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探討在台越南學生工作需求、工作資源、工作/學習衝突與犬  
儒主義－社會文化和學習調整的干擾作用

The Study of the Influence Among Job Demand and Job Resource,  
Work-Study Conflict on Cynicism in Vietnamese Students in  
Taiwan--Moderating Effects of Sociocultural and Studying  
Adjustment

鄭氏行

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碩 士 學 位 論 文

探討在台越南學生工作需求、工作資源、工作/學習衝突與犬儒主義—  
社會文化和學習調整的干擾作用

The Study of the Influence Among Job Demand and Job  
Resource, Work-Study Conflict on Cynicism in Vietnamese  
Students in Taiwan--Moderating Effects of Sociocultural and  
Studying Adjustment

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# MBA RECOMMENDATION LETTER

## 準碩士推薦函

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2、在論文研究方面：\_\_\_\_鄭氏行\_\_\_\_君在學期間已完成下列論文：

(1)碩士論文：探討在台越南學生工作需求、工作資源、工作/學習衝  
突與犬儒主義——社會文化和學習調整的干擾作用

(2)學術期刊：2022 International Conference on Economic  
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申請資格，特向碩士資格審查小組推薦其初稿，名稱：探討在台越南學  
生工作需求、工作資源、工作/學習衝突與犬儒主義——社會文化和學  
習調整的干擾作用，以參加碩士論文口試。

指導教授：紀信芝 簽章

中華民國 年 月 日

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There have been so many people who have inspired me throughout this academic journey. I dedicate this thesis to individuals who have played a vital role in completing this thesis.

Firstly, I would like to devote my indebted thankfulness to my supervisor Professor Hsin-kuang Chi, for his guidance, kindness, patience, time, and utmost effort during the whole process of my dissertation writing process.

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Finally, I also want to say thank you to the respondents who are helping me fill out the questionnaire.

Due to limited time and experience, the thesis cannot avoid shortcomings. I look forward to receiving valuable contributions from Professors and interested readers.

Trinh Thi Hanh

June 2022

論文題目：探討在台越南學生工作需求、工作資源、工作/學習衝突與犬儒主義—社會文化和學習調整的干擾作用

研究生：鄭氏行

指導教授：紀信光 博士

### 論文摘要內容：

工作與家庭責任之間的衝突已被廣泛研究。然而，研究最近擴大到包括就業和家庭以外的角色。例如，一些學者研究了工作和學校職責之間的緊張關係。然而，這些研究主要集中在學術和個人影響上。因此，目前的研究旨在研究工作需求、工作資源、工作-學校衝突和憤世嫉俗之間的關係。然後，該研究以社會文化和學習調整為中介，預測了工作需求/工作資源與犬儒主義之間的關係。最後，我們想探討工作需求和工作資源影響犬儒主義的中介過程。這項研究包括 247 名越南學生，他們完成了一項關於他們對工作和學校態度的調查。本研究採用定量研究方法來檢驗變量之間的關係。SPSS 26 版軟件用於分析數據。這項研究擴展了之前的研究，長時間工作並暴露於生產力較低的工作環境的學生更有可能經歷工作與學校的衝突，這反過來又會導致自我懷疑。

根據研究結果，主要研究結果表明：（1）工作需求對工作學習衝突和犬儒主義都有顯著的正向影響。（2）工作資源對工作學習衝突和犬儒主義都有顯著但非負面影響。（3）社會文化和學習調整的調節作用對工作需求/工作資源與工作學習衝突之間的關係沒有顯著影響。（4）工作學習衝突的中介作用對工作需求/工作資源與犬儒主義的關係有顯著影響。

這些發現表明，雇主和大學管理者需要意識到就業/學生的積極和消極影響，從而控制學生在學校的學習時間，為學生創造良好的環境，以實現工作和學習的高效率。

**關鍵詞：**工作需求、工作資源、工作/學習衝突、犬儒主義、社會文化和學習調整、越南學生



Title of Thesis: The Study of the Influence Among Job Demand and Job Resource, Work-Study Conflict on Cynicism in Vietnamese Students in Taiwan-- Moderating Effects of Sociocultural and Studying Adjustment

Department: Master Program in Management Sciences, Department of Business Administration, Nanhua University

Graduate Date: June 2022

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### **ABSTRACT**

The conflict between work and family duties has been extensively examined. However, research has recently expanded to include roles other than employment and family. A few scholars, for example, have looked at the tension between job and school duties. However, these researches have mostly focused on scholastic and personal effects. As a result, the current study aims to look at the relationship between Job Demand, Job Resource, Work–School Conflict, and Cynicism. Then, the study predicts the relationship between Job Demand/ Job Resource and Cynicism using sociocultural and study adjustment as a mediator. Finally, we want to explore the mediating process through which Job Demand and Job Resource influence Cynicism. This study included 247 Vietnamese students who completed a survey regarding their attitudes toward work and school. This study uses quantitative research methods to examine the relationship among variables. SPSS version 26 software was used for analyzing the data. This study expands on previous research, students who work long hours and are exposed to less productive work environments are more likely to experience work-school conflict, which in turn can lead to self-doubt.

According to the results, the main findings indicated that: (1) Job demand has a significantly positive impact on both WSC and Cynicism. (2) Job resource has a significant but not negative impact on both WSC and Cynicism. (3) The moderating effect of Sociocultural and studying adjustment has no significant impact on the relationship between Job Demand/ Job resource and WSC. (4) The mediating effect of Work study conflict has a significant impact on the relationship between Job demand/ Job Resource and Cynicism.

These findings suggest that employers and university administrators need to be aware of both the positive and negative effects of employment/ student, therefore controlling student's study time at school and creating a good environment for students to achieve high efficiency in work and study.

***Keywords:* Job demand, Job Resource, Work-Study conflict, Cynicism, Sociocultural and studying adjustment, Vietnamese students**



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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Research Background and Motivation**

According to Yang et al., 2011, studying overseas has been defined as a beneficial experience for students who leave their families. Nowadays, studying abroad is a path that many young people choose to gain more knowledge for their future. Studying abroad in a new land is an opportunity for students to discover cultures, how to contact, get to know, and deal with people, and sometimes challenges, and urges themselves to find figure out how to solve their problems. And Taiwan is one of the countries that young people are interested in and want to study abroad. Taiwan is not only famous as the most beautiful island nation in Southeast Asia, but the quality of education in this country is not inferior to that of the leading developed countries in the world. When studying in Taiwan, international students are supported with maximum part-time jobs with attractive income, along with a variety of scholarships from the government as well as organizations to minimize living costs fees for foreign students to study in this country. This is one of the reasons why young people choose Taiwan to study abroad, including many Vietnamese students.

In 2019, there were 17,421 Vietnamese students in Taiwan, according to Taiwanese government figures. As a result of the migration, Vietnamese students are currently the second-largest student nationality in Taiwan, trailing only Chinese students. TAIPEI (Taiwan News) – Despite the effects of the coronavirus, the amount of Vietnamese students in Taiwan has increased by 330 % in the



previous three years, according to Taiwan News. Despite the COVID-19 epidemic, the number of Vietnamese students pursuing programs in Taiwan is nearly the same as the previous year, according to Central News Agency. Most of those students are studying Mandarin in order to advance their careers with Taiwanese companies in both Taiwan as well as Vietnam.

Benefits of a higher education degree are obvious; however, rising tuition, fees, and book prices can start causing financial stress for those registered in college as well as may even discourage individuals from enrolling in college if they perceive the financial burden to be too great (Assistance, 2012). Given these budget constraints, most college students are obliged to work to cover tuition, fees, as well as living costs.

In fact, many students do not have enough points and must retake the subject or risk losing their scholarship. They don't maintain a good balance between studying and doing when they study while doing. Consequently, despite being provided in the best possible circumstances, the stress, and strain of work and study exhaust students, resulting in a conflict between work and study. This leads to cynicism in students. Based on past research, this study focuses on the primary elements that influence student cynicism (Job demand and Job Resource, Work-Study conflict, Cynicism, sociocultural and studying adjustment)

## **1.2 Research Objectives**

There are seven main purposes of this study

- To examine the relationship among the following variables: Job demand and Job Resource, Work-Study conflict, Cynicism, and sociocultural & studying adjustment;

- To analyze the impact of job resources on work-school conflict and cynicism;
- To analyze the impact of job demand on work-school conflict and cynicism;
- To analyze the impact of work-school conflict on cynicism;
- To investigate the moderating effects of sociocultural and studying adjustment on the relationship of job demand, job resource, and work-school conflict;
- To investigate the mediation effects of Work- study conflict on the relationship between job demand/ job resource, and Cynicism;
- To identify the sources of differences based on demographic characteristics such as gender, education, marital status, job longevity, time to work in Taiwan, and income.

### **1.3 Subject and Research Scope**

Based on the above discussion, the scope of study developed as presented in the table below in detail:

Table 1-1 The Scope of the Study

Items	Scope of The Study
<b>Types of research</b>	The nature of the study is quantitative research. A literature view was conducted to review the theoretical research including approach, research framework, and hypotheses. The research methodology was designed to collect data and analyze data to test the hypotheses and to find the result.
<b>Key Issue</b>	Examine the relationship among the following variables: Job demand and Job Resource, Work-Study conflict, and Cynicism - sociocultural adjustment
<b>Independent Variables</b>	Job demand and Job resource
<b>Dependent Variables</b>	Cynicism
<b>Moderating variable</b>	Sociocultural and studying adjustment
<b>Mediating variable</b>	Work -school conflict
<b>Research Study Location</b>	Taiwan
<b>Analyzed Unit</b>	Vietnamese students work part-time in Taiwan
<b>Research Method and Data analysis</b>	Quantitative approach questionnaire survey, using SPSS version 26 to analyze the data

Source: This study

## 1.4 Procedure and Research Structure

Figure 1.1 depicts the research flow, which includes research background and motivation, literature review, hypothesis generation, research model, questionnaire design, data collection, data analysis and test, results and discussion, and conclusion and discussion.

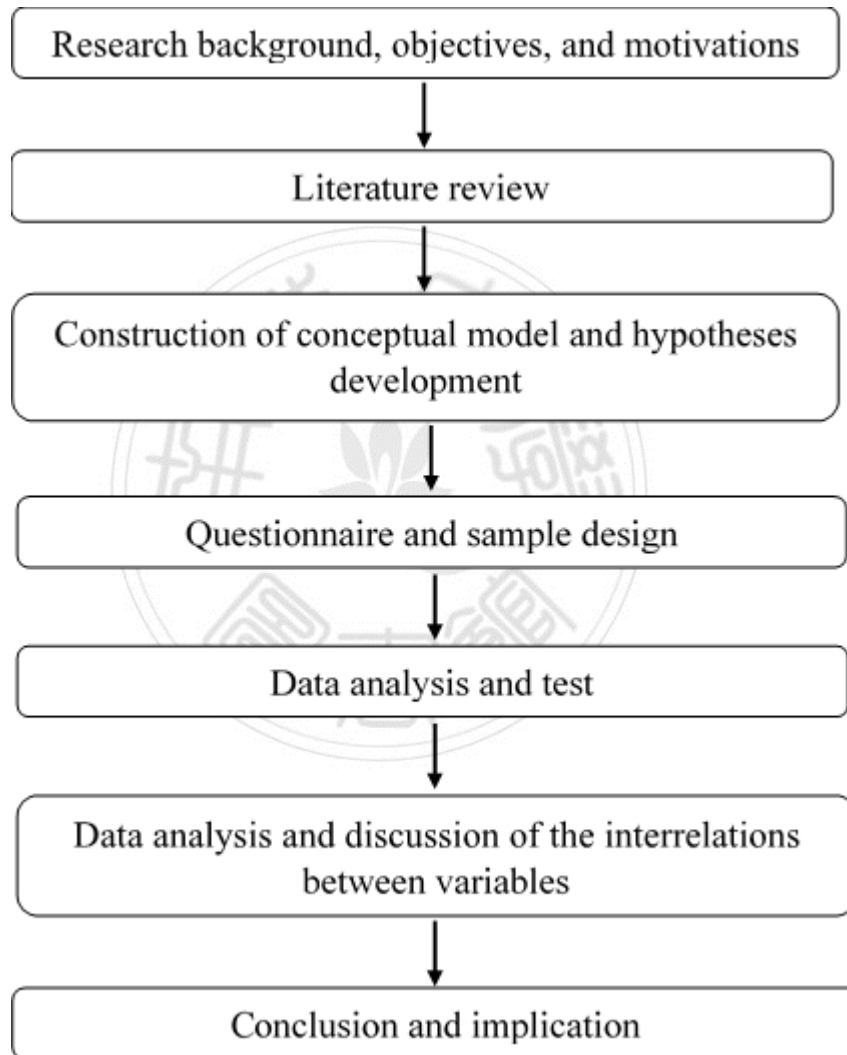


Figure 1-1-The research procedure

## Research Structure

The research report includes five chapters which are summarized in the following manner:

### **Chapter 1:** Introduction

This chapter discusses the research background, motivation, as well as the study's aims and structure. Main variables are also presented, as well as a conceptual framework.

### **Chapter 2:** Literature review

In this chapter, the previous literature related to Job demand and Job Resource, Work-Study conflict, and Cynicism - The moderating effect of sociocultural and studying adjustment is described to support this study. Each research construct's description is further examined, and lastly, hypotheses are given to incorporate the findings of past investigations.

### **Chapter 3:** Research design and methodology

The chapter describes the research's conceptual model, construct measurement, and research design. In addition, the sampling plan, questionnaire design, and data collection procedures have been presented.

### **Chapter 4:** Research analysis and results

The first section of this chapter displays the essential characteristics of survey participants, explanatory statistics of survey items, factor analysis, and reliability test findings for each research construct item. This chapter presents the outcome of data analysis by using factor analysis and reliability tests, independent sample t-test, correlation, and regression.

## Chapter 5: Conclusions

This chapter summarizes major findings and conclusions. Suggestions for future study and practical consequences of the findings will be provided.



## CHAPTER TWO

### LITERATURE REVIEW

The chapter will be a discussion of some theories related to research objectives and hypotheses. The chapter focuses on these categories: theoretical background; literature on job demand, job resource, job control, work interpersonal support, work-school conflict, cynicism, sociocultural and studying adjustment; and the interrelations among variables.

#### **2.1 Theoretical Background of the Study**

##### ***2.1.1 Theory of Job demand***

During the last decade, the series of research applying the job demands-resources framework (JD-R) gradually grew (Bakker et al., 2007; Demerouti & Bakker, 2011). Job burnout (Bakker et al., 2005, 2008; Demerouti et al., 2001), organizational dedication, work satisfaction (Bakker et al., 2010), connection (Lewig et al., 2007), as well as work commitment have all been predicted using the model. (Bakker et al., 2007). Additionally, the JD-R paradigm has been used to forecast the results of these situations, such as sick absence (Bakker et al., 2003a; Clausen et al., 2012; Schaufeli et al., 2009) as well as job performance (e.g., Clausen et al., 2012). (Bakker et al., 2008). The Job demand- resource theory has matured into a theory as a result of numerous research, novel propositions, and meta-analyses (Crawford et al., 2010; Nahrgang et al., 2011; Halbesleben, 2010).

One of the major reasons supporting the JD-R theory's appeal is its adaptability. Based on the theory, all working place conditions or job characteristics could be classified into two groups: job demands as well as job resources. In a conclusion, the idea can be used in every work environment and

tailored to the particular job in question. Job demands are the physical, mental, social, or organizational aspects of the job that involve sustained physical and/or mental effort and are consequently associated with specific physical and/or psychological costs (Demerouti et al., 2001). High work stress and emotionally taxing contacts with customers are two examples. Although job demands are not really necessarily undesirable, they might become a burden when meeting those needs involves a large amount of exertion from which the person has not recovered adequately (Meijman and Mulder, 1998). Job resources are those physiological, psychological, sociological, or organizational aspects of a job that are: (a) effective in achieving work goals; (b) lessen job demands and the associated psychophysiological costs; or (c) promote personal progress, learning, and improvement (Bakker & Demerouti, 2007; Demerouti & Bakker, 2011). As an outcome, resources are valued not merely for meeting job demands, but also for their own sake. While there are significant differences in levels of specified job demands as well as resources in almost every occupational category (for example, work stress and independence), both these job demands as well as resources are distinctive. Whereas physical demands continue to be important for construction employees and nursing, cognitive demands are significantly more important for researchers and technologists.

### ***2.1.2 Theory of Job resource***

The proposed theoretical model is based on the principle of resource conservation by Hobfoll, 1989. A person is motivated to maintain and gain resources, which (*Social and Psychological Resources and Adaptation - Stevan E. Hobfoll, 2002, n.d.*) describes as "items that are either centrally considered in and of themselves or function as a tool to accomplish centrally valued purposes". COR



theory, in particular, articulates some theoretical tenets pertinent to the present study.

The principal and most important premise of Conservation of Resources hypothesize seems to be that resource loss encourages people to keep what they have and/or invest in additional resources to compensate (Hobfoll, 1989). The model emphasizes that resource loss can become an especially distressing experience for humans, and people's ability to compensate for resource loss through resource investment.

Another Conservation of Resources Theory concept is that resources could promote humans' acquisition of more resources, a process known as a resource "obtain spiral" (Hakanen et al., 2008). Likewise, the Conservation of Resources model recognizes that past resource losses may increase the probability of upcoming resource losses, a phenomenon known as the resource "loss cycle" (Halbesleben et al., 2014). Early resource profits or losses, according to this Conservation of Resources Theory premise, typically result in additional resource gains or losses (c.f., Hobfoll 1989, 2001, 2002) for detailed discussions of gain and loss spirals).

## **2.2 Conceptualization of Research Construct**

### ***2.2.1 Job demand***

Demands are defined as "the level of impulses in the environment that necessitate attention and response" (Jones and Fletcher, 1996). The "things that must be done" are referred to as demands. Every job necessitates the completion of some task. Job demands, in this context, refer to psychological pressures, primarily connected to workload and time constraints (Karasek, 1979; Karasek and Theorell, 1990).

According to the Job Demands-Resources theory, job demands are the physiological, sociological, mental, or organizational components of the job that need sustained physiological or psychological (conceptual as well as emotional) effort or abilities, and are consequently associated with particular physical and/or psychological costs. High job pressure, an unpleasant physical environment, and irregular working hours are just a few examples. Although job demands are not always unpleasant, they might become job stresses if meeting those needs requires a large amount of exertion from which the person does not recover effectively (Meijman and Mulder, 1998).

Employees can apply a performance safeguard approach when presented with large job demands, as per Hockey's (1993) control framework of demand management. They will collect extra power to compensate for exhaustion through psychological effort in order to keep the optimum performance level. This means that when humans become exhausted as a result of environmental demands, people will be unable to function well since their energy resources have been depleted. Veldhuizen et al. (2003) discovered that weary participants had difficulty investing adequate energy in their responsibilities while employing office chores to imitate a working day. Furthermore, the performance outcomes of weary individuals were lower because they responded more slowly and provided a lower percentage of acceptable responses. Furthermore, fatigued individuals did not appear to do especially well in the evening, despite putting in more exertion than people's non-exhausted counterparts. It means that feelings of (heightened) tiredness may moderate the influence of job demands on performance (Hockey, 1993).

### **2.2.2 Job Resource**

(Demerouti et al., 2001) proposed a burnout paradigm that is based on two categories of working scenarios: job demands as well as job resources. As per the job demands-resources model, job resources are physiological, mental, social, or organizational facets of a job that (1) minimize job demands as well as the linked physiological, as well as psychological costs; (2) are operable in obtaining work goals; and (3) encourage self -improvement, studying, and progression. As a result, resources are not only required to meet work demands and 'get things done,' but they are also significant in their own right (Hobfoll, 2002).

This process connects job resources to organizational results through engagement (e.g., turnover intention). Job resources might be intrinsically motivating. After all, they promote employees' progress, development as well as learning, or they might act as an extrinsic motivator by assisting in the achievement of work objectives. In the last case, job resources meet fundamental human needs like competence (White, 1959), autonomy (DeCharms, 1968; White, 1959), and relatedness (Baumeister & Leary, 2017). Work environments that promote mental autonomy, ability, and close relationships boost well-being (i.e., vitality) (Deci and Ryan, 1985) and raise internal motivation (Ryan and Frederick, 1997). Appropriate comments, for example, stimulate learning as well as hence increase work skills, while decision flexibility as well as social support, respectively, meet the desire for autonomy as well as a demand to contribute. Job Characteristics Theory recognizes the natural motivating ability of job resources (Hackman & Oldham, 1980).

### **2.2.3 Job Control**

A perspective of control is really the resource that enhances workplace conditions (Hobfoll, 2001). Job control improves a person's capacity to select options, practice professional autonomy, as well as get more resources at their work (Leiter and Maslach, 2004). As per the Job demand-resource theory (Demerouti et al., 2001), it might be more correlated to depersonalization and individual achievement as a resource. Leiter (1990) discovered that, as previously stated, work-setting resources were more associated with depersonalization as well as (lower) personal accomplishment. Job control, as an occupational resource in terms of power and freedom, may exhibit a similar pattern. As a result, the present study investigated job control like a working resource that can impact several facets of cynicism.

Job control is indeed a wide word that relates to the level at that employees have control over their activities (Ganster et al., 1989). Job control contains sub-constructs including decision flexibility, decision power, skill discretion, or autonomy. According to (Hystad et al., 2011), the foundation of work control is decision latitude, which is comprised of decision power and skill discretion. The ability to make judgments on the job is referred to as decision authority, whereas the ability to pick from several talents that can be employed at work is referred to as skill discretion (Hystad et al., 2011). Control over one's immediate schedule as well as obligations is referred to as autonomy (Spector, 1998).

Employees in non-human occupations can benefit from job control, for example, while dealing with job overburden. Nonetheless, job control will be more advantageous when the circumstance is unclear as well as unforeseen. Human care providers invest more time dealing with another, which may restrict the extent of

their activity (Diefendorff et al., 2006). As a result, employees pursuing human service fields may advantage by more control in interpersonal interactions in adding to traditional job control.

When employees get more control over their jobs, their behaviors are more freely selected – and this may lead to higher job satisfaction as well as commitment. The decision-making process has a long-term influence on employees' perceptions of organizational culture as well as the level of responsibility they accept for its consequences. Participatory decision-making is a foundation of work enrichment methods (Hackman, 1986), as well as its ability to elicit commitment as it is for its ability to make appropriate use of expertise and experience among colleagues. Active engagement in an overall organisational decision has really been linked to better levels of effectiveness and reduced levels of burnout (Cherniss, 1980; Leiter, 1992; Lee and Ashforth, 1993).

#### ***2.2.4 Work interpersonal support***

Interpersonal supports involve activities or tactics offered by colleagues, instructors, families, and local residents that improve students' overall interpersonal abilities in preparation for increasing social contact with just or more people. Joint attention, fake play, social as well as perspective-taking, community interactions, and sociocultural problem-solving are among the tasks or abilities to be focused on. (Luiselli et al., 2008) Interpersonal supports represent the concept that encouraging social contact is an important component of an individual's personal workday and it must take place with a range of social relationships. This is an expansion of professional generalization help delivered in the form of individual or small team sessions. A significant element of interpersonal support is a change in attention away from both the student and toward training as well as

teaching individuals about the student's interactive environment in order to successfully promote acceptable social interconnection (Marans et al. in Volkmar et al., 2005).

### **2.2.5 *Work-study conflict (WSC)***

Role theory is one theoretical paradigm that has the potential to help us comprehend the work-study relationship (Broadbridge & Swanson, 2005; Butler, 2007). According to role theory, everyone has several role memberships during their lives, and maintaining various roles can be difficult. Role theory, which is developed from a scarcity paradigm in which individuals have scarce resources, proposes that engagement in many domains like work as well as a university can lead to multi-conflict (Greenberger & Steinberg, 1981). Work-school conflict may thus be characterized as the extent to which work affects or hinders a student's ability to satisfy school-related duties, requirements, tasks, and so on (Markel & Frone, 1998). According to Markel and Frone (1998), job and school are expected to be important life contexts in adolescence. According to empirical research, the number of hours spent every week in paid job is positively related to a perception of conflict between two variables work and study among teenagers and mature people (Hammer et al., 1998; Markel & Frone, 1998).

### **2.2.6 *Cynicism***

The early study described cynicism as a negative attitude toward and suspicion of others (Cook & Medley, 1954).

Cynicism relates to negative thoughts and feelings regarding a person, organization, philosophy, social tradition, or organization (Andersson & Bateman, 1997).

Cynicism has its origins in archaic Greek civilization as well as is now recognized as a self impairment, from a psychoanalytic standpoint, it is a situation in which one maintains the negative ethic with (a) the individual's kindness, (b) inner unrest, as well as (c) language behavior (Eiguer, 1999) or human's unbelief in their world in real friendship, romance, or compassion for the others (Bonime, 1966). From a socio-analytic standpoint, cynicism is the perception that a specific institution or group lacks the potential to approach everyone else with faith and love (Sievers, 2007). The previous research on cynicism offers numerous explanations and conceptions; the definition of cynicism is discussed under 6 core constructs by different researchers in various forms (i) interpersonal cynicism (Cook & Medley, 1954), (ii) community and organizational cynicism (Kanter & Mirvis, 1989), (iii) expert cynicism (O'Connell et al., 1986), (iv) worker cynicism (Dean et al., 1998). Cynicism has been conceptualized differently in the scope of much research undertaken by scholars, but the general focal point of them as well is that cynicism is indeed a negative (a) belief, (b) emotion, and (c) behavior (Brandes et al., 1999); Dean et al., 1998). In reality, in the research, cynicism is frequently mislabeled as "skepticism" and "distrust."

Cynicism has been described and examined from a variety of perspectives, including as a personality characteristic, a belief, an emotion, and as both a global and specialized trait (Scott and Zweig, 2008). Cynicism is defined as a mindset marked by hopelessness, despair, and disillusionment, as well as derision, disgust, and distrust (Andersson, 1996). In other terms, cynicism is characterized as an individual's unfavorable emotions about their organisations, such as mistrust, resentment, disappointment, and hopelessness (Steinmüller, 2014; Tayfun and atr, 2014).

Cynicism is entirely dependent on a person's experiences, as well as it includes profoundly emotive elements like irritation, despair, embarrassment, and disgust (Brandes et al., 1999; Dean et al., 1998). Cynics, for instance, are pessimistic about organizational reform because they recall previous failures (Stanley et al., 2005).

### ***2.2.7 Sociocultural and studying adjustment***

In reality, there has been a lot of research done on the elements and procedures that help or hinder their mental, socio, cultural, as well as educational adjustment (Chataway & Berry, 1989; Wang & Mallinckrodt, 2006).

Culture relates to the shared characteristics of a bunch of people in terms of languages, religions, cuisines, social habits, arts, and music. Participants of one team or section of individuals are distinguished from those of some through collective mind programming (Hofstede, 1991).

According to Furnham and Bochner (1986), a sociocultural adjustment involves "expressing an attitude, emotions, and expression, adopting the suitable proxemic posture, knowing the visual attention patterns of the individuals they are conversing with, trying to carry out ritualized habits including salutations, leave-taking, self-disclosure, generating or rejecting requirements, as well as affirming themselves.'

Cross-cultural Adjustment is generally defined as the level of psychological ease an international has with the diverse features of local culture (Black and Stephens, 1989; Gregersen and Black, 1990). This is space-time and principal output in an emigrant assignment that influences the growth of secondary or even more distal living abroad adaptation like pressure and stress (Hechanova et al.,



2003), work gratification (Takeuchi et al., 2002), overall organisational commitment (Nauman, 1993; Shaffer and Harrison, 1998), performance (Kim and Slocum, 2008; Shay and Baack, 2006), as well as turnover intentions (Hechanova et al., 2003). According to Wang (2002), migrants with better mental well-being get a great grasp of the national culture, self-confidence, established ties with host region locals, and a defined sense of personal objectives and career advancement. The research distinguishes three key elements of cross-cultural adjustment: (1) basic adjustment- it's really the level of comfort with common living conditions, such as climate, healthcare facilities, and cuisine; (2) relationship adjustment- this is the connection with host area nationals; as well as (3) work adjustment- it contains performance requirements, job, and managerial responsibilities. Cross-cultural Adjustment has been proposed as a major indication and factor of expatriate performance in overseas assignments (Templer et al., 2006).

## **2.3 Hypotheses Development**

### ***2.3.1 The Relationship between Job resource and Cynicism***

Following to COR model (Hobfoll, 1989,1998), if individuals suffer resource loss, they adjust by seeking to minimize the loss while maximizing resource return. They frequently employ other resources to accomplish this. When situations at work or elsewhere threaten people's ability to achieve or retain resources, strain occurs. According to the COR concept, stress develops if one of three circumstances exist: (1) resources are endangered, (2) resources are lost, (3) people spend resources but do not receive the expected return. According to the COR hypothesis (Hobfoll, 1988, 1998), since individuals attempt to safeguard themselves against resource loss, the loss is more prominent than gain, and thus employees are much more susceptible to workplace pressures that endanger their

resources. For instance, for lecturers, the need to discipline children and deal with bad comments from their bosses will be more important than whatever benefits they may obtain. The strain of interpersonal conflict is more pronounced in the burnout phenomena (Leiter and Maslach, 1988).

In the Job demand- resource model's recommended procedure, a shortage of job resources prevents real target achievement, resulting in failure as well as a disappointment (Bakker et al., 2003). When firms fail to offer their employees enough job resources, the effect is employee withdrawal and lower commitment (Bakker et al, 2003; Demerouti et al., 2001). Such findings might be interpreted as self-protective mechanisms which prevent the emergence of employee dissatisfaction as a result of failing to meet work-related objectives (cf. Hackman and Oldham, 1980). Indeed, according to Hobfoll's (1989) COR concept, individuals desire to acquire and retain (work) resources, and events are viewed as distressing when loss or just the threat of loss happens, or when gaining job resources fails. Employees will aim to limit losses in order to reduce their stress levels. One method is to establish a detached attitude about the job (Wright and Bonett, 1997). The most significant result of a shortage of job resources, according to the prognosis, is cynicism (cf. Bakker and Demerouti, 2007; Demerouti et al., 2001).

*Hypothesis 1: Job resources will negatively impact Cynicism*

### **2.3.2 The Relationship between Job demand and Cynicism**

Some scholars have proposed conceptual burnout components, as well as the ubiquity of numerous measures, reflecting these differing perspectives on the structure (Mathiesen and Dyregrov, 1992; Shirom and Melamed, 2006; Malach Pines, 2005). This Maslach Burnout Inventory is the most widely used burnout

metric (MBI; Maslach et al., 2001). The MBIMaslach Burnout Inventory is divided into three subscales: weariness, cynicism, as well as a decreased personal accomplishment. It has been theorized that these constructions will gradually arise in this order, resulting in a downhill spiraling of resources (Taris, LeBlanc, Schaufeli, and Schreurs, 2005; Wright and Hobfoll, 2004). Exhaustion is defined as a sensation of being unable to contribute any further emotionally to the task because one has nothing else to contribute (Maslach and Goldberg, 1998; Maslach et al., 2001). Depersonalization, subsequently renamed cynicism, is an effort to detach yourself from one's profession and customers by purposefully neglecting the distinctive and interesting features of the job as well as clientele. Personal achievement is reduced when one's considered professional usefulness is reduced (Maslach and Leiter, 1997). The MBI has received the most attention in the literature, while the other measures do not share the singular complete theory or metric. As a result, the current article focuses entirely on the Maslach Burnout Inventory.

Stressors, which are stimuli to which a person responds with stress perceptions, are a form of demand in all the Conservation of Resources theories as well as play an important part in the burnout cycle (Hobfoll and Shirom, 1993). Job demand damage and reduce one's resources, as well as long-term exposure, which causes emotional tiredness, cynicism, as well as decreased individual success (Hobfoll and Freedy, 1993). The majority of jobs involve a variety of task needs as well as responsibilities. The main role of stressors is demanded that arise as an outcome of the employee's many job requirements or duties, like role uncertainty, role conflict, as well as workload (Landy and Conte, 2007). The magnitude to which a person is unsure about his or her obligations at work, or

even when role-related info is ambiguous, is referred to as role ambiguity (Fried et al., 2008). When an employee faces contradictory demands at work, he or she is said to be in a role conflict (Fried et al., 2008). The workload is an overabundance of demands at work (Maslach et al., 2001). Extended exposure to any of these demands is a component of the burnout cycle as well as causes greater strain (Hobfoll, 1989; Bakker and Demerouti, 2007).

*Hypothesis 2: Job demand will positively impact Cynicism*

### **2.3.3 The Relationship between Job demand and work school conflict**

Time is a finite resource, as well as the time obligations of university students to paid jobs, restrict the time possible to accomplish obligations needed of another function. As a result, it is reasonable to predict that disproportionate time spent on paid work will make fulfilling university standards required more challenging for students, leading to an increase in a feeling of work-to-school conflict. According to the findings of this research, job demands will have a favorable relationship with persons' reports of Work-study conflict.

Firstly, job demands are "the physical, mental, social, or organisational components of the job that need persistent physical and/or mental (cognitive and emotional) exertion or abilities." As a result (Bakker and Demerouti 2007), higher degrees of job demands can be connected with higher pressure for workers to commit more time as well as effort to the work-related tasks. Working students may seem forced to miss classes, neglect school-related deadlines, or participate in very few outside activities to satisfy such job obligations, so intensifying the tension between work as well as school duties (i.e., WSC). Current studies back up this claim. Butler (2007), for example, claimed that job demands might deplete the time that working students could dedicate to school-related duties and

assignments. Furthermore, work–school scholars have shown a favorable association between job demands and Work-study conflict (Butler 2007; Markel and Frone 1998).

Secondly, employment demands resulting from pacing as well as quantity of labor would be associated with enhanced Work-study conflict because demands could deplete time for university tasks and create strain, limiting attention paid to university and personal power for university task performance (cf. Greenhaus and Beutell, 1985). In line with this assumption, Markel and Frone (1998) discovered that increased workload was related to higher reported work school conflict by teenagers. Similarly, some work-family studies have discovered a link between both job demands as well as work-family conflict (e.g., Aryee et al., 2005; Butler et al., 2005; Frone et al., 1997; Voydanoff, 2004).

*Hypothesis 3: Job demands will positively impact WSC*

#### ***2.3.4 The Relationship between Job resource and work school conflict***

According to resource extension concepts (e.g., Greenhaus and Powell, 2006; Grzywacz, 2002; Marks, 1977; Sieber, 1974), experiences, as well as resources gained in the same field, could be used to assist the other. Based on the concept as well as earlier work-family literature (e.g., Butler et al., 2005; Grzywacz and Butler, 2005; Grzywacz and Marks, 2000; Vodydanoff, 2004), Butler (2007) hypothesized that job control will be a positive association with work– school facilitation in the work–school arena. His theory was that working students who can choose how to finish their task (thus having high degrees of job control) would have more psychological resources, thus greater ease in juggling work and school duties.

WSC is projected to be reduced as a result of job control. Butler (2007), for instance, discovered evidence for a link between both job control as well as work-study conflict by relying on work-family literature (Ashforth et al. 2000; Greenhaus and Powell 2006) and hypothesizing that higher control would permit working students to choose how as well as what work duties to accomplish. Work-family research has generally found a link between two variables job control as well as reduced degrees of conflict around work as well as family obligations (e.g., Butler et al., 2005).

Control over how and what work is accomplished should boost the permeation of the job position and adaptability resources, giving a university student to meet school-related responsibilities while working (cf. Ashforth et al., 2000; Greenhaus and Powell, 2006). The students with more control over their jobs might be allowed to organize their work in order to talk to school with the other employees, choose routine duties that allow them to think about university, or postpone tasks in order to complete some studies. According to Barling et al. (1995), there is a marginally significant negative link between autonomy as well as Work-study conflict, as well as several work-family researchers discovered that job control is associated with lower levels of inter-role conflict (e.g., Butler et al., 2005; Duxbury et al., 1994; Grzywacz and Butler, 2005; Thomas and Ganster, 1995).

Though Butler (2007) does not theorize this particular correlation, he suggested that "the students in jobs with better control might be possible to organize work to describe university with other employees, choose the routine tasks which allow thinking concerning school, or defer tasks to complete some schoolwork.' These viewpoints provide evidence that working students would

have less Work-study conflict if their colleagues and superiors are interested in their education program. Interpersonal support, in particular, is predicted to boost working students' moods and will encourage them to focus on or even discuss their academic interests. And the working students might be recalled of material from the university domain in these discussions, which may assist prevent inter-role conflict. COR Theory lends weight to these arguments once again. When confronted with demanding conditions, individuals might draw on important resources like interpersonal support to reduce the possible threat and loss of resources caused by the demands (Hobfoll, 1989), hence lowering work-study conflict.

*Hypothesis 4: Job Resource will negatively impact WSC.*

### **2.3.5 The Relationship Between work school conflict and Cynicism**

The inter-role conflict has been connected to psychological suffering in the work-family area. The issue of burnout is one symptom of such distress. The most frequently accepted explanation of burnout is a syndrome characterized by emotional tiredness, cynicism, and decreased personal completeness (Maslach et al., 1996). Some research on student burnout has indeed been conducted (a notable exception is Chang et al. (2000)). Moreover, Schaufeli et al. (2002a; 2002b) can adapt the most generally used burnout measure for use in student samples. The adaptation is a context in the sense that burnout is defined as emotional tiredness, cynicism, and a sense of diminishing accomplishment related to one's studies. According to Schaufeli and his associates, student burnout is normally negatively related to academic achievement and positively related to students' disengagement from school (Schaufeli et al., 2002a). The work-to-university conflict was hypothesized to be positively correlated with student cynicism due to the link

between both inter-role conflicts as well as burnout found in the work-family study (Lingard and Francis, 2005).

*Hypothesis 5: WSC will positively impact Cynicism*

### ***2.3.6 The Relationship Between Sociocultural & studying adjustment and work-study conflict***

Foreign students in grad school systems are more probably to be stressed by a shortage of sociocultural support in their host countries, and also marriage life stresses (Poyrazli and Kavanaugh, 2006); typically, they delay earning an income from the living on student salaries and benefits when they are married, whereas their colleagues back home are entering the labor market and making education as well as career decisions (Ni, 2005). Furthermore, foreign students face new academic challenges, which include growingly independent study activities, language difficulties as a result of more scholastically based classroom discussions (Kim et al., 2007), and teaching activities like a non-native to speak teacher's assistant (Trice, 2003), all of which have been widely reported in studies of foreign graduate students.

*Hypothesis 6: sociocultural and studying adjustment will positively impact WSC*

### ***2.3.7 The Moderating effect of Sociocultural and studying adjustment on the relationship between Job demand and Work-school conflict, Job resource and Work- school conflict.***

Adapting to a new culture may be a difficult and stressful process. Rigorous academic obligations, along with the difficulties of adjusting to a new environment and culture, may put overseas students at higher risk than other students. The



problems that international students have in adjusting to their new environment have recently gained increased scholarly interest (Anderson and Myer, 1985; Hayes and Lin, 1994). Church (1982) proposed in an extensive study of sojourners' studies that, in addition to problems equivalent to those encountered by domestic students, international students face challenges brought on by new cultural experiences. Surveys of overseas students' adaption to a new culture revealed that they were concerned about their language skills and academic performance during their stays (Hayes and Lin, 1994; Ying and Liese, 1994; Kagan and Cohen, 1990). Furthermore, as a result of the loss of their social support network, overseas students reported feeling unhappy, apprehensive, and lonely (Yang and Clum, 1995; Sandhu and Asrabadi, 1994).

Although a causative relationship cannot be shown, multiple correlation studies have found that contact with host nationals has a positive impact on sojourners' cultural adjustment. Selltitz and Cook (1962) discovered that international students with close host friends had more favorable feelings toward People in the united states and were better adjusted than their colleagues who had no cross-cultural contact. Correspondingly, Sewell and Davidson (1956) discovered that foreign students from Scandinavian regions who were involved in social interactions with their hosts were less likely to express frustrations, more likely to focus on improving their English speaking abilities, and more likely to report overall gratification with their excursions than those who did not. Ying and Liese (1994) discovered, using a longitudinal methodology, that foreign students from Taiwan who connected with Americans reported greater adjustment than those who just developed their social relationships among co-nationals.

Furthermore, the adjustment affects other factors, such as the size of the student's social support system (Church, 1982; Coelho et al., 1980; Furnham, 1984). The amount of people the undergraduate knows at the school or who live within about an hour's drive of the university is used to determine this. The greater the number of friends as well as acquaintances who live nearby and can be called upon for help and support, the simpler the student's adaptation. Given these findings, this study examined the moderating effect of sociocultural and studying adjustment on Work-school conflict and the relationship between Job demand & Work-school conflict, Job resource & Work-school conflict. Therefore, this study hypothesizes that:

*Hypothesis 7: sociocultural and studying adjustment has a significant moderating effect on the relationship between Job resource & Work-school conflict*

*Hypothesis 8: sociocultural and studying adjustment has a significant moderating effect on the relationship between Job demand & Work-school conflict*

### ***2.3.8 WSC mediates the relationship between Job Demand and Cynicism, Resource and Cynicism***

Conservation of Resources theory offers a theoretical basis for a link between job demands and WSC. As previously stated, Conservation of Resources theory implies that a loss of essential resources frequently causes subsequent resource losses, culminating in a resource loss spiral (Hobfoll 2002). In this way, in addition to making people more sensitive to WSC, the resources expended in dealing with high levels of job demands may impair people's capacity to experience the potential facilitative impacts of work and school responsibilities. As a result, a negative relationship between Job Resource and WSC, and a positive relationship

between Job Demand and WSC are expected. We thus offer the hypotheses 3 and 4 above.

Furthermore, according to the Job demands–resources (JDR) theory (Demerouti et al., 2000), a job may be generally classified in terms of its demands and resources. Furthermore, JDR predicts that excessive job demands can deplete an individual's resources, leading to undesirable effects including exhaustion and cynicism. Because it represents a demand, WSC is thus likely to positively impact Cynicism.

Based on the literature evaluation, the study predict that WSC will mediate the link between Job demand/Job Resource and cynicism. Because WSC has been characterized as a conflict that happens when work necessitates time away from schools or when work generates strain that might impair school performance and depersonalization (cynicism) (Markel & Frone, 1998), the study believe that it acts as a connection between the experience of JD/JR and Cynicism. The previous study has connected WSC to cynicism, lending weight to this theory (Kremer, I., 2016).

Thus, this study predict the hypothesis about the mediating effect of Work-study conflict on the relationship between Job Demand and Cynicism, Job Resource and Cynicism

*Hypothesis 9: WSC mediates the relationship between Job Demand and Cynicism*

*Hypothesis 10: WSC mediates the relationship between Job Resource and Cynicism*

## CHAPTER THREE

### RESEARCH METHODOLOGY

In this chapter, the purpose is to introduce the research framework model and hypotheses, along with measuring five research constructs. In addition, it also refers to the design of research methods to test hypotheses; presenting sampling plans, designing questionnaires, collecting and analyzing data.

#### 3.1 The Conceptual Model

Based on the results from all the hypotheses evaluated in chapter two, this study developed a research framework model, as shown in Figure 3-1 below:

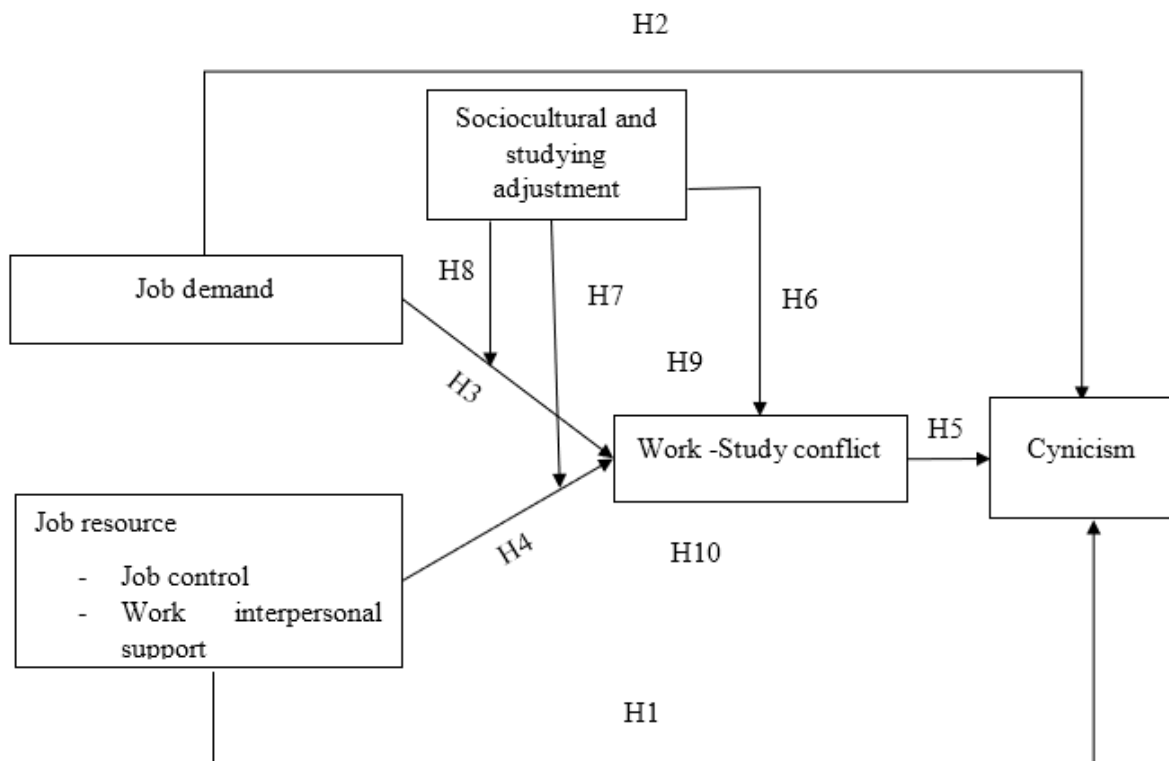


Figure 3-1 The framework model

Source: This Study

According to the research model, the hypotheses for this study are:

**Hypothesis 1:** Job resources will be negatively impact on Cynicism

**Hypothesis 2:** Job demands will be positively impact on Cynicism

**Hypothesis 3:** Job demands will be positively impact on WSC

**Hypothesis 4:** Job Resources will be negatively impact on WSC.

**Hypothesis 5:** WSC will be positively impact to Cynicism

**Hypothesis 6:** Sociocultural and studying adjustment will be positively impact on Work- school conflict

**Hypothesis 7:** Sociocultural and studying adjustment has a significant moderating effect on the relationship between Job resource & Work-school conflict

**Hypothesis 8:** Sociocultural and studying adjustment has a significant moderating effect on the relationship between Job demand & Work-school conflict

**Hypothesis 9:** WSC mediates the relationship between Job Demand and Cynicism

**Hypothesis 10:** WSC mediates the relationship between Job Resource and Cynicism

### **3.2 Instrument**

Respondents in this survey were asked to indicate their views on a seven-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neutral, 5 = somewhat agree, 6 = agree and 7 = strongly agree).

A survey was conducted to collect data for the variables of the study. The research questionnaire with 34 items is developed to obtain the responses from Vietnamese students who have worked and are working in Taiwan on different research variables. The research questionnaire was divided into two parts. A set of socio-demographic questions were added in the opening section of the questionnaire to define respondents' gender, age, education, marital status, and income. The second part consisted of five constructs: Job demand (6 items), Job Resource (9 items): Job control (3), Work interpersonal support (6), Work-School conflict (4 items), Sociocultural adjustment (10 items), Cynicism (5 items).

### **3.3 Construct Measurement**

This study identified five research structures and assessed the correlation between these research structures. Job demand, Job Resource, Work-School conflict, Sociocultural and studying adjustment, Cynicism are the research structures. For each structure, the operational concept and the measurement items are also defined. There is a survey to collect data for research variables. The final detailed questionnaire was completed in English first, then carefully translated into Vietnamese (see Appendix). The specific questionnaire for each construct will be shown below.

### **3.3.1 Job demand**

Job demands are psychological pressures that are mostly related to workload and time constraints (Karasek, 1979; Karasek and Theorell, 1990). Job demand made use of a six-item scale measurement.

Detailed questionnaires for JD are shown below:

[JD1] My part-time job requires me working hard

[JD2] My part-time job requires a great deal of work to be done

[JD3] There is not enough time for me to do my part-time job

[JD4] There is excessive work in my part-time job

[JD5] I feel there is not enough time for me to finish my part-time work

[JD6] I am faced with conflicting demands on my part-time job

### **3.3.2 Job Control**

A notion of control seems to be a resource that improves working circumstances (Hobfoll, 2001). Job control enhances one's ability to make decisions, exercise professional autonomy, and earn additional resources at their work (Leiter and Maslach, 2004). A three-item scale measurement adapted from Butler, A. B. was utilized for job control (2007):

[JC1] I have freedom to decide how to organize my work

[JC2] I have control over what happens in my job

[JC3] My job allow me to make a lot of my own decisions

### **3.3.3 Work interpersonal support (WIS)**

When the nature of the support is precisely connected with a certain sort of stressor, interpersonal support experiences may be most helpful (Cutrona and Russell 1990). Caplan et al. chose six items for inclusion in the WIS scale (1975).

Detailed questionnaires for WIS are shown below:

[WIS1] My Professor/teacher goes out of his/her way to do things to make my study life easier

[WIS2] My Professor/teacher is relied on when things get tough in my study life

[WIS3] My Professor/teacher is willing to listen to my problem

[WIS4] My classmates go out of their way to do things to make my study life easier

[WIS5] My classmates are relied on when things get tough at study

[WIS6] My classmates are willing to listen to my problem

### **3.3.4 Work-study conflict (WSC)**

Work-school conflict is defined as the extent to which a student's ability to accomplish school-related tasks, requirements, duties, and so on is hampered by work (Markel and Frone 1998). WSC adapted a four-item scale measurement from Butler, A. B. (2007).

WSC detailed questionnaires are presented below:

[WSC1] Because of my job, I go to school tired

[WSC2] My job demands and responsibilities interfere with my schoolwork



[WSC3] I spend less time studying and doing homework because of my job.

### **3.3.5 Sociocultural and studying adjustment**

Sociocultural adjustment is characterized as "behavioral competence" and is "highly influenced by elements supporting culture learning and social skill acquisition" (Ward and Kennedy, 1999). Ten measures were created to assess sociocultural and studying adjustment (Black, 1988).

[SA1] I can adjust my work and responsibilities

[SA2] I can adjust to work and school study with my Taiwanese teachers, supervisors/employers, and students.

[SA3] I can adjust to work and study with my Taiwanese co-workers and students.

[SA4] I can adjust to the transportation system in Taiwan

[SA5] I can adjust to working and studying with Taiwanese outside my company and school.

[SA6] I can adjust to the food in Taiwan

[SA7] I can adjust to the weather in Taiwan

[SA8] I can adjust to interacting with Taiwanese in general

[SA9] I can adjust to generally living in Taiwan

[SA10] I can adjust to the entertainment available in Taiwan

### **3.3.6 Cynicism**

Cynicism is defined as a negative, antagonistic, or unduly detached reaction to one's employment, which frequently includes a loss of idealism. It frequently arises in reaction to an emotional tiredness overload and is initially self-protective—an emotional buffer of "detached concern." (Maslach et al.,1996). Lingard, H. (2007) chose five items for inclusion in the Cynicism scale. The following are detailed questionnaires for Cynicism:

[C1] Because of working, I have become less enthusiastic about my studies

[C2] Because of working, I doubt the significance of my studies

[C3] Because of working, I have become more cynical about the potential usefulness of my studies

[C4] I have become less interested in my studies since my enrolment at the university

[C5] when I have to work, study or attend a class is really a strain for me

### **3.3.7 Demographics**

The demographic characteristics had designed to investigate the dissimilar features among every respondent, who took part in this survey. According to other studies in the past, the individual demographic features could be measured by the following indicators:

- Gender of the respondent;
- Age of the respondent;
- Education of the respondent;
- Marital status of the respondent;

- Time to work in Taiwan of the respondent;
- Income of the respondent;

### **3.4 Questionnaire Translation**

To collect data for research, the respondent is Vietnamese students who work part-time in Taiwan. Therefore, the Vietnamese language plays an important role in data collection. First, the survey questionnaire was designed in English, then translated into Vietnamese by experts. The questionnaire was then translated back into English to check for corrections, incorrect words were deleted, and the final version was completed. The final version of the questionnaire in Vietnamese was completed after careful discussion and revision (see Appendix). The questions have been translated into questions carefully. The benefits of translation help respondents understand the meaning and structure of the answers.

### **3.5 Sample Plan and Data Collection**

The data in this study was gathered by collecting the questionnaire. A sampling plan is developed to make sure that appropriate types of respondents are included in this study. The survey is conducted on Vietnamese students who work part-time in Taiwan. The data collection of the study was conducted from February to April. In total, 300 survey questionnaires were delivered indirectly by social media of Vietnamese (e.g., Facebook, Zalo, Line, Instagram, etc.) and directly to the Vietnamese students. After two months, 247 valid questionnaires were received, yielding an effective rate of 82.3%. Data collection consisted of five steps. The first step was to identify related research variables through literature review and advice from the thesis advisor. The second step was to involve the drafting of the survey questionnaire. The third step was to translate the research questionnaire into Vietnamese and then translate it into English one more time to make sure the meaning of the items remained the same. The fourth step was a pilot

test of the Vietnamese questionnaire. This trial data is analyzed in reliability test to get the internal consistence of each item and factor. An acceptable level of internal consistency would be reflected in  $\alpha$  value of no less than 0.70 in this study. The results of the Cronbach's  $\alpha$  showed that the questionnaire of each variable had a relatively high coefficient  $\alpha$  higher than 0.7. The final step was to send the Vietnamese questionnaire directly and indirectly to respondents. Then, after the complete data was returned and used for analysis in the following step.

### **3.6 Data Analysis Procedure**

The nature of the questionnaire is quantitative and the collected data is analyzed by using statistic a program named SPSS version 26. To test the hypotheses as developed from this study, the following analytical techniques will be adopted:

- Descriptive Statistic Analysis
- Factor analysis and Reliability test
- Independent Sample t-test
- One-way analysis of variance (ANOVA)
- Regression Analysis

#### ***3.6.1 Descriptive Statistic Analysis***

This method is used to understand the characteristics of each variable, it illustrates the means as well as standard deviations of each research variable.

#### ***3.6.2 Factor Analysis and Reliability Tests***

In this study, factor analysis will be used to purify the measurement scales as well as to detect the dimensionality. Following that, item-to-total relationship

and internal consistency analysis will be utilized to validate the dependability of each research factor. Factor analysis is used to investigate the variance structure of a group of correlation coefficients.

Factor analysis is used not only to summarise or reduce data but also for exploratory or confirmatory purposes. According to factory analysis, a small number of unseen factors are in charge of the correlation between a big number of observable variables. Scale items by factor loadings larger than 0.6 will be chosen as members of a specific factor.

The correlation of each item to the sum of the remaining items within one component was described as an item-to-total correlation. Items with a low correlation will be removed from further consideration. Cronbach's alpha ( $\alpha$ ) will be used to examine the internal consistency of each factor in the internal consistency analysis. According to Robinson and Shaver (1973), alpha more than 0.7 indicates excellent reliability, while alpha less than 0.3 indicates low reliability.

### ***3.6.3 Independent Sample t-test***

Independent sample t-test is used to compare the means of one variable for two groups of cases. In this study, it was applied to compare the differences between male and female students in the five constructs: Job demand, Job resource, Work- school conflict, Cynicism, and Sociocultural adjustment.

### ***3.6.4 One Way Analysis of Variance (ANOVA)***

This study used a one-way Analysis of variance as a statistical technique to compare the means of two or more samples. The respondents are divided into groups based on demographic variables (e.g. age, income, and education level) of

the respondent's personal information. According to Hair et al. (2006), the analysis will be significant with a p-value lower than 0.05.

### **3.6.5 Regression Analysis**

There are two types of regression analysis used in this study:

*Multiple regression analysis* is used to analyze the relationship between a single dependent variable and several independent variables. Another goal of multiple regression is to maximize the overall predictability of the independent variables as expressed in the variance. Multiple regression analysis can also meet the goal of comparing two or more independent variables to determine the predictability of each variable. The analysis results will be significant when the square of R is higher than 0.1, the correlation is higher than 0.3, the F value is higher than 4, the VIF is lower than 3, the Durbin-Watson Statistic (DW) index is between 1.5 and 2.5 and p-value is lower than 0.05 (Hair et al. 2010).

Because there is a moderator variable in the framework of the research model, it is necessary to examine the effect of the moderation variable on the correlation between the independent as well as dependent variables. The method named *hierarchical regression analysis* is performed.

## CHAPTER FOUR

### RESEARCH RESULTS AND DISCUSSION

#### 4.1 Descriptive Statistics

To have a better understanding of the characteristics of research structure and demographic information, a descriptive statistics analysis performed to illustrate the mean and standard deviation for all of the research variables as well as the frequency for demographic information was conducted in this section

##### *4.1.1 The Characteristics of Respondents*

The respondent's characteristics are displayed in Table 4-1. Six major categories: (1) gender, (2) age, (3) education, (4) Martial status, (5) Time to work in Taiwan, and (6) Monthly Income of Vietnamese students were collected and measured

Table 4-1 Characteristics of Respondents (n=247)

<b>Item</b>	<b>Description</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>	Male	135	54.7
	Female	112	45.3
<b>Age</b>	18–25	107	43.3
	26–35	104	42.1
	>35	36	14.6
<b>Education</b>	College	58	23.5
	University	120	48.6
	Master	62	25.1
	Above Master	7	2.8

Table 4.1 Characteristics of Respondents (Continue)

Item	Description	Frequency	Percentage (%)
<b>Martial status</b>	Single	142	57.5
	Married	102	41.3
	Divorced	3	1.2
<b>Time to work in Taiwan</b>	Less than 2 years	176	71.3
	2-4 years	51	20.6
	More than 4 years	20	8.1
<b>Monthly income</b>	5,000NT-8,000NT	163	66.0
	8,000NT-13,000NT	71	28.7
	>13,000NT	13	5.3

Source: This study

Table 4.1 shows that there are 54.7% of respondents are male and 45.3% are female. 43.3% of the respondents are from 18 to 25 years old, 42.1% are from 26 to 35 years old, and 14.6% are more than 35 years old. University is educational background of a large portion of research's respondents, which is 48.6% (n=120), while percentage of respondents who have college, master and above master degree are 23.5% (n=58), 25.1% (n=62) and 2.8% (n=7) respectively. 142 respondents are single (57.5%), 102 respondents are married (41.3%), and 3 respondents are Divorced (1.2%). Most of the respondents have time to work in Taiwan less than 2 years (71.3%), 20.6% have time to work in Taiwan from 2 to 4 years, and 8.1% have more than 4 years. For monthly income, 66.0% of the respondents earned income from 5,000NT- 8,000NT, 28.7% have income from 8,000NT- 13,000NT, and 5.3% of the respondents earned income more than 13,000NT.



#### 4.1.2 Measurement Results for Relevant Research Variables

The descriptive statistics of the questionnaire items are presented in Table 4.2. The descriptive statistics identify the mean value and standard deviation of the research questionnaire. Table 4-2 also illustrates the description of each item. This descriptive analysis recruits 6 items for Job demand, 3 items for Job control, 6 items for Work interpersonal support, 3 items for Work- study conflict, 10 items for Sociocultural and studying adjustment and 5 items for Cynicism.

Table 4-2 Descriptive Analysis for Questionnaire Items

Items	Descriptions	Mean	Standard Deviation
<b>Job demand</b>			
JD1	My part-time job requires me working hard	4.75	1.176
JD2	My part-time job require a great deal of work to be done	4.70	1.202
JD3	There is not enough time for me to do my part-time job	4.87	1.168
JD4	There excessive work in my part-time job	4.42	1.220
JD5	I feel there is not enough time for me to finish my part-time work	4.64	1.145
JD6	I am faced with conflicting demands on my part-time job	5.42	1.356
<b>Job control</b>			
JC1	I have freedom to decide how to organize my work	4.67	1.190
JC2	I have control over what happens on my job	5.10	1.079
JC3	My job allow me to make a lot of my own decisions	4.80	1.174

Table 4-2 Descriptive Analysis for Questionnaire Items (Continue)

<b>Items</b>	<b>Descriptions</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Work interpersonal support</b>			
WIS1	My Professor/teacher goes out of his/her way to do things to make my study life easier	5.14	1.522
WIS2	My Professor/teacher is relied on when things get tough at study life	5.05	1.439
WIS3	My Professor/teacher is willing to listen to my personal problem	5.24	1.473
WIS4	My classmates go out of their way to do things to make my study life easier	5.21	1.298
WIS5	My classmates are relied on when things get tough at study	5.10	1.386
WIS6	My classmates are willing to listen to my personal problem	5.25	1.337
<b>Work-study conflict</b>			
WSC1	Because of my job, I go to school tired	4.69	1.163
WSC2	My job demands and responsibilities interfere with my schoolwork	4.49	1.151
WSC3	I spend less time studying and doing homework because of my job.	4.73	1.131

Table 4-2 Descriptive Analysis for Questionnaire Items (Continue)

Items	Descriptions	Mean	Standard Deviation
<b>Sociocultural and studying adjustment</b>			
SA1	I can adjust my work and responsibilities	4.52	1.322
SA2	I can adjust to work and school study with my Taiwanese teachers, supervisors/ employers, and students	4.70	1.361
SA3	I can adjust to work and study with my Taiwanese co-workers and students	4.95	1.195
SA4	I can adjust to the transportation system in Taiwan	5.12	1.204
SA5	I can adjust to working and studying with Taiwanese outside my company and school	4.99	1.319
SA6	I can adjust to the food in Taiwan	4.87	1.520
SA7	I can adjust to the weather in Taiwan	4.30	1.741
SA8	I can adjust to interacting with Taiwanese in general	4.34	1.760
SA9	I can adjust to generally living in Taiwan	4.75	1.429
SA10	I can adjust to the entertainment available in Taiwan	4.60	1.357
<b>Cynicism</b>			
C1	Because of working, I have become less enthusiastic about my studies	5.30	1.352
C2	Because of working, I doubt the significance of my studies	5.26	1.310
C3	Because of working, I have become more cynical about the potential usefulness of my studies	5.16	1.267
C4	I have become less interested in my studies since my enrolment at the university	4.96	1.396
C5	when I have to work, studying or attend a class is really a strain for me	5.38	1.262

### ***4.1.3 Factor Analysis and Reliability Tests***

In order to identify the dimensionalities and reliability of the research constructs, the measurement items' purification procedure is conducted as necessary. The purification progress includes factor analysis that contains factor loading, cumulative explained variance, eigenvalue, and communality of the factors derived from the measurement items. After factor analysis, to identify the internal consistency and reliability of the construct measurement, the item-to-total correlation, Cronbach's alpha, and correlation matrix are calculated. The criteria adapted from former research (Hair et al., 1998) are also described as follows:

- Factor loading higher than 0.6: any of the factor loadings which is less than 0.6 is deleted until all the existing factor with factor loading is equal or larger than 0.6. It means that the item really belongs to the factor and is highly correlated;
- Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) higher than 0.5;
- Eigen value higher than 1;
- Explained variance (accumulative) higher than 0.6;
- Criterion for the reliability test: Item-to-total correlation equal or higher than 0.5; Cronbach's Alpha equal or higher than 0.6. Hair et al., (1998) stated that criteria of reaching item-to-total  $\geq 0.5$  stands for a high degree of internal consistency of items under each dimension.

Table 4-3 Results of Factor Analysis and Reliability Tests on Job demand

Research constructs	Research Items	Factor loading	Eigen value	Accumulative Explained (%)	Item-to-total correlation	Cronbach's alpha
Job demand KMO=0.837	JD2	.863	3.80	63.330	.626	0.881
	JD5	.858			.777	
	JD3	.838			.747	
	JD4	.821			.715	
	JD1	.753			.779	
	JD6	.612			.591	

Table 4-3 presents the results of factor loading for measurement of Job demand. There are a total of six items were selected for further analysis and have one factor. It is shown that they have a significant high loading score with all items having factor loading greater than 0.6. JD2 has the highest factor loading of 0.863, and the lowest is JD6 with a factor loading of 0.612. Table 4.3 also shows that KMO is 0.837 and the item to total correlation for the construct Job demand are all greater than 0.5, Cronbach's  $\alpha = 0.881$ , eigen value = 3.80, and the explained variance = 63.330%. Based on all criteria, we can conclude that the reliability and internal consistency of this factor are acceptable.

Table 4-4 Results of Factor Analysis and Reliability Tests on Job Control

Research constructs	Research Items	Factor loading	Eigenvalue	Accumulative Explained (%)	Item-to-total correlation	Cronbach's alpha
Job control KMO=0.702	JC3	.852	2.098	69.946	.621	0.785
	JC1	.834			.603	
	JC2	.823			.649	

Table 4-4 presents the results of factor loading for measurement of Job control. There is a total of three items were selected for further analysis and have one factor. It is shown that they have a significant high loading score with all items having factor loading greater than 0.8. JC3 has the highest factor loading of 0.852, and the lowest is JC2 with a factor loading of 0.823. Table 4-4 also shows that KMO is 0.702 and the item to total correlation for the construct Job control are all greater than 0.6, Cronbach's  $\alpha = 0.785$ , eigen value = 2.098, and the explained variance = 69.946%. Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable.

Table 4-5 Results of Factor Analysis and Reliability Tests on Work interpersonal support

Research constructs	Research Items	Factor loading	Eigenvalue	Accumulative Explained (%)	Item-to-total correlation	Cronbach's alpha
Work interpersonal support KMO= 0.910	WIS3	.928	4.593	76.546	.825	0.938
	WIS2	.898			.849	
	WIS6	.885			.888	
	WIS1	.882			.709	
	WIS5	.860			.796	
	WIS4	.789			.830	

Table 4-5 presents the results of factor loading for measurement of Work interpersonal support. There is a total of six items were selected for further analysis and have one factor. It is shown that they have a significantly high loading score with all items having factor loading greater than 0.7. WIS3 has the highest factor loading of 0.928, and the lowest is WIS4 with a factor loading of 0.789. Table 4-5 also shows that KMO is 0.910 and the item to total correlation for the construct Work interpersonal support are all greater than 0.7, Cronbach's  $\alpha = 0.938$ , eigenvalue = 4.593, and the explained variance = 76.546%. Based on all criteria, we can conclude that the reliability and internal consistency of this factor are acceptable.

Table 4-6 Results of Factor Analysis and Reliability Tests on Work-study conflict

Research constructs	Research Items	Factor loading	Eigenvalue	Accumulative Explained (%)	Item-to-total correlation	Cronbach's alpha
Work-study conflict KMO= 0.695	WSC3	.877	2.145	71.507	.648	0.800
	WSC1	.849			.591	
	WSC2	.809			.697	

Table 4-6 presents the results of factor loading for measurement of Work-study conflict. There is a total of three items were selected for further analysis and have one factor. It is shown that they have a significant high loading score with all items having factor loading greater than 0.8. WSC3 has the highest factor loading 0.877, and the lowest is WSC2 with factor loading of 0.809. Table 4-6 also shows that KMO is 0.695 and the item to total correlation for the construct Work-study conflict are all greater than 0.5, Cronbach's  $\alpha = 0.800$ , eigenvalue = 2.145, and the explained variance = 71.507%. Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable.



Table 4-7 Results of Factor Analysis and Reliability Tests on Sociocultural and studying adjustment

Research constructs	Research Items	Factor loading	Eigenvalue	Accumulative Explained (%)	Item-to-total correlation	Cronbach's alpha
Sociocultural and studying adjustment KMO= 0.895	SA7	.926	6.279	75.042	.732	0.934
	SA8	.910			.736	
	SA4	.855			.710	
	SA3	.847			.630	
	SA2	.825			.804	
	SA1	.769			.772	
	SA6	.729			.753	
	SA5	.707			.761	
	SA9	.702			.801	
	SA10	.619			.651	

Table 4-7 presents the results of factor loading for measurement of Sociocultural and studying adjustment. There is total ten items were selected for further analysis and have one factor. It is shown that they have significant high loading score with all items have factor loading greater than 0.6. SA4 has the highest factor loading 0.855, and the lowest is SA10 with factor loading of 0.619. Table 4-7 also shows that KMO is 0.895 and the item to total correlation for the construct Sociocultural and studying adjustment are all greater than 0.6, Cronbach's  $\alpha = 0.934$ , eigenvalue

= 6.279, and the explained variance = 75.042%. Based on all criteria, we can conclude that the reliability and internal consistency on this factor are acceptable.

Table 4-8 Results of Factor Analysis and Reliability Tests on Cynicism

Research constructs	Research Items	Factor loading	Eigenvalue	Accumulative Explained (%)	Item-to-total correlation	Cronbach's alpha
Cynicism KMO= 0.891	C3	.872	3.553	71.056	.681	0.898
	C2	.865			.777	
	C4	.854			.787	
	C5	.830			.761	
	C1	.792			.729	

Table 4-8 presents the results of factor loading for the measurement of Cynicism. There is total five items were selected for further analysis and have one factor. It is shown that they have significant high loading score with all items have factor loading greater than 0.7. C3 has the highest factor loading 0.872, and the lowest is C1 with factor loading of 0.792. Table 4-8 also shows that KMO is 0.891 and the item to total correlation for the construct Cynicism are all greater than 0.6, Cronbach's  $\alpha = 0.898$ , eigenvalue = 3.553, and the explained variance = 71.056%. Based on all criteria, we can conclude that the reliability and internal consistency of this factor are acceptable

## 4.2 Independent Sample t-test

To identify the differences between males and females of four constructs. The independent sample t-test was used to compare means for group male and group female employees on their perception of JD, JC, WIS, WSC, SA, C in this study. The difference is considered as significance whether  $p\text{-value} < 0.05$ .

The independent t-test results were present in Table 4-9. It showed that there is no significant difference in the agreement level of respondents of different genders in all of these constructs JD, JC, WIS, WSC, SA, C.

Table 4-9 Independent T-test Results

Constructs	Male Students	Female Students	t-value	p-value	
	N=135	N=112			
JD	4.7877	4.8199	-.264	.792	
JR	JC	4.8642	4.8512	.106	.916
	WIS	5.1136	5.2262	-.713	.476
WSC	4.5309	4.7589	-1.847	.066	
SA	4.7267	4.7000	.190	.850	
C	5.1511	5.2821	-.924	.357	

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

Source: This study

## 4.3 One-way Analysis of Variance (ANOVA)

One-way ANOVA was used in this research to identify the significant difference among two or more groups of respondents' ages, education, marital status, time to work in Taiwan, and monthly income based on the mean score of each construct in each group. The one-way ANOVA produces a one-way analysis

of the variance of a quantitative dependent variable by a single factor as known as the independent variable.

#### 4.3.1 Age

There is no significant difference in the six constructs among different age levels. All six constructs checked with ANOVA have p-value larger than 0.05.

Table 4-10 Results of the Different Level of Age among the six Constructs

<b>Constructs</b>	<b>18 - 25 years old N = 107 (1)</b>	<b>26 – 35 years old N = 104 (2)</b>	<b>More than 35 years old N = 36 (3)</b>	<b>F-value</b>	<b>p-value</b>	<b>Differences between group</b>
JD	4.7664	4.8077	4.8935	.240	.787	N.S
JC	4.8411	4.8397	4.9630	.249	.780	N.S
WIS	5.2009	5.1554	5.0833	.126	.881	N.S
WSC	4.5514	4.7019	4.6852	.690	.502	N.S
SA	4.7664	4.6481	4.7528	.314	.731	N.S
C	5.2467	5.2288	5.0500	.446	.641	N.S

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$  N.S= Not significant

Source: This study

#### 4.3.2 Education

There is no significant difference in the six constructs among different education levels. All six constructs checked with ANOVA have p-value larger than 0.05.

Table 4-11 Results of the Different Level of Education among the Six Constructs

<b>Constructs</b>	<b>College</b> N = 58 <b>(1)</b>	<b>University</b> N = 120 <b>(2)</b>	<b>Master</b> N = 62 <b>(3)</b>	<b>Above</b> <b>Master</b> N = 7 <b>(4)</b>	<b>F-value</b>	<b>p-value</b>	<b>Differences</b> <b>between</b> <b>group</b>
JD	4.8391	4.7986	4.8011	4.5714	.164	.920	N.S
JC	4.6954	4.8611	4.9677	5.1905	1.105	.348	N.S
WIS	5.2960	5.1042	5.1129	5.5714	.602	.614	N.S
WSC	4.4253	4.6000	4.8763	4.8095	2.346	.073	N.S
SA	4.7207	4.7533	4.6371	4.6857	.146	.932	N.S
C	5.3517	5.0950	5.2323	5.8286	1.487	.219	N.S

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$  N.S= Not significant

Source: This study

#### **4.3.3 Marital status**

There is no significant difference in the six constructs among different marital status levels. All six constructs checked with ANOVA have p-value larger than 0.05.

Table 4-12 Results of the Different Level of Marital status among the Six Constructs

Constructs	Single	Married	Divorced	F-value	p-value	Differences between group
	N = 142 (1)	N = 102 (2)	N = 3 (3)			
JD	4.7911	4.8301	4.3889	.332	.718	N.S
JC	4.8192	4.9183	4.6667	.374	.688	N.S
WIS	5.2394	5.0931	4.0556	1.653	.194	N.S
WSC	4.6150	4.6601	4.6667	.065	.937	N.S
SA	4.7718	4.6598	3.8667	1.157	.316	N.S
C	5.2958	5.0941	5.1333	.988	.374	N.S

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$  N.S= Not significant

Source: This study

#### 4.3.4 Time to work in Taiwan

There is no significant difference in the six constructs among different time to work in Taiwan levels. All six constructs checked with ANOVA have p-value larger than 0.05.

Table 4-13 Results of the Different Level of Time to work in Taiwan among the Six Constructs

Constructs	<2 years	2- 3 years	>3 years	F-value	p-value	Differences between group
	N = 176 (1)	N = 51 (2)	N = 20 (3)			
JD	4.7812	4.8529	4.8583	.148	.863	N.S
JC	4.8807	4.8105	4.7833	.171	.843	N.S
WIS	5.1411	5.2386	5.1833	.125	.883	N.S
WSC	4.6326	4.6275	4.6667	.013	.988	N.S
SA	4.6830	4.7529	4.8950	.354	.702	N.S
C	5.2318	5.1255	5.2400	.188	.829	N.S

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$  N.S= Not significant

Source: This study

#### 4.3.5 Monthly income

There is no significant difference in the six constructs among different monthly income levels. All six constructs checked with ANOVA have p-value larger than 0.05.

Table 4-14 Results of the Different Level of Monthly income among the Six Constructs

Constructs	5,000-8,000 N = 163 (1)	8,000-13,000 N = 71 (2)	>13,000 N = 13 (3)	F-value	p-value	Differences between group
JD	4.7280	4.9577	4.8846	1.489	.228	N.S
JC	4.8037	4.9437	5.0769	.880	.416	N.S
WIS	5.0890	5.2653	5.5641	1.226	.295	N.S
WSC	4.6033	4.6479	4.9487	.771	.464	N.S
SA	4.6503	4.8028	5.0385	1.022	.361	N.S
C	5.1509	5.2930	5.5077	.897	.409	N.S

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$  N.S= Not significant

Source: This study

#### 4.4 Relationships Among Constructs

##### 4.4.1 Relationships Among Job demand, Job resource, WIS, WSC, Sociocultural and studying adjustment, and Cynicism

To test the hypotheses, data analyses were performed using SPSS, version 26. Descriptive statistics and bivariate correlations among the variables under study are shown in the Table 4.15.

Table 4-15 Results of Correlation of the Research Constructs (N=247)

Constructs	JD	JR	WSC	SA	C	Mean	Std. Dev
JD	1					4.8023	.95468
JR	.682***	1				5.0625	1.00627
WSC	.576***	.603***	1			4.6343	.97059
SA	.558***	.720***	.499***	1		4.7146	1.12555
C	.551***	.800***	.558***	.610***	1	5.2105	1.10963

\*\*\*. Correlation is significant at the 0.001 level (2-tailed)

Source: This study

The highest mean was for Cynicism (5.2105) with a standard deviation of 1.10963, while the lowest mean was WSC (4.6343) with .97059 standard deviation. The correlation coefficients show the bivariate relationships among the variables. Correlation showed that Job Demand positively correlated with WSC ( $\beta=0.576$ ,  $p<0.001$ ), also positively correlated with Cynicism ( $\beta=0.551$ ,  $p<0.001$ ) supporting H2 and H3, respectively. Moreover, WSC positively correlated with Cynicism ( $\beta= 0.558$ ,  $p<0.001$ ).



#### 4.4.2 The Influence of Job demand and Work-study conflict on Cynicism

Table 4-16 Result of the Influence of JD, and WSC on C

Independent Variables	Dependent Variable		
	C		WSC
	Model 1	Model 2	Model 3
<b>JD</b>	0.551***		0.576***
<b>WSC</b>		0.558***	
<b>R<sup>2</sup></b>	0.303	0.311	0.332
<b>Adj-R<sup>2</sup></b>	0.300	0.308	0.329
<b>F-value</b>	106.651	110.591	121.678
<b>P-value</b>	0.000	0.000	0.000
<b>Durbin-Watson</b>	1.198	1.907	1.820

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

$\beta$  = Standardized coefficient

Source: This study

To further understand the relationships, linear regressions were used. Table 4-16 presents the results of regression analysis using Job Demand and Work-study conflict independent variable and Cynicism as a dependent variable.

By using the stepwise method, the regression results on the Table 4-16 indicates that WSC was regressed on Job Demand. As indicated, R-square equals 0.332, and the adjusted R-squared is 0.329, meaning that 33.20% of the variance in WSC can be predicted by Job Demand. Note that  $F = 121.678$  ( $p$ -value  $< 0.001$ ) and is significant. This indicates that when Job Demand is entered by itself, it is a significant predictor of WSC. The next important part of the output to check is the regression coefficient Beta ( $\beta$ ) = 0.576 ( $p < 0.001$ ) and the statistic is significant. Based on the above results, hypothesis H3 is supported.

Similarly, the regression results on the Table 4-16 shows that Cynicism was regressed on Job Demand. As indicated, R-square equals 0.303 and the adjusted R-squared is 0.300, meaning that 30.30% of the variance in Cynicism can be predicted from Job demand. Note that  $F= 106.651$  ( $p\text{-value} < 0.001$ ) and is significant. This indicates that when Job Demand is entered by itself, it is a significant predictor of Cynicism. The next important part of the output to check is regression coefficient Beta ( $\beta$ ) = 0.551 ( $p < 0.001$ ) and statistic is significant. Based on above results, hypothesis H2 is supported.

The second column in the Table 4-16 indicated that Cynicism was regressed on WSC. As shown, R-square equals 0.311, and the adjusted R-squared is 0.308, meaning that 31.10% of the variance in Cynicism can be predicted from WSC. Note that  $F=110.591$  ( $p\text{-value} < 0.001$ ) and is significant. This indicates that when WSC is entered by itself, it is a significant predictor of Cynicism. The next important part of the output to check is regression coefficient Beta ( $\beta$ ) = 0.558 ( $p < 0.001$ ) and is statistically significant. Based on above results, hypotheses H5 is supported.

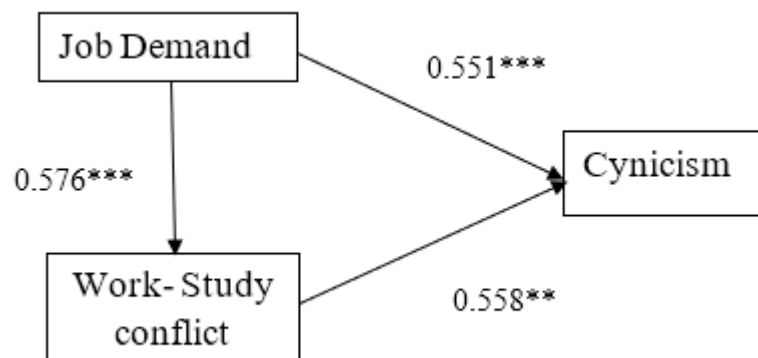


Figure 4 -1: Influence of Job demand and WSC on Cynicism

Source: This study

#### 4.4.3 The Influence of Job Resource and Work- study conflict on Cynicism

Table 4-17 Result of the Influence of JR, and WSC on C

Independent Variables	Dependent Variable		
	C		WSC
	Model 1	Model 2	Model 3
JR	0.800***		0.603***
WSC		0.558***	
R <sup>2</sup>	0.639	0.311	0.363
Adj-R <sup>2</sup>	0.638	0.308	0.360
F-value	434.137	110.591	139.624
P-value	0.000	0.000	0.000
Durbin-Watson	1.597	1.907	1.685
VIF	1.000	1.000	1.000

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

$\beta$  = Standardized coefficient

Source: This study

To further understand the relationships, linear regressions were used. Table 4-17 presents the results of regression analysis using Job resource and Work-study conflict as independent variable and Cynicism as dependent variable.

By using stepwise method, the regression results on the Table 4-17 indicates that Work- study conflict was regressed on Cynicism. As indicated, R-square equals 0.311, and the adjusted R-squared is 0.308, meaning that 31.10% of the variance in Work- study conflict can be predicted from Cynicism. Note that  $F = 110.591$  ( $p$ -value  $< 0.001$ ) and is significant. This indicates that when Work- study conflict is entered by itself, it is a significant predictor of Cynicism. The next important part of the output to check is regression coefficient Beta ( $\beta$ ) = 0.558

( $p < 0.001$ ) and statistic is significant. Based on above results the hypothesis H5 is supported.

Similarly, the regression results on the Table 4-17 shows that Cynicism was regressed on Job Resource. As indicated, R-square equals 0.639 and the adjusted R-squared is 0.638, meaning that 63.90% of the variance in Cynicism can be predicted from Job Resource. Note that  $F = 434.137$  ( $p\text{-value} < 0.001$ ) and is significant. This indicates that when Job Resource is entered by itself, it is a significant predictor of Cynicism. The next important part of the output to check is regression coefficient Beta ( $\beta$ ) = 0.800 ( $p < 0.001$ ) and statistic is significant. Based on above results, the relationship between Cynicism and Job Resource is significant but the hypotheses H1 is not supported.

The last column in the Table 4-17 indicated that Work- study conflict was regressed on Job Resource. As indicated, R-square equals 0.363, and the adjusted R-squared is 0.360, meaning that 36.30% of the variance in Work- study conflict can be predicted from Job Resource. Note that  $F = 139.624$  ( $p\text{-value} < 0.001$ ) and is significant. This indicates that when Job Resource is entered by itself, it is a significant predictor of Work- study conflict. The next important part of the output to check is regression coefficient Beta ( $\beta$ ) = 0.603 ( $p < 0.001$ ) and statistic is significant. Based on above results, the relationship between Work- study conflict and Job Resource is significant but the hypothesis H4 is not supported.

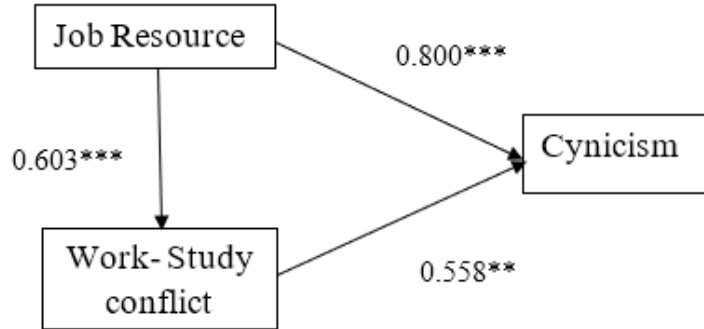


Figure 4-2: Influence of Job demand and Work- Study conflict on Cynicism

Source: This study

#### ***4.4.4 Sociocultural and studying adjustment has a significant moderating effect on the relationship between Job resource & Work-school conflict***

To test the moderating effects of Sociocultural and studying adjustment, the study followed Baron & Kenny's (1986) procedure for applying the hierarchical regression test, creating the interaction term after inserting the main impact from the interacting variables. All of the variables related to the interaction terms were centered to minimize multicollinearity problems (Aiken et al., 1991).

Table 4.18 presents the results of a hierarchical regression analysis that considered the moderating effects of Sociocultural and studying adjustment on the relationship between Job resource and Work- study conflict. Besides, Table 4.17 also showed how SA affects WSC of the Vietnamese student in Taiwan.

Table 4-18 The Moderating Effects of Sociocultural and studying adjustment on the Relationship between Job resource and Work- study conflict

Variables	WSC			
	Model 1	Model 2	Model 3	Model 4
Independent variable <b>JR</b>	0.603***		0.506***	0.512***
Moderating variable <b>SA</b>		0.499***	0.135	0.139
Interactive effect <b>JRxSA</b>				0.022
R <sup>2</sup>	0.363	0.249	0.372	0.372
Adj-R <sup>2</sup>	0.360	0.246	0.367	0.364
F-value	139.624	81.095	72.190	48.009
p-value	0.000	0.000	0.000	0.000
D-W	1.685	1.896	1.675	1.681
VIF	1.000	1.000	2.077	1.267-2.186

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

Source: This study

As shown in Model 1, the result discloses that JR ( $\beta = 0.603$ ,  $p < 0.001$ ) is positively and significantly affected to WSC. Therefore, model 1 is significant.

Model 2 shows that SA has a significantly positive influence on WSC with  $\beta = 0.499$ ,  $p < 0.001$ . Furthermore, the results show that  $R^2 = 0.249$  and adjust  $R^2 = 0.246$ , which means that 24.90% variance of WSC can be explained by an independent variable namely SA. Additionally, F-value = 81.095 ( $p$ -value < 0.001) and is significant, meaning that this linear regression model provides a good fit to

the data. Based on the above results, H6 is supported, Sociocultural and studying adjustment will be positively related to WSC on Work- school conflict.

Model 3 in table 4.17, the result showed that the independent variable (JR,  $\beta=0.508$ ,  $p<0.001$ ) is significantly affected to the dependent variable (WSC) and the moderating variable (SA,  $\beta=0.135$ ,  $p>0.05$ ) is not significantly affected to the dependent variable (WSC).

Besides, the result in Model 4 revealed the interaction effect ( $R^2=0.372$ ,  $\beta = 0.022$ ,  $p>0.05$ ) of JR and SA is not significant to WSC. This meant that SA is not a moderator in the relationship between JR and WSC. Therefore, H7 is not supported.

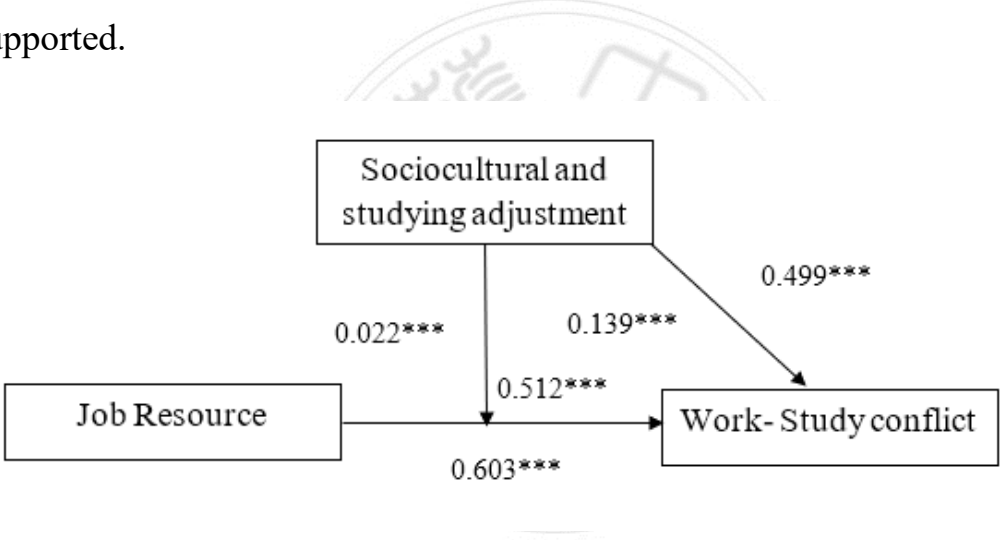


Figure 4-3: Moderating Effect of SA on the Relationship of JR and C

**4.4.5 Sociocultural and studying adjustment has a significant moderating effect on the relationship between Job demand & Work-school conflict**

Table 4-19 presents the results of a hierarchical regression analysis that considered the moderating effects of Sociocultural and studying adjustment on the relationship between Job Demand and Work- study conflict.

Table 4-19 The Moderating Effects of Sociocultural and studying adjustment on the Relationship between Job demand and Work- study conflict

Variables	WSC			
	Model 1	Model 2	Model 3	Model 4
Independent variable <b>JD</b>	0.576***		0.432***	0.447***
Moderating variable <b>SA</b>		0.499***	0.257***	0.265***
Interactive effect <b>JDxSA</b>				0.055
R <sup>2</sup>	0.332	0.249	0.378	0.380
Adj-R <sup>2</sup>	0.329	0.246	0.372	0.372
F-value	121.678	81.095	73.990	49.668
p-value	0.000	0.000	0.000	0.000
D-W	1.820	1.896	1.745	1.760
VIF	1.000	1.000	1.452	1.151-1.531

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

Source: This study

Similarly, in Model 1, the result discloses that JD ( $\beta = 0.576$ ,  $p < 0.001$ ) is positively and significantly affected to WSC. Therefore, model 1 is supported.

Model 2 shows that SA has a significantly positive influence on WSC with  $\beta = 0.499$ ,  $p < 0.001$ . Furthermore, the results show that  $R^2 = 0.249$  and adjust  $R^2 = 0.246$ , which means that 24.90% variance of WSC can be explained by an



independent variable namely SA. Additionally, F-value = 81.095 (p-value < 0.001) and is significant, meaning that this linear regression model provides a good fit to the data. Based on the above results, H6 is supported, Sociocultural and studying adjustment will be positively related to WSC on Work- school conflict.

Model 3 in table 4.19, the result showed that the independent variable (JD,  $\beta=0.5432$ ,  $p<0.001$ ) is significantly affected to the dependent variable (WSC) and the moderating variable (SA,  $\beta=0.257$ ,  $p<0.001$ ) is significantly affected to the dependent variable (WSC).

Besides, the result in Model 4 revealed the interaction effect ( $R^2=0.380$ ,  $\beta = 0.055$ ,  $p>0.05$ ) of JD and SA is not significant to WSC. This meant that SA is not a moderator in the relationship between JD and WSC. Therefore, H8 is not supported.

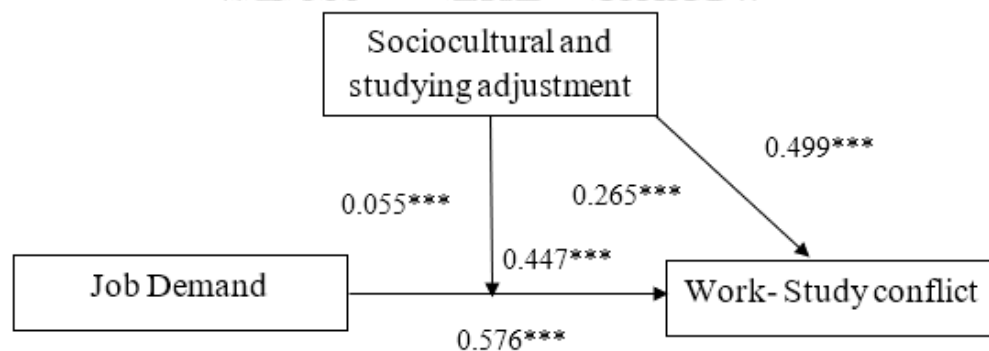


Figure 4-4: Moderating Effect of SA on the Relationship of JD and C

#### 4.4.7 The Mediating Effect of Work- study conflict

To test how Work- study conflict mediates on the relationship of Job Demand and Cynicism (H9), the study adopts Baron and Kenny's (1986) approach. According to Baron and Kenny's (1986), there are four steps to check the accession of mediation: firstly, measuring whether the mediator has been in a significant relationship with the independent variable; secondly, to check that

whether there is a significant relationship between the independent variable and the dependent variable; next step is to make a test to examine whether the dependent variable being in relate to the mediator, when the independent variable be controlled; the last but not the least step is to establish that there are any the mediating between the mediator with the relationship of the independent-dependent variables, the effect of the independent variable on the dependent variable, controlling for the mediator should be zero.

Table 4-20 Mediation Test of WSC between JD and C

Constructs	WSC	C		
	Model 1	Model 2	Model 3	Model 4
<b>JD</b>	0.576***		0.551***	0.343***
<b>WSC</b>		0.558***		0.360***
<b>R<sup>2</sup></b>	0.332	0.311	0.303	0.390
<b>Adj-R<sup>2</sup></b>	0.329	0.308	0.300	0.385
<b>F-value</b>	121.678	110.591	106.651	77.937
<b>P-value</b>	0.000	0.000	0.000	0.000
<b>D-W</b>	1.820	1.907	1.198	1.968
<b>VIF</b>	1.000	1.000	1.000	1.497

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

Source: This study

According to table 4-20, model 1 tested the relationship between Job Demand (independent variable) and WSC (dependent variable). The results show that Job Demand is significant and positively effected to WSC ( $\beta=0.576$ ,  $p<0.001$ ). Next, WSC and Cynicism ( $\beta=0.558$ ,  $p<0.001$ ); the results is WSC significant and positively effected to Cynicism. Finally, Job Demand and WSC regressed with Cynicism ( $\beta=0.343$ ,  $p<0.001$ ;  $\beta=(0.360$ ,  $p<0.001)$  in model 4. The results in model 4 showed that R-square = 0.390 and the adjusted R-square is 0.385, meaning that

39.00% of the variance in Cynicism can be predicted from Job Demand and WSC. F-value equals 77.937 (p-value < 0.001) is significant. The study don't need to worry about multicollinearity because max VIF is 1.497.

According to the results above, the beta value of Job Demand is reduced from 0.551 to 0.343, and both Job Demand and Work- study conflict are significantly related to Cynicism. Therefore, H9 is supported.

Work- study conflict provides a partial mediation effect on the relationship between Job Demand and Cynicism.

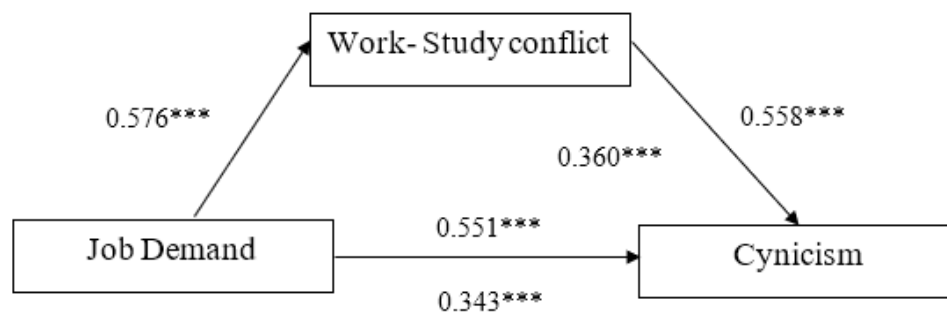


Figure 4-5 Mediating effect of WSC on the relationship between Job Demand and Cynicism (\*\*p<.001)

According to Preacher and Hayes (2004), the Sobel test and Bootstrapped Confidence Intervals test were applied in this research to modify the mediating effect. Firstly, Job Demand was significantly regressed on Cynicism with  $\beta = 0.5507$ , Standard Error = .0533 and p-value = 0.0000. Secondly, Job Demand was significantly regressed on the mediator WSC as well with  $\beta = 0.5761$ , Standard Error = 0.0522 and p-value = 0.0000. Thirdly, when Job Demand was controlled, the mediator WSC was significantly regressed on Cynicism with  $\beta = 0.3599$ , Standard Error = 0.0612 and p-value = 0.0000. Fourthly, when mediator was controlled, Job Demand was significantly regressed on Cynicism with  $\beta = 0.3434$ , Standard Error = 0.0612 and p-value = 0.0000. The results are shown in the table

4-20 below also indicated that Sobel test is significant with the z-value =5.1737(higher than 1.96, meaning that  $p < 0.05$ ), on the other hand, value of mediating effect is 0.2073. Besides, Bootstrap confidence intervals (CIs) were determined in order to verify the results of the Sobel test; the results of bootstrapping also presented the same value of mediating effect with 95% CIs are between LL and UL (not including 0) and significant. Those provide evidence to prove that there is a partial mediating effect of WSC on the relationship between Job Demand and Cynicism. Therefore, H9- WSC mediates the relationship between Job Demand and Cynicism received confirmation.

Table 4-21 The Results of the Regression Analysis of the Indirect Effects of JD on C

<b>Direct effect and the total effect</b>		<b>B</b>	<b>SE</b>	<b>t</b>	<b>p</b>	
JD -> C		.5507	.0533	10.3272	.0000	
JD -> WSC		.5761	.0522	11.0308	.0000	
WSC -> C, JD is controlled		.3599	.0612	5.8820	.0000	
JD -> C, WSC is controlled		.3434	.0612	5.6134	.0000	
<b>Indirect effect and significance using the normal distribution</b>						
	Value	SE	LL95%CI	UL95%CI	z	p
Sobel	.2073	.0401	.1288	.2858	5.1737	.0000
<b>Bootstrap results for indirect effects</b>						
	Value	SE	LL95%CI	UL95%CI	Mean	
Effect	.2073	.0353	.1375	.2766	.2047	

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

N= 247, Number of Bootstrap Resamples = 1000

LL = Lower Limit, CI = Confidence Interval; UL = Upper Limit;

$\beta$  = Unstandardized Coefficient

Table 4-22 Mediation Test of WSC between JR and C

Constructs	WSC	C		
		Model 1	Model 2	Model 3
<b>JR</b>	0.603***		0.800***	0.728***
<b>WSC</b>		0.558***		0.119**
<b>R<sup>2</sup></b>	0.363	0.311	0.639	0.648
<b>Adj-R<sup>2</sup></b>	0.360	0.308	0.638	0.645
<b>F-value</b>	139.624	110.591	434.137	224.892
<b>P-value</b>	0.000	0.000	0.000	0.000
<b>D-W</b>	1.685	1.907	1.597	1.484
<b>VIF</b>	1.000	1.000	1.000	1.570

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

Source: This study

Similarly, the table 4-22 presents the results of the Mediation Test of WSC between JR and C. Based on above results, hypothesis H10 is supported

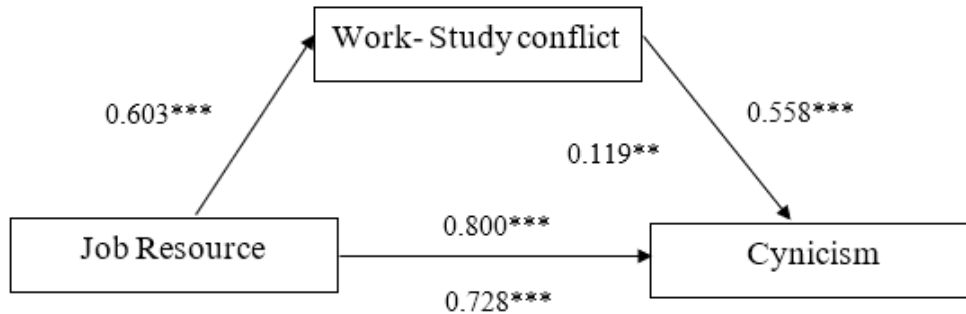


Figure 4-6 Mediating effect of WSC on the relationship between Job Demand and Cynicism (\*\*\*p<.001)

Table 4-23 The Results of the Regression Analysis of the Indirect Effects of JR on C

<b>Direct effect and the total effect</b>		<b>B</b>	<b>SE</b>	<b>t</b>	<b>p</b>	
JR -> C		.7995	.0384	20.8359	.0000	
JR -> WSC		.6025	.0510	11.8163	.0000	
WSC -> C, JR is controlled		.1192	.0476	2.5068	.0128	
JR -> C, WSC is controlled		.7277	.0476	15.2975	.0000	
<b>Indirect effect and significance using the normal distribution</b>						
	Value	SE	LL95%CI	UL95%CI	z	p
Sobel	.0718	.0294	.0142	.1295	2.4438	.0145
<b>Bootstrap results for indirect effects</b>						
	Value	SE	LL95%CI	UL95%CI	Mean	
Effect	.0718	.0344	.0061	.1387	.0694	

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

N= 247, Number of Bootstrap Resamples = 1000

LL = Lower Limit, CI = Confidence Interval; UL = Upper Limit;

$\beta$  = Unstandardized Coefficient

Similar the table 4-20, Table 4-23 provides evidence to prove that there is a partial mediating effect of WSC on the relationship between Job Resource and Cynicism. Therefore, H10- WSC mediates the relationship between Job Resource and Cynicism received confirmation.

## CHAPTER FIVE

### CONCLUSIONS AND SUGGESTIONS

In this final chapter, the summary of the research would be shown with the following primary part: (1) Concluding the findings of the research, (2) Giving discussion with previous studies, theoretical and practical contributions of research, and (3) Identifying research limitation and give several suggestions for future research.

#### 5.1 Research Conclusion

Table 5 -1 Result of the Tested Hypotheses

Hypotheses		Results
H <sub>1</sub>	Job resources will negatively impact Cynicism	Not Supported
H <sub>2</sub>	Job demands will positively impact Cynicism	Supported
H <sub>3</sub>	Job demands will positively impact WSC	Supported
H <sub>4</sub>	Job Resources will negatively impact WSC	Not Supported
H <sub>5</sub>	WSC will positively impact Cynicism	Supported
H <sub>6</sub>	Sociocultural and studying adjustment will positively impact Work-school conflict	Supported
H <sub>7</sub>	Sociocultural and studying adjustment has a significant moderating effect on the relationship between Job resource & Work-school conflict	Not Supported
H <sub>8</sub>	Sociocultural and studying adjustment has a significant moderating effect on the relationship between Job demand & Work-school conflict	Not Supported

Table 5 -1 Result of the Tested Hypotheses (continue)

Hypotheses		Results
H9	WSC mediates the relationship between Job Demand and Cynicism	Supported
H10	WSC mediates the relationship between Job Resource and Cynicism	Supported

Source: This study

The aims of this study are (i) to examine the relationship among the following variables: Job demand, Job resource, Work- study conflict, Sociocultural and studying adjustment and Cynicism, (ii) to analyze the impact of job resources on cynicism, (iii) to analyze the impact of job demand on cynicism, (iv) to analyze the impact of job resources on work-school conflict, (v) to analyze the impact of job demand on work-school conflict, (vi) to analyze the impact of work-school conflict on cynicism, (vii) to investigate the moderating effects of sociocultural and studying adjustment on the relationship of job demand, job resource, and work-school conflict, and (viii) to identify the sources of differences based on demographic characteristics such as gender, education, marital status, job longevity, time to work in Taiwan, and income.

As shown in Table 5-1, hypotheses 2 and 3 are supported. The first conclusion is Job demand have positively related to Cynicism. This finding, along with the results of some previous studies. Stressors, which are stimuli to which a person responds with stress perceptions, are a form of demand in all the COR theories as well as play an important part in the burnout cycle (Hobfoll and Shirom, 1993). Job demand damage and reduce one's resources, as well as long-term exposure, which causes emotional tiredness, cynicism, as well as decreased



individual success (Hobfoll and Freedy, 1993). The second, Job demand have positively related to WSC. Job demands are "the physical, mental, social, or organisational components of the job that need persistent physical and/or mental (cognitive and emotional) exertion or abilities." As a result Bakker and Demerouti (2007), higher degrees of job demands can be connected with higher pressure for workers to commit more time as well as effort to the work-related tasks. Working students may seem forced to miss classes, neglect school-related deadlines, or participate in very few outside activities to satisfy such job obligations, so intensifying the tension between work as well as school duties (i.e., WSC).

The result unexpectedly found that Job Resource has not negatively related to WSC and Cynicism. To explain the outcome, As we know JR includes JC and WIS. So what does JC mean? According to Hystad et al. (2011), the foundation of work control is decision latitude, which is comprised of decision power and skill discretion. Control over one's immediate schedule as well as obligations is referred to as autonomy (Spector, 1998). Or more simply it means that a student can freely control his/her working time and study schedule. So for a student who can't organize himself and have good control over his time will become more trouble which leads to more WSC and Cynicism. Interpersonal supports involve activities or tactics offered by colleagues, instructors, families, and local residents that improve students' overall interpersonal abilities in preparation for increasing social contact with just or more people. Thereby creating good conditions for students to study and work. However, in some cases, if that support is not shown in the right place, at the right time, with the right person, it sometimes backfires, making that student feel more annoying, pressured, WSC and Cynicism. Hence, H1 and H4 are not supported.

Although this study wants to contribute new results that SA moderating effect on the relationship between JD/JR and Cynicism. However in this study, following the results revealed that SA has no significant moderating effect on JD/JR and Cynicism. It may be because Vietnamese students who were surveyed fell into the group of subjects that adapted to the learning and working environment, culture and society quite quickly. Therefore, there is no moderating effect on the relationship between JD/JR and Cynicism.

The study proposed a hypothesis that WSC played as a mediator in the relationship between JD and Cynicism, JR and Cynicism. Finally, this hypothesis is supported. The result showed that when WSC entered itself, the effect of JD/JR on Cynicism will be significantly reduced. Hypotheses 9 and 10 are supported.

Regarding demographic factors, this study found that there is no significant difference in Job demand, Job resource, WSC, sociocultural and studying adjustment and Cynicism in terms of student gender, age, education, marital status, time to work in Taiwan, and income.

## **5.2 Research Discussions and Implications**

In this study, we investigated the influence of Job demand and Job Resource, Work-Study conflict on Cynicism in Vietnamese students in Taiwan. And the primary objective of this research was to empirically examine the impact of Job Demand/ Job Resource on WSC via the important moderator (Sociocultural and studying adjustment). Specifically, the present study represents one of the first attempts to examine the moderating roles of Sociocultural and studying adjustment in the relationship between Demand/ Job Resource (independent variable) and WSC (dependent variable). However, the result of SA has no effect on the relationship between Demand/ Job Resource and WSC.

This conclusion is particularly practical in the sense that employers of college students may want to be aware that when their students face conflict between their job and school responsibilities, they are more likely to have negative repercussions not just in the school role but also in the work position. Employers may aim to be more tolerant of possible conflict-inducing problems like as school test dates in order to decrease WSC and hence potential attrition or cynicism among their college student workers. Employers should provide additional resources like as assistance or flexible hours to help students mitigate the negative repercussions of WSC and Cynicism.

### **5.3 Research Limitations and Future Research Suggestions**

This study has several limitations. Firstly, since data were collected using self-report measures, there is a concern for common method bias. Secondly, due to some difficulties and the period of time that the survey was conducted, the way to choose a sample for this study is basically based on convenience, thus the results somewhat can not be representative of the whole Vietnamese students in Taiwan. Hence, further study should be done with a larger size and specific sample in order to increase the representation of all generational groups. Finally, the study also encourages future researchers to expand in focus and investigate other consequences of working while attending school such as detriments to students' physical and psychological health (e.g., Park and Sprung, 2013). Moreover, given the mixed results regarding the role of burnout in this study, we encourage other researchers to explore further the role Sociocultural and studying adjustment plays in the relationship between WSC and Cynicism or WSC and negative outcomes.

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## **APPENDIX**

Survey questionnaire in English

### **The study of the influence among Job demand and Job Resource, Work-Study conflict on Cynicism in Vietnamese students in Taiwan- Moderating Effects of sociocultural and studying adjustment**

**Nanhua University**



## **QUESTIONNAIRE**

Dear Sir/Madam,

My name is Trinh Thi Hanh, I'm a student who is studying Business Administration at Nanhua University, Taiwan. I am researching "The study of the influence among Job demand and Job Resource, Work-Study conflict on Cynicism in Vietnamese students in Taiwan- Moderating Effects of sociocultural and studying adjustment".

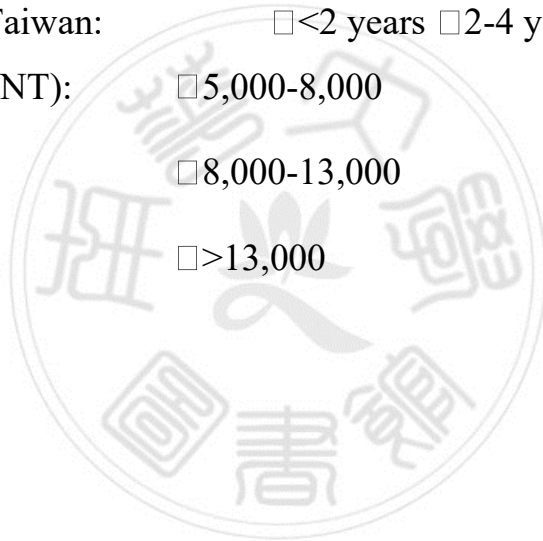
I would be grateful if you could spend a few minutes filling out the questionnaire below. Your response will be beneficial in helping us to understand the issues. No personal information will be made public. Please be assured that your answer will be kept in strict confidence and take the time to fill out this questionnaire as accurately as possible.

Thank you for sparing your valuable time. I deeply appreciate your kind cooperation.

## Respondent Information

For our information, would you please indicate the following questions:

1. Gender:  Male  Female
2. Age:  18-25  26-35  >35
3. Education:  College  University  
 Master  Above Master
4. Marital Status:  Single  Married  Divorced
5. Time to work in Taiwan:  <2 years  2-4 years  >4 years
6. Monthly income (NT):  5,000-8,000  
 8,000-13,000  
 >13,000



Please <b>CIRCLE</b> the level of agreement on each of the items below based on your opinion		Levels of Agreement						
		Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
<b>Section 1: Job demand</b>								
1	My part-time job requires me working hard	1	2	3	4	5	6	7
2	My part-time job require a great deal of work to be done	1	2	3	4	5	6	7
3	There is not enough time for me to do my part-time job	1	2	3	4	5	6	7
4	There excessive work in my part-time job	1	2	3	4	5	6	7
5	I feel there is not enough time for me to finish my part-time work	1	2	3	4	5	6	7
6	I am faced with conflicting demands on my part-time job	1	2	3	4	5	6	7
<b>Section 2: Job Control</b>								

1	I have freedom to decide how to organize my work	1	2	3	4	5	6	7
2	I have control over what happens on my job	1	2	3	4	5	6	7
3	My job allow me to make a lot of my own decisions	1	2	3	4	5	6	7

**Section 3: Work interpersonal support**

1	My Professor/teacher goes out of his/her way to do things to make my study life easier	1	2	3	4	5	6	7
2	My Professor/teacher is relied on when things get tough at study life	1	2	3	4	5	6	7
3	My Professor/teacher is willing to listen to my personal problem	1	2	3	4	5	6	7
4	My classmates go out of their way to do things to make my study life easier	1	2	3	4	5	6	7
5	My classmates are relied on when things get tough at study	1	2	3	4	5	6	7

6	My classmates are willing to listen to my personal problem	1	2	3	4	5	6	7
<b>Section 4: Work- study conflict</b>								
1	Because of my job, I go to school tired	1	2	3	4	5	6	7
2	My job demands and responsibilities interfere with my schoolwork	1	2	3	4	5	6	7
3	I spend less time studying and doing homework because of my job.	1	2	3	4	5	6	7
<b>Section 5: Sociocultural and studying adjustment</b>								
1	I can adjust my work and responsibilities	1	2	3	4	5	6	7
2	I can adjust to work and school study with my Taiwanese teachers, supervisors/ employers, and students	1	2	3	4	5	6	7
3	I can adjust to work and study with my Taiwanese co-workers and students	1	2	3	4	5	6	7
4	I can adjust to the transportation system in Taiwan	1	2	3	4	5	6	7

5	I can adjust to working and studying with Taiwanese outside my company and school	1	2	3	4	5	6	7
6	I can adjust to the food in Taiwan	1	2	3	4	5	6	7
7	I can adjust to the weather in Taiwan	1	2	3	4	5	6	7
8	I can adjust to interacting with Taiwanese in general	1	2	3	4	5	6	7
9	I can adjust to generally living in Taiwan	1	2	3	4	5	6	7
10	I can adjust to the entertainment available in Taiwan	1	2	3	4	5	6	7

**Section 6: Cynicism**

1	Because of working, I have become less enthusiastic about my studies	1	2	3	4	5	6	7
2	Because of working, I doubt the significance of my studies	1	2	3	4	5	6	7
3	Because of working, I have become more cynical about the potential usefulness of my studies	1	2	3	4	5	6	7
4	I have become less interested in my studies since my enrolment at the university	1	2	3	4	5	6	7

5	when I have to work, studying or attend a class is really a strain for me	1	2	3	4	5	6	7
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**Nghiên cứu về ảnh hưởng giữa nhu cầu việc làm và nguồn việc làm, xung đột giữa công việc và học tập đối với thói hoài nghi ở sinh viên Việt Nam tại Đài Loan- Sự điều tiết của việc điều chỉnh văn hóa xã hội và học tập.**

**Đại học Nanhua**



### **BẢNG KHẢO SÁT**

Kính gửi Quý Anh/chị,

Tôi tên là Trịnh Thị Hạnh, hiện là học viên sau đại học tại ngành Quản trị kinh doanh. Tôi đang thực hiện nghiên cứu về đề tài “Nghiên cứu về ảnh hưởng giữa nhu cầu việc làm và nguồn việc làm, xung đột giữa công việc và học tập đối với thói hoài nghi ở sinh viên Việt Nam tại Đài Loan- Sự điều tiết của việc điều chỉnh văn hóa xã hội và học tập”.

Rất mong Quý Anh/Chị dành một vài phút tham gia cuộc khảo sát. Ý kiến của Quý Anh/Chị rất quý báu trong công việc hoàn thành đề tài luận văn này. Tôi xin cam đoan mọi thông tin Quý Anh/Chị cung cấp sẽ không được công khai và chỉ dành cho mục đích nghiên cứu. Xin vui lòng chọn ý kiến phù hợp với Quý Anh/Chị trong khoảng tin cậy và chính xác nhất có thể.

Xin chân thành cảm ơn Quý Anh/Chị đã dành thời gian quý báu, tôi vô cùng biết ơn sự hợp tác của Quý Anh/Chị. Chúc Quý Anh/Chị một ngày tốt lành!

Thông tin chung:

Xin Quý Anh/Chị cho biết thông tin sau:

1. Giới tính:  Nam  Nữ
2. Độ tuổi:  18-25  26-35  >35
3. Trình độ học vấn:  Trung cấp/ Cao đẳng  
 Đại học  Thạc sĩ  Trên thạc sĩ
4. Tình trạng hôn nhân:  Độc thân  Đã kết hôn  Ly hôn
5. Thời gian làm việc ở Đài Loan:  <2 năm  2-4 năm  >4 năm
6. Thu nhập hàng tháng (đài tệ):  5,000-8,000  
 8,000-13,000  
 >13,000



Vui lòng khoanh tròn vào lựa chọn phù hợp với ý kiến của Quý Anh/Chị		Mức độ đồng ý						
		Rất không đồng ý	Không đồng ý	Phản nào không đồng ý	Bình thường – Không ý kiến	Phản nào đồng ý	Đồng ý	Rất đồng ý
<b>Phần 1: Nhu cầu công việc</b>								
1	Công việc làm thêm của tôi đòi hỏi tôi phải làm việc chăm chỉ	1	2	3	4	5	6	7
2	Công việc làm thêm của tôi đòi hỏi phải hoàn thành rất nhiều việc	1	2	3	4	5	6	7
3	Không có đủ thời gian để tôi làm công việc của mình	1	2	3	4	5	6	7
4	Có quá nhiều việc trong công làm thêm của tôi	1	2	3	4	5	6	7
5	Tôi cảm thấy không đủ thời gian để hoàn thành công việc làm thêm của mình	1	2	3	4	5	6	7
6	Tôi đang gặp phải những yêu cầu mâu thuẫn về công việc làm thêm của mình	1	2	3	4	5	6	7
<b>Phần 2: Kiểm soát công việc</b>								
1	Tôi có quyền tự do quyết định cách tổ chức công việc của mình	1	2	3	4	5	6	7
2	Tôi có quyền kiểm soát những gì xảy ra trong công việc của mình	1	2	3	4	5	6	7

3	Công việc của tôi cho phép tôi đưa ra nhiều quyết định của riêng mình	1	2	3	4	5	6	7
<b>Phần 3: Hỗ trợ giữa các cá nhân trong công việc</b>								
1	Giáo sư / giáo viên của tôi cố gắng hết sức để làm những việc giúp việc học tập của tôi dễ dàng hơn	1	2	3	4	5	6	7
2	Giáo sư / giáo viên của tôi được tin tưởng khi mọi thứ trở nên khó khăn trong cuộc sống học tập	1	2	3	4	5	6	7
3	Giáo sư / giáo viên của tôi sẵn sàng lắng nghe vấn đề của cá nhân tôi	1	2	3	4	5	6	7
4	Các bạn cùng lớp của tôi cố gắng làm mọi việc để giúp việc học tập của tôi dễ dàng hơn	1	2	3	4	5	6	7
5	Các bạn cùng lớp của tôi được tin cậy khi mọi thứ trở nên khó khăn trong học tập	1	2	3	4	5	6	7
6	Các bạn cùng lớp của tôi sẵn sàng lắng nghe vấn đề cá nhân của tôi	1	2	3	4	5	6	7
<b>Phần 4: Xung đột giữa công việc và học tập</b>								
1	Vì công việc, tôi thấy mệt mỗi khi đi học	1	2	3	4	5	6	7
2	Các yêu cầu và trách nhiệm công việc cản trở việc học ở trường của tôi	1	2	3	4	5	6	7
3	Tôi dành ít thời gian hơn cho việc học và làm bài tập về nhà vì công việc của tôi	1	2	3	4	5	6	7
<b>Phần 5: Sự điều chỉnh về văn hóa xã hội và học tập</b>								

1	Tôi có thể điều chỉnh công việc và nhiệm vụ của mình	1	2	3	4	5	6	7
2	Tôi có thể điều chỉnh để làm việc với người giám sát/ ông chủ Đài Loan	1	2	3	4	5	6	7
3	Tôi có thể điều chỉnh để làm việc với đồng nghiệp người Đài Loan	1	2	3	4	5	6	7
4	Tôi có thể điều chỉnh để thích nghi với hệ thống giao thông ở Đài Loan	1	2	3	4	5	6	7
5	Tôi có thể điều chỉnh để làm việc với người Đài Loan ở bên ngoài công ty	1	2	3	4	5	6	7
6	Tôi có thể điều chỉnh để thích nghi với thức ăn Đài Loan	1	2	3	4	5	6	7
7	Tôi có thể điều chỉnh để thích nghi với thời tiết Đài Loan	1	2	3	4	5	6	7
8	Tôi có thể điều chỉnh để tương tác với người Đài Loan	1	2	3	4	5	6	7
9	Tôi có thể điều chỉnh để thích nghi với cuộc sống hàng ngày tại Đài Loan	1	2	3	4	5	6	7
10	Tôi có thể điều chỉnh để thích nghi với việc giải trí tại Đài Loan	1	2	3	4	5	6	7

**Phần 6: Tính hoài nghi**

1	Vì làm việc, tôi trở nên thiếu hăng say hơn với việc học của mình	1	2	3	4	5	6	7
2	Vì đang làm việc, tôi nghi ngờ tầm quan trọng của việc học của mình	1	2	3	4	5	6	7
3	Vì làm việc, tôi trở nên hoài nghi hơn về tính hữu ích tiềm năng của việc học của mình	1	2	3	4	5	6	7

4	Tôi đã trở nên ít quan tâm đến việc học của mình hơn so với khi nhập học tại trường đại học	1	2	3	4	5	6	7
5	Khi tôi phải làm việc, học tập hoặc tham gia một lớp học thực sự là một căng thẳng đối với tôi	1	2	3	4	5	6	7

