin, & Boss, 1993). Consequently, the appropriateness of workplace interventions may necessarily differ from employee to employee. In this regard, OBSE represents a generative mechanism through which a variety of job-related factors (i.e., attitudinal, relational, behavioral) influence workplace whining. Accordingly, there are several steps managers might

consider when interacting with their subordinates so as to preserve and enhance their subordinates' OBSE and, thus, decrease workplace whining.

Managers should recognize signs of low OBSE and strive to determine wherein individuals' dissatisfaction lies, so that remedial steps can be taken to restore their OBSE, and reduce their need to rebuild their OBSE through workplace whining. Further, Jones's (1973) findings suggested that low self-esteem individuals' attitudes toward their jobs may be more affected by evaluations than their high self-esteem counterparts. Therefore, it might be beneficial for all involved, in terms of the influence of OBSE on workplace whining, if managers were generally aware of their subordinates levels of OBSE and were sensitive to each individual's needs when conducting both formal and informal performance evaluations (Jones, 1973), thus, preventing a decrease in OBSE, resulting in less whining behavior.

Based on the findings of this study, employees who feel they are treated fairly and have a high-quality relationship with higher ups tend to experience higher OBSE. Therefore, managers should be attentive to and supportive of their subordinates, show respect, and give encouragement and feedback so as to foster high-quality relationships. Additionally, equitable outcomes should be distributed through just procedures in a fair, respectful manner. For example, individuals whose performance is complimented and encouraged by higher ups only to find that they receive a minimal pay raise with no explanation, may feel undervalued and question their competence and value as organizational members, resulting in reduced OBSE, and increased whining. Therefore, managers should explain any extenuating circumstances that may affect outcomes, especially if the circumstances leading to less

than expected outcomes are unrelated to an individual's performance. Also, mechanisms should be in place for individuals to voice their concerns about unfair treatment (Ringer et al., 1993).

As high-OBSE employees cultivate positive work environments free from aversive behaviors (such as whining), managers should reaffirm subordinates' worth to an organization through praise and constructive criticism (Newstrom, Gardner, & Pierce, 1999). They should establish trust with their subordinates and allow them discretion in performing their jobs. Managers should design work that challenges their subordinates, yet allows success. Moreover, organizations should establish training programs that allow employees to develop their skills. This conveys to employees that an organization values them enough to invest in them and provide them with the skills needed to succeed in their jobs (Newstrom et al., 1999), further establishing a positive work environment.

Presented below are more specific actions managers can implement to maintain and enhance employee self-esteem, further diminishing workplace whining. Whining is contagious (Kowalski, 1996, 1997). Employees who constantly whine and criticize their jobs, managers, co-workers, and organization have a destructive, demoralizing effect on their colleagues (Andrews, 1999). There are many approaches that are accessible to managers that may have an ameliorating effect on workplace whining.

Managers should reassure whiners and reaffirm their worth to their organization by adequately praising them for a job well-done (Newstrom et al., 1999). In general, most employees yearn for positive, verbal recognition of their achievements and acceptance (Cyr, 1992; Leary & Downs, 1995; Wayne et al., 1997).

Timely and specific praise relates to employees that their work is appreciated, and that they are important to their organization and taken seriously. Formal recognition for workplace achievements can be as simple as a letter of appreciation sent to employees, commendatory memos placed in employees' personnel files, or nominations for monthly or annual awards (Cyr, 1992). Such recognition will likely engender increased commitment, justice, job satisfaction, and superior-subordinate relations, leading to increased OBSE and reduced workplace whining.

When delivering constructive criticism for work that is less than satisfactory, managers should allow employees to "save face" by using opening comments such as "Perhaps you are not aware of this ..." and "Your method is one way to do this, but perhaps there are others ways you could explore, such as ..." when pointing out deficiencies (Boehle, Dobbs, & Stamps, 2000). Managers should also take steps to design jobs such that employees experience success in the workplace, thus enhancing OBSE (Newstrom et al., 1999). Managers should likewise make certain to clarify roles and define exactly that which employees will be held accountable (Anonymous, 2000). Most employees want to succeed and role clarification helps them to do a good job. Role clarification and the ensuing success will likely lead to feelings of greater job satisfaction, justice, and higher quality workplace relationships.

Managers should learn to quickly overcome feelings of annoyance, dissatisfaction, and disappointment they may experience in dealing with employees (Cyr, 1992). Continuing disapproval on a manager's part will likely be sensed by employees and lead to a decrease in their OBSE and an increase in whining. Likewise, managers should avoid talking down to employees, petty criticisms, and criticizing

employees publicly in front of co-workers, as such actions tend to lower employee self-esteem, as well as diminish employees' status with their co-workers. Further, managers greeting employees, making eye contact when passing employees in hallways, and taking time for "small talk" will communicate to employees that no grudges are held, that the employees are of value, and that they are important to an organization's success (Andrews, 1999; Cyr, 1992).

Managers should trust employees to perform their jobs without constant monitoring and suggestions (Newstrom et al., 1999). Doing so conveys to employees that they are trusted and that management has faith in them to perform their jobs efficiently and effectively, thereby further bolstering employees' OBSE. Continually being told what to do tends to deflate employees' sense of self-importance and, consequently, their OBSE. In contrast, asking employees for their input and listening to their responses, fosters a sense of justice, and builds commitment, which tends to raise their OBSE and lessen whining (Cyr, 1992).

Managers should show respect and an appreciation of the importance of employees' work, as well as the associated challenges. People identify with their work (Cyr, 1992), and this identification has a direct effect on their OBSE (Pierce et al., 1989). Managers should show an appreciation for the reliability, cooperativeness, and commitment with which employees' perform their work (Cyr, 1992). One method of demonstrating appreciation for the importance of employees' work is to include them in meetings and decision-making processes relative to matters in which they have expertise (Cyr, 1992) and to invite them to give their perspective. This will likely create feelings of belonging and value. Additionally, assignments that allow

employees discretion, and challenges their knowledge, skills, and abilities, and is meaningful and yet attainable, will likely increase their job satisfaction and produce feelings of importance, value, and a sense that managers have faith in their employees (Newstrom et al., 1999). Managers should also equitably distribute less desirable assignments evenly among employees. That is, no favoritism should be shown resulting in regularly giving the least interesting assignments to the same people (Cyr, 1992). Likewise, a manager should never denigrate the importance of a task or job.

Managers should ensure that pay increases are based on objective merit and not favoritism (Cyr, 1992). Procedures for determining pay increases, as well as the amount of increases should be determined using fair and impartial means. Managers' employee performance appraisals should be completed using fair and objective procedures. When no objective performance measures are available, managers should remain objective when completing employees' performance appraisals, placing personal biases aside. Managers should be aware that employees measure pay in both referent and absolute terms (Adams, 1965; Ringer et al., 1993). Employees may compare their pay to referents including, fellow employees, employees of other organizations, and similar jobs that they have held in the past. When a pay decision is inconsistent with employees' expectations, they may construe that decision as negative feedback regarding their performance. Therefore, managers should be sensitive to both the content and process of feedback being sent to employees (Ashford, 1989; Ringer et al., 1993). Pay amount must be consistent with verbal messages being relayed to employees. For example, if an employee has performed in an outstanding manner for an extended period of time, and has been complimented by his or her

manager to that effect, then his or her pay should be increased accordingly. If pay raises are inconsistent with other feedback, then managers should explain the specific reasons why their employees' pay is not what they deserve. Managers can relay this information to employees through face-to-face meetings, memos, or group meetings about constraints on pay (Ringer et al., 1993). When pay constraints exist, managers can substitute other rewards for pay, such as days off, office or equipment upgrades, or educational opportunities. The reward must be valued by employees and recognized as an acknowledgment of their performance. Finally, managers should provide an avenue wherein employees can give feedback to managers and challenge pay decisions (Ringer et al., 1993). Such measures can help increase job satisfaction, feelings of organizational justice, leader-member exchange, and ultimately maintain or enhance employees' self-esteem, resulting in less workplace whining.

Limitations

The contributions of this study must be considered in view of its limitations. A basic limitation of this study was its reliance on cross-sectional data, which does not allow a true test of causal inferences or rule out the possibility of reverse causality (James & Brett, 1994). Although there is theoretical and empirical support for the conceptual scheme guiding the reported research, alternative explanations for the findings cannot be excluded. Because the reported study was cross-sectional in design, future research should consider longitudinal designs, which would allow for causal inferences of relationships as they unfold across time.

Although this study provides a useful initial step toward a basic understanding of the workplace whining construct and process, the guiding conceptual scheme does

not likely include all relevant and significant constructs. Therefore, future research should extend the proposed conceptual scheme to include a broader set of predictors and other potential influences applicable to the whining process.

An additional limitation of this study is that, because most of the constructs were measured in a single administration by self-report, common method variance may have been inherent. Subjects may have artificially inflated scores due to a tendency to respond in a consistent manner (Robinson & Morrison, 1995). Social desirability bias was also a concern. To offset some of the potential effects of these biases, two sources were used in the data collection. Principals rated the teachers on workplace whining and job performance. Teachers provided self-report data for the remaining measures. Thus, teachers provided data for the predictor and mediator variables, and principals provided data for the dependent variable and one predictor variable (i.e., job performance). Additionally, social desirability bias was statistically controlled in all regression analyses.

Some researchers are troubled by the potential overlap between NA and self-report measures (Brief et al., 1988; Clark & Watson, 1991). It is suggested that negative affectivity may inflate observed associations between variables (e.g., stressors and strains; Brief, Burke, George, Robinson, & Webster, 1988; Burke, Brief, & George, 1993). Clark and Watson (1991) concluded, however, that the NA component of self-report scales is sufficiently strong that it emerges regardless of the substantive domain, and the general affective tone is as important as or more important than the specific item content.

Future research would benefit by varying the sources of whining ratings. For instance, the whining measure could also be completed by one or more of subjects' peers, because coworkers are likely to have the opportunity to observe subjects' whining behavior and to be less prone to social desirability response than subjects themselves. The validity and reliability of peer appraisals have been well established in the performance appraisal literature (Cardy & Dobbins, 1994; Reilly & Chao, 1982). Prior research has shown the information known by peers concerning employee performance may be more accurate than that of any other rater because peers have closer and more frequent contact with employees (Barclay & Harland, 1995).

A final limitation of the study is that the results are based on a sample of schoolteachers and principals. Although there does not appear to be any a priori reason why these results may not generalize to other samples, the findings should be replicated in future studies.

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APPENDIX A: EMPLOYEE COVER LETTER (PILOT STUDY)



LOUISIANA STATE UNIVERSITY

AND AGRICULTURAL AND MECHANICAL COLLEGE

William W. and Catherine M. Rucks Department of Management

E. J. Ourso College of Business Administration

LSU Workplace Survey

Dear Survey Participant:

As a doctoral student in the College of Business Administration at Louisiana State University, I am currently working on my dissertation which focuses on employees' attitudes about their jobs and work environment. You are among a small group of teachers chosen to participate in an initial pilot study to evaluate the clarity of the enclosed survey. Your completion of the survey is vitally important because you have been selected to represent the opinions, interests, and behaviors of teachers in Lafourche Parish. For the survey to be helpful in advancing existing knowledge of workplace relations, it is important that you provide honest and candid responses, and that you "tell it like it is."

The enclosed survey should only take about 20-25 minutes to complete. Your responses will be kept in the strictest confidence. An identification number printed on the survey will be used for data entry purposes only.

When you have completed the survey, please check to be sure you have responded to all items. To further insure confidentiality, place your completed survey in the envelope provided and seal it. I am the only person who will open and have access to the surveys. *Please return the sealed envelope containing the survey to your school's contact person within seven (7) days of receipt.*

Whereas I know I cannot pay you enough for your time, to show my appreciation all completed surveys from the pilot and final studies will be entered in a random drawing for three \$100 cash prizes. Time is critical so please return the survey within the seven days so that you will be eligible for the drawing. Your time and cooperation are truly appreciated.

If you have any concerns, please feel free to contact me at (504)388-6110 (Office) or via e-mail at dnaheck@iAmerica.net.

Sincerely,

Anita K. Heck
Ph.D. Candidate

APPENDIX B: EMPLOYEE SURVEY (PILOT STUDY)

Employee Survey

The following statements relate to your attitudes and feelings. There are no right or wrong answers. You will probably agree with some items and disagree with others. Please read each statement carefully and indicate the extent to which you agree or disagree by darkening in the corresponding oval. To assure anonymity, a research number has been assigned to you. Do not identify yourself by name anywhere on the form. Please use a #2 pencil to complete this survey.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1.	I often find myself worrying about something....						■
2.	To a great extent my life is controlled by accidental happenings.....						■
3.	Whether or not I get to be a leader depends mostly on my own ability.....						■
4.	Often I get irritated at little annoyances.....						■
5.	I have often found that what is going to happen will happen.....						■
6.	I am too sensitive for my own good.....						■
7.	Whether or not I get into a car accident depends mostly on how good a driver I am.....						■
8.	When I make plans, I am almost certain to make them work.....						■
9.	My feelings are hurt rather easily.....						■
10.	Often there is no chance of protecting my personal interests from bad luck happenings.....						■
11.	When I get what I want, it's usually because I'm lucky.....						■
12.	I am easily startled by things that happen unexpectedly.....						■
13.	How many friends I have depends on how nice a person I am.....						■
14.	I often lose sleep over my worries.....						■
15.	Whether or not I get into a car accident is mostly a matter of luck.....						■
16.	I suffer from nervousness.....						■
17.	It's not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.....						■
18.	Whether or not I get to be a leader depends on whether I'm lucky enough to be in the right place at the right time.....						■
19.	My mood often goes up and down.....						■
20.	I can pretty much determine what will happen in my life.....						■
21.	Minor setbacks sometimes irritate me too much.....						■
22.	I am usually able to protect my personal interests.....						■
23.	I sometimes feel "just miserable" for no good reason.....						■
24.	When I get what I want, it's usually because I worked hard for it.....						■
25.	My life is determined by my own actions.....						■
26.	There are days when I'm "on edge" all of the time.....						■
27.	It's chiefly a matter of fate whether or not I have a few friends or many friends.....						■

The following statements concern the way you feel about your supervisor and school.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
28.	I am taken seriously around my school.....						■
29.	I look forward to being with the members of my work group each day.....						■
30.	There is faith in me around my school.....						■
31.	I am cooperative around my school.....						■
32.	In my school personal motives or biases influence decisions that affect me.....						■
33.	I count around my school.....						■
34.	I would be very happy to spend the rest of my career at my school.....						■

serial 32075

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page 01

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
35. In my school decisions that affect me are made ethically.....					
36. I am efficient around my school.....					
37. I feel that I have too few options to consider leaving my school.....					
38. In my school I am given the opportunity to modify decisions that have already been made.....					
39. I can make a difference around my school.....					
40. In my school the reasons behind the decisions that affect me are explained.....					
41. In my school there is a real interest in trying to be fair to me.....					
42. I am valuable around my school.....					
43. I am fairly rewarded considering the responsibilities I have.....					
44. In my school my input is obtained prior to making decisions.....					
45. I am fairly rewarded taking into account the amount of education and training that I have had.....					

The following statements relate to various aspects of your job.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
45. I am helpful around my school.....					
46. In my school consistent rules and procedures are used to make decisions about things that affect me.....					
47. I am fairly rewarded in view of the amount of experience that I have.....					
48. My supervisor recognizes my potential.....					
49. I do not feel like "part of the family" at my school.....					
50. In my school accurate information is used to make decisions that affect me.....					
51. I am fairly rewarded for the amount of effort that I put forth.....					
52. In my school concern is shown for my rights.....					
53. I am important around my school.....					
54. I am fairly rewarded for the stresses and strains of my job.....					
55. I know where I stand ... I usually know how satisfied my supervisor is with what I do.....					
56. My supervisor understands my job problems and needs.....					
57. I am fairly rewarded for work that I have done well.....					
58. I do not feel a strong sense of "belonging" to my school.....					
59. Regardless of how much formal authority my supervisor has built into his/her position, he/she would use that power to help me solve problems at work.....					
60. My supervisor would "bail me out" at his/her expense.....					
61. I have an effective working relationship with my supervisor.....					
62. All in all, I am satisfied with promotion opportunities.....					
63. The work group I belong to is a close one.....					
64. I am trusted around my school.....					
65. All in all, I am satisfied with my job.....					
66. I would defend and justify my supervisor's decisions if he/she were not present to do so.....					
67. Too much of my life would be disrupted if I decided I wanted to leave my school now.....					
68. All in all, I am satisfied with the amount of say I have in how work is to be done.....					

serial 32075

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page 02

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
69. All in all, I am satisfied with my pay.....						■
70. I feel that I am really part of my work group.....						■
71. I really feel as if this school's problems are my own.....						■
72. I do not feel "emotionally attached" to my school.....						■
73. My school has a great deal of personal meaning for me.....						■
74. Right now, staying with my school is a matter of necessity as much as desire.....						■
75. All in all, I am satisfied with my benefits.....						■
76. It would be very hard for me to leave my school right now, even if I wanted to.....						■
77. If I had not already put so much of myself into my school, I might consider working elsewhere.....						■
78. I enjoy belonging to this work group because I am friends with many group members.....						■
79. One of the few negative consequences of leaving my school would be the scarcity of available alternatives.....						■
80. All in all, I am satisfied with the recognition I receive for a job well done.....						■

The following statements relate to the level of interpersonal disagreement that exists in your job. Select Option 3 if disagreement exists, but you are unable to identify its strength.

	Never True	Generally Not True	Sometimes True	Generally True	Almost Always True	
81. Other teachers often disagree with each other about how work should be handled.....						■
82. I usually agree with the way other teachers think things should be done in my school.....						■
83. My principal and I usually agree about what my job is, and the requirements I must fulfill.....						■
84. I usually agree with the decisions my principal makes.....						■

In the next section you are asked about how you respond to various situations at work.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
85. I help others who have been absent.....						■
86. When I am unhappy or upset, I usually keep it to myself.....						■
87. I am always ready to lend a helping hand to those around me.....						■
88. I consider the impact of my actions on coworkers.....						■
89. I consume a lot of time complaining about trivial matters.....						■
90. I help orient new people even though it is not required.....						■
91. I tend to make "mountains out of molehills.".....						■
92. I take steps to try to prevent problems with my coworkers.....						■
93. I always find fault with what the school is doing.....						■
94. I am the classic "squeaky wheel" that always needs greasing.....						■
95. I help others who have heavy work loads.....						■
96. Whenever I am dissatisfied, I readily express it to other people.....						■
97. I frequently express dissatisfaction with the behavior of others.....						■
98. I don't usually vent my frustrations or dissatisfactions.....						■

serial 32075

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page 03

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
99. When people annoy me, I tell them.....					
100. I willingly help others who have work related problems.....					
101. I always focus on what's wrong, rather than the positive side.....					
102. I seldom inform others that I am disappointed.....					
103. I usually keep my discontent a secret.....					
104. I do not abuse the rights of others.....					
105. When someone does something to make me feel bad, I am likely to inform that person of my displeasure.....					
106. I tend to complain a great deal.....					
107. I seldom state my dissatisfaction with the behavior of others.....					
108. I am mindful of how my behavior affects other people's jobs.....					
109. I generally don't say much when I am dissatisfied.....					
110. I try to avoid creating problems for coworkers.....					
111. I usually vent my dissatisfaction.....					
112. I keep my dissatisfactions to myself.....					
113. When people or events don't meet my expectations, I usually communicate my dissatisfaction.....					

The following statements represent the feelings people might have about themselves and others. IF a statement is TRUE or MOSTLY TRUE as applied to you, answer T. If a statement is FALSE or NOT USUALLY TRUE as applied to you, answer F.

114. I don't seem to get what's coming to me.	
115. I am sometimes irritated by people who ask favors of me.	
116. Other people always seem to get the breaks.	
117. There have been occasions when I took advantage of someone.	
118. Although I don't show it, I am sometimes eaten up with jealousy.	
119. I don't know any people that I downright hate.	
120. If I let people see the way I feel, I'd be considered a hard person to get along with.	
121. At times I feel I get a raw deal out of life.	
122. When I disapprove of my friends' behavior, I let them know it.	
123. I often find myself disagreeing with people.	
124. I can't help getting into arguments when people disagree with me.	
125. I have never been irked when people expressed ideas very different from my own.	
126. I am always courteous, even to people who are disagreeable.	
127. Even when my anger is aroused, I don't use "strong language."	
128. Almost every week I see someone I dislike.	
129. If somebody annoys me, I am apt to tell him what I think of him.	
130. When people yell at me, I yell back.	
131. When I get mad, I say nasty things.	
132. I could not put someone in his place, even if he needed it.	
133. I often make threats I don't really mean to carry out.	
134. When arguing, I tend to raise my voice.	
135. I generally cover up my poor opinion of others.	
136. I demand that people respect my rights.	
137. I would rather concede a point than get into an argument about it.	
138. I sometimes feel resentful when I don't get my way.	
139. I'm always willing to admit it when I make a mistake.	
140. On a few occasions, I have given up doing something because I thought too little of my ability.	
141. There have been times when I felt like rebelling against people in authority even though I knew they were right.	
142. When I look back on what's happened to me, I can't help feeling mildly resentful.	
143. No matter who I'm talking to, I'm always a good listener.	
144. I can remember "playing sick" to get out of something.	
145. I sometimes try to get even rather than forgive and forget.	
146. There have been times when I was quite jealous of the good fortune of others.	
147. I have never deliberately said something that hurt someone's feelings.	

serial 32075

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75

page 04

In this section you are asked about different aspects of your work.

How often do you experience conflict with coworkers?

Never Rarely Seldom Sometimes
Often Very Often Constantly

How often do you experience conflict with your supervisor?

Never Rarely Seldom Sometimes
Often Very Often Constantly

How often do you think about resigning your current job?

Never Rarely Seldom Sometimes
Often Very Often Constantly

How likely is it that you will resign from your current job in the next several months?

Very likely Moderately likely Slightly likely
Neither likely nor unlikely Slightly unlikely
Moderately unlikely Very unlikely

All things considered, how desirable for you would resigning from your current job be?

Very desirable Desirable Slightly desirable Neutral
Slight undesirable Undesirable Very undesirable

How easy or difficult would it be financially for you to resign from your current job?

Very difficult Difficult Somewhat difficult
Neither easy nor difficult Somewhat easy
Easy Very easy

How easy or difficult would it be for you to resign from your current job in terms of finding other employment?

Very difficult Difficult Somewhat difficult
Neither easy nor difficult Somewhat easy
Easy Very easy

How easy or difficult would it be for you to resign from your current job in terms of your family and home life?

Very difficult Difficult Somewhat difficult
Neither easy nor difficult Somewhat easy
Easy Very easy

Please respond to the following items. These items will be used to summarize survey responses into meaningful groups such as length of work experience.

Including this year, how long have you worked for the parish school board system? For example, if you have been working for 12 years, put 1 in the top box and 2 in the lower box and darken the appropriate ovals.

YEARS

Including this year, how long have you worked for this school (in any capacity)?

Including this year, how long have you worked for this school in your present position?

How old were you on your last birthday?

Please indicate your gender: Male Female

Please indicate your race: White African-American American Indian
Hispanic Asian Other

Please indicate your level of education:

College graduate Master's + hours
Some graduate work Doctor's degree
Master's degree Other (explain)

Thank you for taking the time to complete this survey. Please feel free to add any comments on the back of this sheet.

serial 32075

4 Sir-Scan by MEC 388-1145 8 75

page 05

APPENDIX C1: SUPERVISOR SURVEY (PILOT STUDY)

Supervisor Survey

Please complete one of these single-page surveys for each teacher you supervise.
Part I: Please rate the teacher identified in terms of the following traits.
 Darken the number that corresponds to your best description of the teacher. Please
 answer all items. Please use a #2 pencil to complete this survey.

Teacher's Name _____

	Unsatisfactory	Excellent
Ability.....		
Accuracy.....		
Creativity.....		
Effort.....		
Gets job done.....		
Initiative.....		
Job knowledge.....		
Judgment.....		
Productivity.....		
Professional image.....		
Quality of work.....		
Responsibility.....		

Part II: Below are statements related to how teachers respond to various situations at work. Darken the number that corresponds to your best description of this particular teacher. Please answer all items.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Whenever this teacher is dissatisfied, he/she readily expresses it to other people.....					
2. This teacher frequently expresses dissatisfaction with the behavior of others.....					
3. This teacher usually vents his/her frustrations or dissatisfactions.....					
4. When people annoy this teacher, he/she tells them.....					
5. This teacher seldom informs others that he/she is disappointed.....					
6. This teacher usually keeps his/her discontent a secret.....					
7. When someone does something to make this teacher feel bad, he/she is likely to inform that person of his/her displeasure.....					
8. This teacher tends to complain a great deal.....					
9. This teacher seldom states his/her dissatisfaction with the behavior of others.....					
10. This teacher generally doesn't say much when he/she is dissatisfied.....					
11. This teacher usually vents his/her dissatisfaction.....					
12. This teacher keeps his/her dissatisfactions to his/herself.....					
13. When this teacher is unhappy or upset, he/she usually keeps it to his/herself.....					
14. When people or events don't meet this teacher's expectations, he/she usually communicates his/her dissatisfaction.....					

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APPENDIX C2: FOLLOW-UP SUPERVISOR SURVEY (PILOT STUDY)



LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE

William W. and Catherine M. Rucks Department of Management
E. J. Ourso College of Business Administration

FOLLOW-UP SUPERVISOR SURVEY

Teacher's Name:

Please complete one survey for each teacher you supervise. Please circle the number that corresponds to your response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. This teacher consumes a lot of time complaining about trivial matters.	1	2	3	4	5
2. This teacher always focuses on what's wrong, rather than the positive side.	1	2	3	4	5
3. This teacher tends to make "mountains out of molehills."	1	2	3	4	5
4. This teacher always finds fault with what the school is doing.	1	2	3	4	5
5. This teacher is the classic "squeaky wheel" that always needs greasing.	1	2	3	4	5

Again, thanks for your help. It has been invaluable and much appreciated!

APPENDIX D: LIST OF MEASURES (PILOT STUDY)

Unsportsmanship: (Workplace Whining) (Podsakoff & MacKenzie, 1989)

1. This teacher consumes a lot of time complaining about trivial matters.
2. This teacher always focuses on what's wrong, rather than the positive side.
3. This teacher tends to make "mountains out of molehills"
4. This teacher always finds fault with what the organization is doing.
5. This teacher is the classic "squeaky wheel" that always needs greasing

Propensity to Complain Scale (Cantrell & Kowalski, 1994)

1. Whenever this teacher is dissatisfied, he/she readily expresses it to other people.
2. This teacher frequently expresses dissatisfaction with the behavior of others.
3. This teacher doesn't usually vent his/her frustrations or dissatisfactions. ®
4. When people annoy this teacher, he/she tells them.
5. This teacher seldom informs others that he/she is disappointed. ®
6. This teacher usually keep his/her discontent a secret. ®
7. When someone does something to make this teacher feel bad, he/she is likely to inform that person of his/her displeasure.
8. This teacher tends to complain a great deal.
9. This teacher seldom states his/her dissatisfaction with the behavior of others. ®
10. This teacher generally doesn't say much when he/she is dissatisfied. ®
11. This teacher usually vents his/her dissatisfaction.
12. This teacher keeps his/her dissatisfaction to him/herself. ®
13. When this teacher is unhappy or upset, he/she usually keeps it to him/herself. ®
14. When people or events don't meet this teacher's expectations, he/she usually communicates his/her dissatisfaction.

Organizational-Based Self-Esteem (Pierce, Gardner, Cummings, & Dunham, 1989)

1. I count around here.
2. I am taken seriously around here.
3. I am important around here.
4. I am trusted around here.
5. There is faith in me around here.
6. I can make a difference around here.
7. I am valuable around here.
8. I am helpful around here.
9. I am efficient around here.
10. I am cooperative around here.

Negative Affectivity (Watson & Tellegen, 1985)

1. I often find myself worrying about something.
2. My feelings are hurt rather easily.
3. Often I get irritated at little annoyances.
4. I suffer from nervousness.
5. My mood often goes up and down.
6. I sometimes feel "just miserable" for no good reason.
7. I am easily startled by things that happen unexpectedly.

8. I often lose sleep over my worries.
9. Minor setbacks sometimes irritate me too much.
10. There are days when I'm "on edge" all of the time.
11. I am too sensitive for my own good.

Job Satisfaction (Chalykoff & Kochan, 1989)

All in all, how satisfied or dissatisfied are you with the following items pertaining to work:

1. Your job
2. Your pay
3. Your benefits
4. Promotion opportunities
5. The recognition you receive for a job well done
6. The amount of say you have in how work is to be done.

Affective Commitment (Meyer & Allen, 1991)

1. I would be very happy to spend the rest of my career with this organization.
2. I really feel as if this organization's problems are my own.
3. I do not feel a strong sense of "belonging" to my organization. ®
4. I do not feel "emotionally attached" to this organization. ®
5. I do not feel like "part of the family" at my organization. ®
6. This organization has a great deal of personal meaning for me.

Organizational Justice (Greenberg, 1986)

Procedural:

In this organization:

1. Consistent rules and procedures are used to make decisions about things that affect me.
2. Personal motives or biases influence decisions that affect me ®
3. Decisions that affect me are made ethically.
4. Accurate information is used to make decisions that affect me.
5. My input is obtained prior to making decisions.
6. I am given the opportunity to modify decisions that have already been made.
7. The reasons behind the decisions that affect me are explained.
8. Concern is shown for my rights.
9. There is a real interest in trying to be fair to me.

Distributive Justice (Price & Mueller, 1986)

I am fairly rewarded:

1. Considering the responsibilities I have.
2. Taking into account the amount of education and training that I have had.
3. In view of the amount of experience that I have.
4. For the amount of effort that I put forth.
5. For work that I have done well.
6. For the stresses and strains of my job.

Leader-Member Exchange (Scandura & Graen, 1984)

1. I know where I stand ... I usually know how satisfied my supervisor is with what I do.
2. My supervisor understands my job problems and needs.
3. My supervisor recognizes my potential.
4. Regardless of how much formal authority my supervisor has built into his/her position, he/she would use that power to help me solve problems at work.
5. My supervisor would "bail me out" at his/her expense.
6. I have an effective working relationship with my supervisor.
7. I would defend and justify my supervisor's decisions if he/she were not present to do so.

Job Performance (Greenhaus, Bedeian, & Mossholder, 1987)

Rate the teacher in terms of the following traits on a 5-point scale (1=Unsatisfactory, 5=Excellent)

1. Ability
2. Accuracy
3. Creativity
4. Effort
5. Gets job done
6. Initiative
7. Job knowledge
8. Judgment
9. Productivity
10. Professional image
11. Quality of work
12. Responsibility

Short Form of the Marlowe-Crowne Social Desirability Scale (Ballard, 1992)

1. I sometimes feel resentful when I don't get my way.®
2. On a few occasions, I have given up doing something because I thought too little of my ability. ®
3. There have been times when I felt like rebelling against people in authority even though I knew they were right. ®
4. No matter who I'm talking to, I'm always a good listener.
5. I can remember "playing sick" to get out of something. ®
6. There have been occasions when I took advantage of someone. ®
7. I'm always willing to admit it when I make a mistake.
8. I sometimes try to get even rather than forgive and forget. ®
9. I am always courteous, even to people who are disagreeable.
10. I have never been irked when people expressed ideas very different from my own.
11. There have been times when I was quite jealous of the good fortune of others. ®
12. I am sometimes irritated by people who ask favors of me. ®
13. I have never deliberately said something that hurt someone's feelings.

® = Reverse scored.

APPENDIX E: TEACHER COVER LETTER (FINAL STUDY)



LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
Department of Management • E. J. Ourso College of Business Administration

May 11, 1998

LSU Workplace Survey

Dear Survey Participant:

As a doctoral student in the College of Business Administration at Louisiana State University, I am currently working on my dissertation which focuses on employees' attitudes about their jobs and work environment. You are among a group of teachers from Lafourche Parish who have been chosen to participate in this study. Your completion of the survey is vitally important because you are representing the opinions, interests, and behaviors of teachers in Lafourche Parish. For the survey to be helpful in advancing existing knowledge of workplace relations, it is important that you provide honest and candid responses, and that you "tell it like it is."

The enclosed survey should only take about 20-25 minutes to complete. Your responses will be kept in the strictest confidence. An identification number printed on the survey will be used for data entry purposes only. I have enclosed a No. 2 pencil and a paper guide to aid you in filling in the survey. It is important that you completely fill in the whole oval that corresponds to each of your answers so that the computer scanner can pick up your answers. You need not return the pencil or paper guide to me.

When you have completed the survey, please check to be sure you have responded to all items. To further insure confidentiality, place your completed survey in the envelope provided and seal it. *Please return the sealed envelope containing the survey to your school's contact person within fourteen (14) days of receipt.* I am the only person who will open and have access to the surveys.

Whereas I know I cannot pay you enough for your time, to show my appreciation all completed surveys from this study will be entered in a random drawing for three \$100 cash prizes. Time is critical so please return the survey within the fourteen days so that you will be eligible for the drawing. Your time and cooperation are truly appreciated.

If you have any concerns, please feel free to contact me at (504)388-6110 (Office) or via e-mail at dnaheck@iamerica.net.

Sincerely,

Anita K. Heck
Ph.D. Candidate

Enclosure

Baton Rouge • Louisiana • USA • 70803-6312 • 504/388-6101 • Fax 504/388-6140

APPENDIX F: TEACHER SURVEY (FINAL STUDY)

Teacher Survey

The statements in this survey relate to your attitudes and feelings about your job, coworkers and school. Please read each statement carefully and indicate the extent to which you agree or disagree by darkening in the corresponding oval. Please use the enclosed #2 pencil to complete this survey.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1. I often find myself worrying about something.....						■
2. To a great extent my life is controlled by accidental happenings.....						■
3. Whether or not I get to be a leader depends mostly on my own ability.....						■
4. Often I get irritated at little annoyances.....						■
5. I have often found that what is going to happen will happen.....						■
6. I am too sensitive for my own good.....						■
7. Whether or not I get into a car accident depends mostly on how good a driver I am.....						■
8. When I make plans, I am almost certain to make them work.....						■
9. My feelings are hurt rather easily.....						■
10. Often there is no chance of protecting my personal interests from bad luck happenings.....						■
11. When I get what I want, it's usually because I'm lucky.....						■
12. I am easily startled by things that happen unexpectedly.....						■
13. How many friends I have depends on how nice a person I am.....						■
14. I often lose sleep over my worries.....						■
15. Whether or not I get into a car accident is mostly a matter of luck.....						■
16. I suffer from nervousness.....						■
17. It's not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.....						■
18. Whether or not I get to be a leader depends on whether I'm lucky enough to be in the right place at the right time.....						■
19. My mood often goes up and down.....						■
20. I can pretty much determine what will happen in my life.....						■
21. Minor setbacks sometimes irritate me too much.....						■
22. I am usually able to protect my personal interests.....						■
23. I sometimes feel "just miserable" for no good reason.....						■
24. When I get what I want, it's usually because I worked hard for it.....						■
25. My life is determined by my own actions.....						■
26. There are days when I'm "on edge" all of the time.....						■
27. It's chiefly a matter of fate whether or not I have a few friends or many friends.....						■

The following statements concern the way you feel about your supervisor and school.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
28. I am taken seriously around my school.....						■
29. I look forward to being with the members of my work group each day.....						■
30. There is faith in me around my school.....						■
31. I am cooperative around my school.....						■
32. In my school personal motives or biases influence decisions that affect me.....						■
33. I count around my school.....						■
34. I would be very happy to spend the rest of my career at my school.....						■
35. In my school decisions that affect me are made ethically.....						■
36. I am efficient around my school.....						■

serial 00405

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page 01

- | | Strongly
Disagree | Disagree | Neutral | Agree | Strongly
Agree |
|--|----------------------|----------|---------|-------|-------------------|
| 37. I feel that I have too few options to consider leaving my school..... | | | | | |
| 38. In my school I am given the opportunity to modify decisions that have already been made..... | | | | | |
| 39. I can make a difference around my school..... | | | | | |
| 40. In my school the reasons behind the decisions that affect me are explained..... | | | | | |
| 41. In my school there is a real interest in trying to be fair to me..... | | | | | |
| 42. I am valuable around my school..... | | | | | |
| 43. I am fairly rewarded considering the responsibilities I have..... | | | | | |
| 44. In my school my input is obtained prior to making decisions..... | | | | | |
| 45. I am fairly rewarded taking into account the amount of education and training that I have had..... | | | | | |

The following statements relate to various aspects of your job.

- | | Strongly
Disagree | Disagree | Neutral | Agree | Strongly
Agree |
|---|----------------------|----------|---------|-------|-------------------|
| 46. I am helpful around my school..... | | | | | |
| 47. In my school consistent rules and procedures are used to make decisions about things that affect me..... | | | | | |
| 48. I am fairly rewarded in view of the amount of experience that I have..... | | | | | |
| 49. My supervisor recognizes my potential..... | | | | | |
| 50. I do not feel like "part of the family" at my school..... | | | | | |
| 51. In my school accurate information is used to make decisions that affect me..... | | | | | |
| 52. I am fairly rewarded for the amount of effort that I put forth..... | | | | | |
| 53. In my school concern is shown for my rights.... | | | | | |
| 54. I am important around my school..... | | | | | |
| 55. I am fairly rewarded for the stresses and strains of my job..... | | | | | |
| 56. I know where I stand ... I usually know how satisfied my supervisor is with what I do..... | | | | | |
| 57. My supervisor understands my job problems and needs..... | | | | | |
| 58. I am fairly rewarded for work that I have done well..... | | | | | |
| 59. I do not feel a strong sense of "belonging" to my school..... | | | | | |
| 60. Regardless of how much formal authority my supervisor has built into his/her position, he/she would use that power to help me solve problems at work..... | | | | | |
| 61. My supervisor would "bail me out" at his/her expense..... | | | | | |
| 62. I have an effective working relationship with my supervisor..... | | | | | |
| 63. All in all, I am satisfied with promotion opportunities..... | | | | | |
| 64. The work group I belong to is a close one..... | | | | | |
| 65. I am trusted around my school..... | | | | | |
| 66. All in all, I am satisfied with my job..... | | | | | |
| 67. I would defend and justify my supervisor's decisions if he/she were not present to do so.. | | | | | |
| 68. Too much of my life would be disrupted if I decided I wanted to leave my school now..... | | | | | |
| 69. All in all, I am satisfied with the amount of say I have in how work is to be done..... | | | | | |
| 70. All in all, I am satisfied with my pay..... | | | | | |
| 71. I feel that I am really part of my work group..... | | | | | |
| 72. I really feel as if this school's problems are my own..... | | | | | |
| 73. I do not feel "emotionally attached" to my school..... | | | | | |

serial 00405

4 Sir-Scan by MEC 388-1145 s 75

page 02

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
74. My school has a great deal of personal meaning for me.....					
75. Right now, staying with my school is a matter of necessity as much as desire.....					
76. All in all, I am satisfied with my benefits.....					
77. It would be very hard for me to leave my school right now, even if I wanted to.....					
78. If I had not already put so much of myself into my school, I might consider working elsewhere.....					
79. I enjoy belonging to this work group because I am friends with many group members.....					
80. One of the few negative consequences of leaving my school would be the scarcity of available alternatives.....					
81. All in all, I am satisfied with the recognition I receive for a job well done.....					
82. If given the chance, I would leave my school and transfer to another.....					
83. Teachers in my school get along well together..					
84. Teachers in my school readily defend each other from criticism by outsiders.....					
85. I find that I generally do not get along with other teachers.....					
86. All in all, I am satisfied with my coworkers.....					
87. All in all, I am satisfied with my principal...					
88. All in all, I am satisfied with my school.....					

The following relates to the level of interpersonal conflict that exists in your job.

	Never True	Generally Not True	Sometimes True	Generally True	Almost Always True
89. Other teachers often do not agree with each other about how work should be handled.....					
90. I usually agree with the way other teachers think things should be done in my school.....					
91. My principal and I usually agree about what my job is, and the requirements I must fulfill.....					
92. I usually agree with the decisions my principal makes.....					

In the next section you are asked about how you respond to various situations at work.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
93. I help others who have been absent.....					
94. When I am unhappy or upset, I usually keep it to myself.....					
95. I am always ready to lend a helping hand to those around me.....					
96. I consider the impact of my actions on coworkers.....					
97. I consume a lot of time complaining about trivial matters.....					
98. I help orient new people even though it is not required.....					
99. I tend to make "mountains out of molehills."...					
100. I take steps to try to prevent problems with my coworkers.....					
101. I always find fault with what the school is doing.....					
102. I am the classic "squeaky wheel" that always needs greasing.....					
103. I help others who have heavy work loads.....					
104. Whenever I am dissatisfied, I readily express it to other people.....					
105. I frequently express dissatisfaction with the behavior of others.....					
106. I don't usually vent my frustrations or dissatisfactions.....					
107. When people annoy me, I tell them.....					
108. I willingly help others who have work related problems.....					

serial 00405

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page 03

- | | Strongly
Disagree | Disagree | Neutral | Agree | Strongly
Agree |
|--|----------------------|----------|---------|-------|-------------------|
| 109. I always focus on what's wrong, rather than the positive side..... | | | | | |
| 110. I seldom inform others that I am disappointed.. | | | | | |
| 111. I usually keep my discontent a secret..... | | | | | |
| 112. I do not abuse the rights of others..... | | | | | |
| 113. When someone does something to make me feel bad, I am likely to inform that person of my displeasure..... | | | | | |
| 114. I tend to complain a great deal..... | | | | | |
| 115. I seldom state my dissatisfaction with the behavior of others..... | | | | | |
| 116. I am mindful of how my behavior affects other people's jobs..... | | | | | |
| 117. I generally don't say much when I am dissatisfied..... | | | | | |
| 118. I try to avoid creating problems for coworkers..... | | | | | |
| 119. I usually vent my dissatisfaction..... | | | | | |
| 120. I keep my dissatisfactions to myself..... | | | | | |
| 121. When people or events don't meet my expectations, I usually communicate my dissatisfaction..... | | | | | |

The following statements represent the feelings people might have about themselves and others. IF a statement is TRUE or MOSTLY TRUE as applied to you, answer T. If a statement is FALSE or NOT USUALLY TRUE as applied to you, answer F.

- | | |
|---|--|
| 122. I don't seem to get what's coming to me. | |
| 123. I am sometimes irritated by people who ask favors of me. | |
| 124. Other people always seem to get the breaks. | |
| 125. There have been occasions when I took advantage of someone. | |
| 126. Although I don't show it, I am sometimes eaten up with jealousy. | |
| 127. I don't know any people that I downright hate. | |
| 128. If I let people see the way I feel, I'd be considered a hard person to get along with. | |
| 129. At times I feel I get a raw deal out of life. | |
| 130. When I disapprove of my friends' behavior, I let them know it. | |
| 131. I often find myself disagreeing with people. | |
| 132. I can't help getting into arguments when people disagree with me. | |
| 133. I have never been irked when people expressed ideas very different from my own. | |
| 134. I am always courteous, even to people who are disagreeable. | |
| 135. Even when my anger is aroused, I don't use "strong language." | |
| 136. Almost every week I see someone I dislike. | |
| 137. If somebody annoys me, I am apt to tell him what I think of him. | |
| 138. When people yell at me, I yell back. | |
| 139. When I get mad, I say nasty things. | |
| 140. I could not put someone in his place, even if he needed it. | |
| 141. I often make threats I don't really mean to carry out. | |
| 142. When arguing, I tend to raise my voice. | |
| 143. I generally cover up my poor opinion of others. | |
| 144. I demand that people respect my rights. | |
| 145. I would rather concede a point than get into an argument about it. | |
| 146. I sometimes feel resentful when I don't get my way. | |
| 147. I'm always willing to admit it when I make a mistake. | |
| 148. On a few occasions, I have given up doing something because I thought too little of my ability. | |
| 149. There have been times when I felt like rebelling against people in authority even though I knew they were right. | |
| 150. When I look back on what's happened to me, I can't help feeling mildly resentful. | |
| 151. No matter who I'm talking to, I'm always a good listener. | |
| 152. I can remember "playing sick" to get out of something. | |
| 153. I sometimes try to get even rather than forgive and forget. | |
| 154. There have been times when I was quite jealous of the good fortune of others. | |
| 155. I have never deliberately said something that hurt someone's feelings. | |

In this section you are asked about different aspects of your work.

- | | | | |
|---|------------|------------|-----------|
| 156. How often do you experience conflict with coworkers? | | | |
| Never | Rarely | Seldom | Sometimes |
| Often | Very Often | Constantly | |

serial 00405

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75

page 04

157. How often do you experience conflict with your supervisor?
 Never Rarely Seldom Sometimes
 Often Very Often Constantly
158. How often do you seriously consider quitting your job?
 Never Seldom Sometimes Often Constantly
159. How often do you think about leaving your current position?
 Never Seldom Sometimes Often Constantly
160. How likely is it that you will search for a position in another school?
 Very likely Slightly likely Neither likely nor unlikely
 Slightly unlikely Very unlikely
161. Do you want to quit your job? Yes No
162. Are you planning on quitting your job? Yes No
163. How often do you think about being absent?
 Never Rarely Seldom Sometimes
 Often Very often Constantly
164. On average, how often are you absent each month?
 For example, if you were absent 3 days, put 0
 in the left box and 3 in the right box and
 darken the appropriate ovals. days

The following items will be used to summarize survey responses into meaningful groups such as length of work experience.

Including this year, how long have you worked for the parish school board system? For example, if you have been working for 2 years, put 0 in the top box and 2 in the lower box and darken the appropriate ovals.

YEARS

Including this year, how long have you worked for this school (in any capacity)?

Including this year, how long have you worked for this school in your present position?

How old were you on your last birthday?

Please indicate your gender: Male Female

Please indicate your race: White Hispanic African-American Asian American Indian Other

Please indicate your level of education:

College graduate
 Some graduate work
 Master's degree

Master's + _____ hours
 Doctor's degree
 Other (explain) _____

Thank you for taking the time to complete this survey. Please feel free to add any comments on the back of this sheet.

serial 00405

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page 05

APPENDIX G: PRINCIPAL COVER LETTER (FINAL STUDY)



LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE

Department of Management • E. J. Ourso College of Business Administration

May 11, 1998

Principal
School Address

Dear _____:

As a doctoral student in the College of Business Administration at Louisiana State University, I am currently working on my dissertation, which focuses on employees' attitudes about their jobs and work environment. I would greatly appreciate your help in completing the enclosed surveys.

Please complete a Principal Survey for each of the teachers at your school using the enclosed No. 2 pencil. The last name and initial of the first name of the teachers are located at the top right hand corner of the surveys under the instructions. ***Individual responses to these surveys will be kept absolutely confidential at all times.*** I will be the only person with access to the surveys. To further insure confidentiality, place the completed surveys in the enclosed envelope, seal it. Should you have any questions or concerns, please feel free to contact me at (504)388-6110 (office), (504)447-5591 (home), or via internet at dnaheck@iamerica.net.

Whereas I know there is no way I can adequately compensate you for your time, the names of the teachers and principals who complete surveys will be entered in a random drawing for three \$100 cash prizes. Thank you for taking the time to complete the surveys. Again, your efforts and professional courtesy are truly appreciated.

Sincerely,

Anita K. Heck
Ph.D. Candidate

Enclosures

APPENDIX H: PRINCIPAL SURVEY (FINAL STUDY)

Principal Survey

Please complete one of these single-page surveys for each teacher you supervise.
Part I: Please rate the teacher identified in terms of the following traits.
 Darken the number that corresponds to your best description of the teacher. Please
 answer all items. Please use the enclosed #2 pencil to complete this survey.

	Unsatisfactory	Excellent
Ability.....		
Accuracy.....		
Creativity.....		
Effort.....		
Gets job done.....		
Initiative.....		
Job knowledge.....		
Judgment.....		
Productivity.....		
Professional image.....		
Quality of work.....		
Responsibility.....		

Part II: Below are statements related to how teachers respond to various
 situations at work. Darken the number that corresponds to your best description of
 this particular teacher. Please answer all items.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Whenever this teacher is dissatisfied, he/she readily expresses it to other people.....					
2. This teacher frequently does not express dissatisfaction with the behavior of others.....					
3. This teacher usually vents his/her frustrations or dissatisfactions.....					
4. When people annoy this teacher, he/she tells them.....					
5. This teacher seldom informs others that he/she is disappointed.....					
6. This teacher usually keeps his/her discontent a secret.....					
7. When someone does something to make this teacher feel bad, he/she is likely to inform that person of his/her displeasure.....					
8. This teacher tends to complain a great deal.....					
9. This teacher seldom states his/her dissatisfaction with the behavior of others.....					
10. This teacher generally doesn't say much when he/she is dissatisfied.....					
11. This teacher usually vents his/her dissatisfaction.....					
12. This teacher keeps his/her dissatisfactions to his/herself.....					
13. When this teacher is unhappy or upset, he/she usually keeps it to his/herself.....					
14. When people or events don't meet this teacher's expectations, he/she usually communicates his/her dissatisfaction.....					
15. This teacher consumes a lot of time complaining about trivial matters.....					
16. This teacher always focuses on what's wrong, rather than the positive side.....					
17. This teacher tends to make "mountains out of molehills".....					
18. This teacher always finds fault with what the school is doing.....					
19. This teacher is the classic "squeaky wheel" that always needs greasing.....					

APPENDIX I: LIST OF MEASURES (FINAL STUDY)

Unsportsmanship: (Workplace Whining) (Podsakoff & MacKenzie, 1989)

1. This teacher consumes a lot of time complaining about trivial matters.
2. This teacher always focuses on what's wrong, rather than the positive side.
3. This teacher tends to make "mountains out of molehills"
4. This teacher always finds fault with what the organization is doing.
5. This teacher is the classic "squeaky wheel" that always needs greasing

Organizational-Based Self-Esteem (Pierce, Gardner, Cummings, & Dunham, 1989)

1. I count around here.
2. I am taken seriously around here.
3. I am important around here.
4. I am trusted around here.
5. There is faith in me around here.
6. I can make a difference around here.
7. I am valuable around here.
8. I am helpful around here.
9. I am efficient around here.
10. I am cooperative around here.

Negative Affectivity (Watson & Tellegen, 1985)

1. I often find myself worrying about something.
2. My feelings are hurt rather easily.
3. Often I get irritated at little annoyances.
4. I suffer from nervousness.
5. My mood often goes up and down.
6. I sometimes feel "just miserable" for no good reason.
7. I am easily startled by things that happen unexpectedly.
8. I often lose sleep over my worries.
9. Minor setbacks sometimes irritate me too much.
10. There are days when I'm "on edge" all of the time.
11. I am too sensitive for my own good.

Job Satisfaction (Chalykoff & Kochan, 1989)

All in all, how satisfied or dissatisfied are you with the following items pertaining to work:

1. Your job
2. Your pay
3. Your benefits
4. Promotion opportunities
5. The recognition you receive for a job well done
6. The amount of say you have in how work is to be done.

Facet Satisfaction (Taylor & Bowers (1972)

1. All in all, I am satisfied with my coworkers.
2. All in all, I am satisfied with my principal.
3. All in all, I am satisfied with my school.

Affective Commitment (Meyer & Allen, 1991)

1. I would be very happy to spend the rest of my career with this organization.
2. I really feel as if this organization's problems are my own.
3. I do not feel a strong sense of "belonging" to my organization. ®
4. I do not feel "emotionally attached" to this organization. ®
5. I do not feel like "part of the family" at my organization. ®
6. This organization has a great deal of personal meaning for me.

Organizational Justice (Greenberg, 1986)Procedural:

In this organization:

1. Consistent rules and procedures are used to make decisions about things that affect me.
2. Personal motives or biases influence decisions that affect me ®
3. Decisions that affect me are made ethically.
4. Accurate information is used to make decisions that affect me.
5. My input is obtained prior to making decisions.
6. I am given the opportunity to modify decisions that have already been made.
7. The reasons behind the decisions that affect me are explained.
8. Concern is shown for my rights.
9. There is a real interest in trying to be fair to me.

Distributive Justice (Price & Mueller, 1986)

I am fairly rewarded:

1. Considering the responsibilities I have.
2. Taking into account the amount of education and training that I have had.
3. In view of the amount of experience that I have.
4. For the amount of effort that I put forth.
5. For work that I have done well.
6. For the stresses and strains of my job.

Leader-Member Exchange (Scandura & Graen, 1984)

1. I know where I stand ... I usually know how satisfied my supervisor is with what I do.
2. My supervisor understands my job problems and needs.
3. My supervisor recognizes my potential.
4. Regardless of how much formal authority my supervisor has built into his/her position, he/she would use that power to help me solve problems at work.
5. My supervisor would "bail me out" at his/her expense.
6. I have an effective working relationship with my supervisor.
7. I would defend and justify my supervisor's decisions if he/she were not present to do so.

Job Performance (Greenhaus, Bedeian, & Mossholder, 1987)

Rate the teacher in terms of the following traits on a 5-point scale (1=Unsatisfactory, 5=Excellent)

1. Ability
2. Accuracy
3. Creativity
4. Effort
5. Gets job done
6. Initiative
7. Job knowledge
8. Judgment
9. Productivity
10. Professional image
11. Quality of work
12. Responsibility

Short Form of the Marlowe-Crowne Social Desirability Scale (Ballard, 1992)

1. I sometimes feel resentful when I don't get my way. ®
2. On a few occasions, I have given up doing something because I thought too little of my ability. ®
3. There have been times when I felt like rebelling against people in authority even though I knew they were right. ®
4. No matter who I'm talking to, I'm always a good listener.
5. I can remember "playing sick" to get out of something. ®
6. There have been occasions when I took advantage of someone. ®
7. I'm always willing to admit it when I make a mistake.
8. I sometimes try to get even rather than forgive and forget. ®
9. I am always courteous, even to people who are disagreeable.
10. I have never been irked when people expressed ideas very different from my own.
11. There have been times when I was quite jealous of the good fortune of others. ®
12. I am sometimes irritated by people who ask favors of me. ®
13. I have never deliberately said something that hurt someone's feelings.

® = Reverse scored.

VITA

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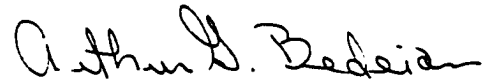
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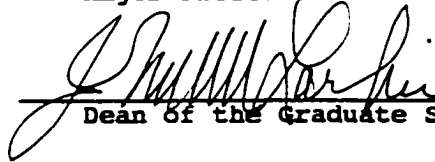
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Title of Dissertation: Workplace Whining: Antecedents and Process of Noninstrumental Complaining

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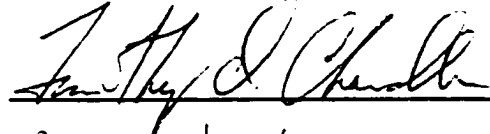


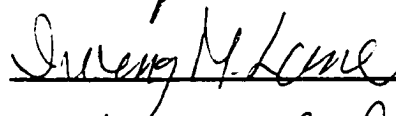
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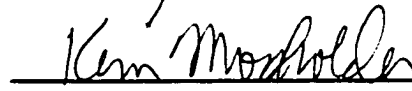


Dean of the Graduate School

EXAMINING COMMITTEE:









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