

***SPILLOVER OF STRESS***  
***IN A SAMPLE OF MARRIED POLICEMEN***

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Submitted as the dissertation component  
(which counts 35% of the degree) in partial fulfilment  
of the requirements for the degree of  
**MASTER OF ARTS (COUNSELLING PSYCHOLOGY)**  
  
in the  
  
Faculty of Arts  
  
University of Natal  
  
Pietermaritzburg  
  
April, 1996.

### ***DECLARATION***

I declare that this thesis, unless specifically indicated to the contrary, is my own original work.

It has not been submitted before for any degree or examination at any other university.

A handwritten signature in blue ink, reading "Viv O'Neill". The signature is written in a cursive, flowing style. The first name "Viv" is written with a large, sweeping 'V' and a small 'i'. The last name "O'Neill" is written with a large 'O', a small 'N', and a long, sweeping 'e' that ends in a double slash '//'.

VIVIEN CAROL O'NEILL

APRIL, 1996.

## **ACKNOWLEDGEMENTS**

In conducting this study, I have received assistance and encouragement from a number of people.

I would like to thank the following:

- \* My husband, Roger, for his enduring love and support, and seemingly infinite patience, and especially for his help with the questionnaire layout and data entry.
- \* My children, Kieran, Rowan, and Brendan, for giving me space (and computer time!) and for enduring a distracted mother for months on end.
- \* Clive Basson, my supervisor, for alternating pushing and cajoling, and for valuable critique.
- \* Bruce Faulds, for his energy and availability, even in the year of his retirement.
- \* Cindy and Dave, for their faith in me, and their unfailing support.
- \* M.L. Kisch, the Standard Bank, the Centre for Science Development, and the University of Natal, for their financial assistance, which has made doing Masters possible.
- \* The SAPS, for the kind permission to approach their members, and the commanding officers, for their courteous cooperation and assistance.
- \* The policemen and their wives who took the time to complete their questionnaires, without whom this study would not exist.
- \* My friend, Doug, for his support and willing help.
- \* Marcela, my friend and colleague, for who she is, and for reminding me to live my life.
- \* Lastly (but also firstly!), my parents, for their long-distance support and love.

## ***ABSTRACT***

The present study examined the relationships between the emotional effects of chronic stress at work (burnout) and the quality of family interactions. A systemic approach was adopted, leading to the use of the concept of spillover to describe the transmission of effects across the work-home interface. The relationship between burnout and family life was expected to be moderated by frequency of coping strategies and by size of social support network.

Data was gathered from questionnaires distributed to married policemen and their wives in 13 stations and units in the Natal Midlands region of the SAPS. The final sample consisted of 84 policemen and 74 of their wives. The data was analyzed using Pearson product-moment correlation, stepwise multiple regression, non-parametric tests, and content analysis of the free comment part of the questionnaire.

The results of the study showed this sample of policemen to be experiencing relatively high levels of burnout and this was manifest particularly in terms of a diminished sense of personal accomplishment and feelings of negative self-evaluation. Specific sources of discontent for the policemen were frustrations with an unresponsive police hierarchy, low wages, and disruption to family life caused by overtime and irregular hours.

Further results showed that those policemen experiencing the highest frequencies of emotional exhaustion and depersonalisation were more likely to bring their work-related strain home with them in the form of upset and angry feelings, physical exhaustion, and complaints about problems at work. This process of Work-to-Home Spillover significantly predicted Quality of Family Life



for the wives of such policemen. No moderator effects were shown for coping or social support, although those policemen with greater numbers of supporters were also more likely to experience a greater sense of personal accomplishment.

These results were discussed in terms of the burnout and spillover literature, and were evaluated with due regard for the present socio-political context in South Africa. Recommendations were made pertaining to the provision of psychological services to SAPS members and their families, and to the need to eliminate the stigma attached to using such services.

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## **CHAPTER ONE**

# **INTRODUCTION**

### **1.1. Rationale for the Study**

Occupational stress is presently a major focus of concern, not only because of the financial costs involved in managing associated chronic illnesses, but also because of the human costs in terms of psychological well-being and adjustment. Stressful situations are an intermittent, but inevitable, part of most people's working lives. However, some occupations more than others appear to offer either a higher incidence of stressful situations, higher levels of stressfulness, or both. As workers who tend to have to deal with people under difficult if not traumatic circumstances, policemen are likely to experience considerable stress in their working lives, and it is further probable that this will impinge on their non-work lives. Furthermore, in South Africa, policemen face unique stressors arising largely from the past and current socio-political contexts.

### **1.2. Theoretical Framework**

A major problem with stress research is the definitional confusion surrounding the term. "Stress" has been variously considered to be a stimulus, a response, a transaction, and a perception (Mackay and Cooper, 1981, pp. 170-171). A current view integrates these usages by incorporating the individual's appraisal of stressors, thus defining a state of stress as "the imbalance between perceived demand and perceived ability to meet that demand" (Sutherland and Cooper, 1990, p.19). This imbalance may be resolved through successful coping, or, if the individual is unable to cope, he or she may display physiological, psychological, or behavioural symptoms of stress.

It is the chronic experience of such stress symptoms which seems to be indicated by the term "burnout", although burnout has also been considered to be coping strategy (Burke, 1987). Maslach

(1982) considers burnout to be (1) an individual phenomenon, (2) an internal psychological experience, and (3) a negative experience involving distress, discomfort, and dysfunction. The construct has been particularly applied to "people whose jobs require repeated exposure to emotionally charged, interpersonal situations" (Jackson and Maslach, 1982, p.64). However, it has also been extended to categories of occupations besides the helping professions and to "non-work spheres of life" (Maslach, 1982, p.33).

In considering the stressed individual in his or her total context, it is apparent that the boundaries between work and family life are neither fixed nor impermeable. The process of transmission of stress across the work/home interface has been incorporated in the term "spillover". "This concept has been most frequently used to characterize the domestic strains of workers in high stress occupations (*e.g.*, police work) that result from an inability to dissipate the tensions that accumulate over the workday" (Eckenrode and Gore, 1990, p.1). However, stress may also be transmitted from home to work. Eckenrode and Gore (1990) propose a model linking stress processes across work and family, suggesting that the net effect (positive or negative) of stressors at work and home is mediated by role functioning and moderated by coping resources and contextual factors.

Many of the factors which make police work in South Africa so stressful are not amenable to easy change, therefore an approach is proposed for this research which focuses on individual experience of stress, on spillover of effects across the work-home interface, and on how these processes are moderated by social support and coping.

Recent experimental focus on social support has been a result of the suggestion that "the quantity and quality of people's social relationships with spouses, friends, coworkers, and supervisors appear to have an important bearing on the amount of stress they experience, their overall well-being, and on the likelihood that stress will adversely affect their overall well-being" (House, 1981, p.7). Implicit in this is the idea that social support can operate as a main effect, either on occupational stress itself, or on the stress outcome, or it can operate as a buffering effect, acting on the stress-outcome relationship.

Coping can be considered to refer to the cognitive and behavioural "acts" which are mobilized to deal with the subjective perception of stress. Coping is thus thought to moderate the stress-outcome

relationship, although it may also act as a mediator in this relationship. Much coping research has tended to focus on typologies of coping styles and behaviours, and this approach clearly has merits, particularly for guiding interventions. In the present study, the kinds of strategies used by police officers will be considered, but for statistical purposes, they will be reduced to a single coping index.

### **1.3. Overview of the Present Study**

The goal of the present study is to investigate the relationships between burnout (*i.e.*, the end-result of chronic stress at work) and aspects of family life. These two variables are hypothesised to be mediated by spillover of effects from work and home and *vice versa*. The relationship between burnout and quality of family life is hypothesised to be moderated by coping and social support.

In chapter two, the literature pertaining to occupational stress and burnout is reviewed, chapter three looks at facets of family life, and the relationships, including spillover, between work and family life. This chapter includes an examination of features of family life which are specific to police families. In chapter four, theories pertaining to the hypothesised moderators, coping and social support, are reviewed. The procedure for the study is described in chapter five, the results are reported in chapter six, and the results are discussed in chapter seven.

## CHAPTER TWO

# OCCUPATIONAL STRESS AND BURNOUT

### 2.1. Introduction

Stress research has been considerably hampered by definitional confusion surrounding the term, while the literature on occupational stress has been similarly handicapped. In the relevant literature, "stress" has been referred to as a response, a stimulus, a transaction, and a perception (Mackay and Cooper, 1981, pp. 170-171). More recently, research has been guided by an interactive approach which integrates the various interpretations of the term. This involves incorporating the individual's appraisal of stressors, thus defining a state of stress as "the imbalance between perceived demand and perceived ability to meet that demand" (Sutherland and Cooper, 1990, p.19).

As with stress, there are many definitions of burnout. Indeed, Maslach (1982) lists no less than 15, from which, however, she is able to extract certain commonalities. In more general usage in the literature, burnout has been used to indicate the chronic experience of stress symptoms, especially by people whose work involves "institutionalized human services" (Jackson and Maslach, 1982, p.64)

### 2.2. The Stress Concept

The term "stress" has been criticised as being overinclusive, and therefore lacking specificity and usefulness (Maslach, 1982). Lazarus (1966, p.27) argues that the term is most usefully employed to connote a broad "area of study" but that "stress" may be qualified by the adjectives psychological, physiological, and sociological. It was the *physiological* pattern of responses on which Selye's concept of stress was based (Appley and Trumbull, 1986). This involved a non-specific pituitary-adrenal response which could lead to the *General Adaptation Syndrome* and result

in physical damage (e.g., gastric ulcers, adrenal atrophy). However, by the 1960s it had become apparent that the relationship between stressors and human beings was more complex than Selye had allowed for.

Since then there has developed a burgeoning literature addressing the definition and measurement of stress. These efforts have failed to produce consensus however, and indeed, McHugh and Vallis (1985, p.15) consider that a "precise definition of the term stress, one that would be agreed to by all, is not possible". There are some problematic consequences of this pessimistic view, for example lack of comparability between studies hampers research in both stress and related fields such as coping.

A further problem with definition is the apparent overlap between the concepts of stress and anxiety. The underlying mechanism of both is seen as the autonomic nervous system's response to threatening stimuli (Prochaska, 1979). Thus it is possible that in stress research, effects may be confounded with those attributable to anxiety. It could be argued that anxiety could be an antecedent, a component, or a consequence of stress (or all three). This suggests that the two phenomena are very closely related, though not identical.

## **2.3. Models of Stress**

As suggested above, the "term *stress* has been used to refer to a variety of phenomena, some of which transcend the individual as the unit of analysis" (Houston, 1987, p.374). However, in this study the focus will be on stress as it pertains to individuals. "The various definitions of stress ... imply a variety of models of stress in which these definitions are embedded" (Christensen, 1981, p.68). Some of these models will be briefly considered.

### **2.3.1. Stress as Response**

The concept of stress as a non-specific response to adverse environmental conditions arose in the context of the Behaviourist paradigm, which focused on the impact of the environment on people. This model concentrated on the physiological response to traumatic input which, if prolonged, would lead to the *General Adaptation Syndrome*. One problem with this model is that "the defining physiological response or response pattern may be associated with various conditions, for example,

passion, exercise, fear, etc., that for other reasons we may not want to regard as comparable" (Houston, 1987, p.375). Furthermore, the person is conceptualized as a passive responder to environmental pressure (*i.e.*, psychological factors are ignored).

### 2.3.2. Stress as Stimulus

The source of the stress-as-stimulus approach lies in the use of the term stress in an engineering context, *i.e.* as *stress-producing strain* (Appley and Trumbull, 1986, p.4). This conceptualization considers stress to be a "stimulus characteristic of the person's environment, usually cast in terms of the load or level of demand placed on the person or some adverse (sic) or noxious element of the environment" (Cox and Ferguson, 1991, p.7). Thus stress is seen as something requiring adaptation or adjustment. The main criticism levelled at the above two models is that they fail to account for individual differences in perception of stressfulness and in reaction to stressors.

### 2.3.3. Interactionist Approaches

The failure of response and stimulus models to account for individual differences and people's their underlying perceptual cognitive processes (Cox and Ferguson, 1991) led to the development of various new conceptualizations of stress. These focused on "some kind of process that occurs in between the stimulus situation that impinges on the individual and the potential responses of the individual to that situation" (Houston, 1987, p.374). These approaches are generally known as interactionist or transactional models, and they reflect the dynamic nature of ongoing transactions between individuals and their environments. These transactions gain their meaning for the person via appraisal processes.

Although transactional approaches appear to offer considerable improvement on earlier models of stress, nevertheless they have been criticised in terms of methodological difficulties with the measurement of stress when defined as an intervening process.

## 2.4. Occupational Stress

The continuing growth in the occupational stress literature reflects the current concern, in both theoretical and practical terms, with this post Industrial Revolution phenomenon. Theoretically, the literature incorporates much of the above-mentioned debate about the "fundamental nature of the

stress concept" itself (Mackay and Cooper, 1987, p.167). The major practical concern about occupational stress appears to be directed at the financial costs incurred by stress-related illnesses, both in terms of direct costs for health care, as well as in terms of the costs of employee litigation seeking compensation for job-related stress (Cooper, 1986). Whatever the specific motivation, "recent years [have] reflected a steady growth in employee health programmes" (Murphy, 1984, p.1).

"Traditional occupational stress research has focused primarily upon psychosocial variables (... role-related demands, for example) as well as socio-technical ones" (Mackay and Cooper, 1987, p.168). Thus occupational stress has tended to be defined in terms of poor person-environment fit (Dewe, 1989). Cox (1978, cited in Cox and Ferguson, 1991) drawing on the transactional model, described (occupational) stress as the "psychological state which arose when there was personally significant imbalance or mismatch between the person's perceptions of the demands on them and their ability to cope with those demands" (p.9).

## 2.5. Burnout

The term *burnout* was first used by Freudenberger (1974, in Jackson, Schwab, and Schuler, 1986) to refer to stress responses shown by employees in human services work. The concept has since proved popular both with the general public and with professionals (Meier, 1984), and, indeed, "some critics have argued that burnout is nothing more than a catchy term that essentially *creates* a condition or problem that then needs to be addressed" (Maslach, 1982, p.29).

As with stress, burnout has lacked definitional clarity. Maslach (1982) considers burnout to be an individual, internal, negative psychological experience involving distress, discomfort, and dysfunction. There seems to be agreement, however, that burnout entails a response to chronic emotional stress. Perlman and Hartman (1982), in reviewing the burnout literature prior to 1982, synthesize the various definitions to produce a definition comprising the following components:

1. emotional and/or physical exhaustion
2. lowered job productivity
3. overpersonalization



These components accord well with those of Maslach and Jackson (1986), except that their component of *low personal accomplishment* represents the affect that may underlie low productivity.

Apart from criticism of the term based on its trendiness and its sensationalist nature (Handy, 1988), it has also been suggested that burnout overlaps sufficiently with other constructs (e.g., tension, fatigue, depression) to render it of limited use as a separate construct. Meier (1984) examined this issue and found strong support for the convergent validity of burnout. "However, measures of burnout also correlated highly with depression, thereby weakening support for burnout's discriminant validity" (Meier, 1984, p. 216). Despite this, Meier (1984) concludes that burnout fulfils the criteria for construct validity at least to the same extent as does depression and thus deserves to be accepted as a valid construct.

Handy (1988) levels a further criticism at both burnout and occupational stress research. This is that both fields focus on the individual subjective experience of stress, while failing to pay sufficient attention to the functions and structures of organisations and society which constrain individuals (Handy, 1988, p.351). Handy (1988) suggests that the problem with this approach is that organizational dysfunction remains unacknowledged, while individuals are blamed for their susceptibility to stress.

## 2.6. Summary

Stress, and the related concept of burnout, have been subject to considerable conceptual refinement in recent years, culminating in a definition which acknowledges the interactive nature of the concepts, as well as the role of appraisal. Burnout has been seen as a special case of occupational stress which involves the chronic experience of stress symptoms by people who do "people work". Burnout is thought to include components of emotional exhaustion, a reduced sense of personal accomplishment, and a tendency to depersonalise service recipients. Criticism of the stress and burnout constructs has revolved around the possible overlap with other constructs such as anxiety and depression, as well as the individualistic nature of the concepts themselves.

## **CHAPTER THREE**

# **WORK AND FAMILY LIFE**

### **3.1. Introduction**

"For some time, researchers and practitioners have recognized the fluid boundaries between work and family life" (Eckenrode and Gore, 1990, p.1). Thus the present research investigates the relationships between stress at work and at home within the context of family life. Eckenrode and Gore (1990, p.4) suggest that the extent to which these spheres influence each other varies according to "multiple factors related to the structure of the family and the workplace in question, the nature of the stressors, and those situational factors that moderate the stress transmission process".

Moderators of the stress transmission process will be considered in the following chapter. In the present chapter, the nature of the relationship between work and home will be considered, along with a discussion of the issues that appear to be specific to police families both within and without South Africa.

### **3.2. Relationships between Work and Non-Work**

Burke and Bradshaw (1981) discuss five different types of relationships between work and home life. These are termed spillover, independent, conflict, instrumental, and compensatory, and their definitions are shown in Table 3.2.a.

Table 3.2.a.: Five Relationships Between Work and Home Life (Burke and Bradshaw, 1981, p.337).

SPILOVER	One affects the other in a positive or negative way.
INDEPENDENT	They exist side by side and for all practical purposes they are independent of each other.
CONFLICT	They are in conflict with each other and cannot be easily reconciled.
INSTRUMENTAL	One is primarily a means to obtain something desired in the other.
COMPENSATION	One is a way of making up for what is missing in the other.

Within this taxonomy, the condition of *spillover* appears to subsume *conflict*, *instrumental*, and *compensation*, suggesting that this is the most significant type of work-home relationship. To support this contention, Burke and Bradshaw’s (1981) data from 42 managers and their wives, shows that spillover is involved in 59% of husbands’ perceptions of work-home relationships, and in 55% of wives’ perceptions.

Views on the direction of influence of spillover have been contradictory. A transactional model of stress would assume effects in both directions. However, Evans and Bartolomé (unpublished, in Burke and Bradshaw, 1981, p.338) propose a unidirectional influence (from work to home), whereas Crouter (1984) found that "two-thirds of her sample of 38 male and 17 female workers reported that their family life affected their work in either a positive or negative way (Bromet, Dew, and Parkinson, 1990, p.137). Bromet *et al.*’s (1990) study of blue-collar working wives found that of 220 wives reporting the presence of spillover, 123 experienced spillover in both directions.

3.2.1. Spillover

In the present study, spillover is conceptualised as an intervening variable, mediating the relationship between work and family life. Notwithstanding Burke and Bradshaw’s definition of

spillover, the term has most commonly been used to refer to effects of excess stress or tension which accumulate in one domain to the point where the other is negatively affected. However, the home and work domains can also positively influence each other (Kirchmeyer, 1993), as in the case of stress in the workplace resulting in mobilization of family resources, thus promoting family cohesiveness (Eckenrode and Gore, 1990).

The concept of spillover from work to home assumes the potential importation of stress into the family system. Vaux, Brownell, and Hill (1983, in Thompson and Vaux, 1986) suggest that:

stressors may be "imported" into the family, in that stressors experienced outside may lead to stressors inside the family. It was further proposed that, through this importation process, the "transmission" of stress might occur: Stressors experienced by one family member might lead to distress in another member (p.40).

Thompson and Vaux (1986) produced results consistent with the model's hypothesis, but cautioned against causal interpretations.

// In a more recent study of occupational stress transmission, Jones and Fletcher (1993) "found evidence of transmission of stress from men to women, particularly where men have high strain jobs (high in demand and low in support), but no corresponding transmission from women to men" (p. 881). Jones and Fletcher (1993) also found some compensatory effects in that transmission of stress was inversely related to number of children in the family. They suggest that children may interfere with the mechanism of transmission or may have a compensatory effect in themselves. Maslach and Jackson (1985, p.849) found that for both men and women, "employees with children scored lower on all three burnout scores than did employees who were childless".

A common perception in the literature is that men have little psychological involvement in their family roles in comparison with their work roles. However, Pleck (1985) points out that this perception is based on the assumptions that "actual behaviour directly reflects psychological involvement" (p.119) and that male and female sex roles are necessarily mirror images of each other. Based on an analysis of the 1977 Quality of Employment Survey, Pleck (1985, p.135) shows that "the majority of men are more psychologically involved in their families than their jobs".

While this finding contradicts the estimate that men participate relatively little in housework and child care, nevertheless the demonstrated degree of their psychological involvement does provide a foundation for men to increase their participation in these tasks.

While the majority of the literature has focused on spillover effects in the work-to-home direction, a systemic approach would also expect effects in the home-to-work direction. In a study of 221 professional men and women, Kirchmeyer (1993) investigated positive and negative spillover associated with involvement in multiple non-work domains (parenting, community work, and recreation) to the work domain. She found that women and men reported similar levels of non-work involvement, positive spillover, and use of coping strategies, whereas men experienced higher negative spillover overall.

Crouter (1984) also investigated family-to-work spillover and found that "women with young children at home are most likely to report high levels of spillover, in contrast to mothers of older children and to fathers regardless of their position in the family life cycle" (p.425). Crouter (1984) proposes the need to distinguish between different types of home-to-work spillover. These include *educational* spillover in which something learnt at home benefits working life, and *psychological* spillover in which family processes affect the work setting in a more transitory fashion.

Although the present study deals only with spillover of effects in policemen, it is likely that similar processes occur in policewomen. Very little of the literature pertains to policewomen, marking this as a neglected area of research. However, in Brown and Campbell's (1990) study of 954 police officers, 20% of the sample were women. For the purposes of data analysis, no distinction was made in this study between male and female police officers.

### 3.3. Dimensions of Family Life

In order to better understand the "home" part of the work-home interaction, a closer examination of aspects of family life seems appropriate. One such aspect is marital functioning and satisfaction with the marital relationship. Davidson and Veno (1980) suggest that "the first few years of police marriages tend to be high risk in terms of marital disruption compared to other marriages" (p.137).



Disruption of the marital relationship may be one family life factor associated with spillover of stress. However, such spillover is also likely to result in changes in patterns of interactions throughout the family. Relevant aspects here relate primarily to family cohesiveness, as reflected by the policeman's involvement with his children as opposed to his withdrawal from, and consequent absence from, the home context.

Other features contributing to the quality of family life are the policeman's satisfaction with his job and his wife's attitude towards his occupation. The literature linking job satisfaction and marital functioning has been contradictory, however, with both positive and negative relationships having been reported (Widrich and Ortlepp, 1994).

### 3.4. Police Families

It may be appropriate at this stage to consider whether police families are any different from the families of other human service workers. An extensive literature has investigated sources of occupational stress in policemen (Brown and Campbell, 1990; Cooper, Davidson, and Robinson, 1988; Davidson and Veno, 1980; Kaufmann and Beehr, 1989; Kroes, Margolis, and Hurrell, 1974; van Rooyen, 1987).

All of the organizational stressors discussed in these studies fall into the categories of Cooper's (1986) model of occupational stress. These categories are:

1. Factors intrinsic to the job (*e.g.*, responsibility for lives)
2. Role in the organisation (*e.g.*, role ambiguity)
3. Career development factors (*e.g.*, limited opportunity for promotion)
4. Relationships at work (*e.g.*, hierarchical structure)
5. Organizational structure and climate (*e.g.*, "police culture").

Two important stressors identified by Brown and Campbell (1990) as experienced by 20-49% of officers, were "Demands of work vs. home" and "Conflicts between home/ work". It could be argued that these stressors cut across most of the above categories, illustrating the complex interactions between work and home factors.

Notwithstanding the breadth of potential occupational stressors, there appear to be factors in their work environment which are particularly troublesome for police officers. Indeed, Kaufmann and Beehr (1989, p.187) suggest that police officers "function within a unique frame of reference". Furthermore, policemen operate under intense public scrutiny, at times enduring public hostility and revilement. Their symbols of authority, the uniform and the gun, tend to polarise policemen into an "us versus them" attitude, thus leading to closer identification and friendships with fellow policemen, but difficulties in forming and maintaining non-police relationships.

Very often, the policeman copes with overwhelming occupational stressors by withdrawing emotionally. This detached coping style is likely to be reinforced by the "police culture" which "is such that expression of personal feelings is limited and members are supposed to maintain a poised presence even under the most dreadful circumstances" (Kaunda, 1995).

Seeking professional counselling may be stigmatized and policeman may fear that seeking help in this way will result in doubts about their courage and suitability for police work. Fortunately, this appears to be changing, with greater acceptance on the part of the police hierarchy of the need, firstly, to provide psychological services and, secondly, to reassure police personnel that making use of such services will not be stigmatized.

The difficulty in maintaining friendship relationships may apply in even greater measure to the policeman's relationship with his wife and children. Shift work may mean he misses important family occasions, and the nature of his work may mean that when he does see his family he is too tired or tense to relate to them effectively. Thus the paradox arises that "because of job tensions, his personal relationships become so strained that he is unable to turn to his family for the positive reinforcement that would help to mitigate the stress factors of his work" (Haynes, 1978, p.33).

Furthermore, the detached style required at work cannot be switched on and off like a light bulb (Haynes, 1978), and it is this, in particular, which seems to lead to marital difficulties (Maynard, P., Maynard, N., McCubbin, and Shao, 1980). Such difficulties appear to be most acute in the first three to five years of marriage, and this has consequences both in terms of performance on the job and in terms of "the high divorce rate among police generally" (Davidson and Veno, 1980, p.138).

Notwithstanding Davidson and Veno's (1980, p.136) caveat that "actuarial statistics ... do not give absolute indications of family disruption patterns", Rafky (1974, cited in Davidson and Veno, 1980, p.138) "maintained that one third of the married cadets were divorced within their first two years on the force". In addition, there may be more serious consequences, as marital disharmony has been associated (as a precipitating factor) with police suicide (Davidson and Veno, 1980).

As Maynard *et al.* (1980, p. 496) point out, studies "have tended to emphasize the negative consequences of stress upon the marital relationship and upon family life". Maynard *et al.* (1980) adopted a more positive approach, investigating coping strategies which police wives found useful, with a view to counselling police families. They found that coping with family life in the police profession appears to require an ongoing "system of adaptive compromise" (p.499) between maintaining cohesion and allowing individual development of family members. Wives achieved this via developing self-reliance and accepting the demands of the police profession, while also developing social support and maintaining family integration. While these adaptive measures on the part of police wives may indeed ameliorate the policeman's family life, this approach remains fixated on the individual's responsibility to cope with occupational stress. The risk inherent in this approach is that the responsibility of the organizational hierarchy is ignored.

### 3.5. Police Families in South Africa

The vast majority of the police stress literature refers to studies done in the United States of America, Great Britain or Australia, and it is arguable as to how applicable this is to policing in South Africa. While a number of factors will inevitably be similar, nevertheless the South African Police Services has a unique historical and contemporary context.

Originally established on 1 April 1913, the then South African Police began operations in a post-colonial context. By 1936 the force had responsibility for the entire Union of South Africa. During the apartheid years from 1948 onwards, the SAP was the instrument for enforcing discriminatory laws and, as such, became associated with the discriminatory ethos itself. These factors made policemen, their families, and suspected informers prime targets of the resistance movements during the 1970s and 1980s.



In addition, the later apartheid years saw a gradual and more general erosion of the rule of law, such that presently "police are reviled in some communities and crime is at an all-time high"

(Police Express, 1995 p.8). A further factor impacting on the credibility of the SAPS, is the suspected involvement of some police personnel in so-called third force activities. These are thought to have entailed acts of violence against civilian population with the intention of disrupting political settlement in South Africa.

Within this context of lawlessness, the SAPS is also having to negotiate the transition from being an instrument of "*kragdadigheid*" to the development of the new role of community policing in South Africa. "The clear role definition applicable in the past, to protect the interests of whites from the communist onslaught, gave police officials a sense of security. Given the new constitution, police officials are now expected to protect the rights of all" (Nel and Burgers, quoted in Kaunda, 1995). The inability to change role perceptions has been cited as an important cause of stress-related medical boarding, thus adding to the loss of personpower and expertise from the SAPS, and exacerbating cost to the taxpayer.

Some of the stressors impacting on South African policemen have been discussed above. In a study focusing specifically on stress factors affecting members of the SAP, Boshoff (1984) found that the "more serious stressors" were the court system, uncertainty in the future, and conflict of values, "while remuneration did not seem to be problem" (p. xiii). Since then, the issue of police salaries and payment for overtime has come to the fore as a major source of discontent amongst SAPS officers.

The "conflict of values" referred to above relates to conflict between the police officer and the police organization, most importantly with respect to marriage and family life. As with Haynes' (1978) study, Boshoff (1984) found that policemen are frustrated in not being able to give their families the time and attention they would wish to. Furthermore, they feel that the organization fails to show an understanding of this problem. This apparent paucity of concern for their work force is in marked contrast with the official SAPS policy that personnel are the most important resource for the SAPS (Groenewald, 1987).

According to Boshoff (1984), stress in the policeman's working life may have certain consequences for his marriage. These include an overprotective attitude towards his wife and children, a change

in personality involving cynicism, aggression or withdrawal, lassitude, moodiness, reduced communication between family members, reduced family activities, insomnia, and increased alcohol use. Boshoff (1984, pp.167-8) concludes that the interaction between his family life and his work may be the single greatest stressor in policing.]

As an indication of the stress experienced by SAPS members, the 1994 suicide statistics (van der Westhuizen and Sunkel, 1995, PsySSA conference paper) make disturbing reading. During 1994, 1 out of every 500 SAPS males committed suicide, while in 1991, 60 out of 100 000 police officials committed suicide, compared to the national figure of 5 out of 100 000 South Africans. It could be hypothesized that marriage provides some protective effect, in that approximately two-thirds of the total suicides were unmarried. Furthermore, length of marriage appears to be significant, in that 60% of the total married suicide cases had been married for five years or less.]

### 3.6. Summary

In this chapter, it has been argued that the spillover relationship between work and home most inclusively describes such relationships. In the present study spillover in either direction is seen as mediating the relationship between burnout and quality of family life. The latter has been conceptualised in terms of family interactions, including satisfaction with marital interaction.

An extensive literature has assembled evidence of the particular features (including stressfulness) which are inherent in police family life. This literature has also looked at the roles for policemen, of typical coping strategies and peer support. The chapter ends with a brief look at the historical and contemporary context of the South African Police Services.

## CHAPTER FOUR

# SOCIAL SUPPORT AND COPING

ALL

### 4.1. Introduction

The fundamental hypothesis of the present research is that there is a relationship between the effects of stress at work and quality of family life. Two processes are commonly thought to be involved in such a relationship. Firstly, *stress-mediating* processes reflect the pathways through which work stress impacts on family life and *vice versa* (Eckenrode and Gore, 1990), *i.e.*, a "*mediator* variable is one that is responsible for the transmission of an effect, but does not alter the nature of that effect" (Cox and Ferguson, 1991, p.12). The present study considers spillover to be such a mediating variable.

Secondly, *stress-moderating* processes or variables are those "whose presence or level alters the direction or strength of the relationship between two other variables" (*ibid.*), in this case work stress and family life. While both coping and social support have been found to be mediators in the stress-outcome relationship (Turner, 1983), in this thesis these variables will only be investigated as moderators of this relationship.

### 4.2. Social Support

Over the last two decades there has been an increasingly extensive focus on the influence of social factors on individual well-being. The most important aspect of the social environment which is hypothesized to influence well-being seems to be social support, particularly as it may operate to alleviate work stress (Mackay and Cooper 1987). However, there have been several distinct conceptualizations of "social support" in the literature. These concepts share a focus on the importance of **human relationships** for health and well-being and they have included:

- ✓ 1. Social bonds
2. Social networks
3. Availability of confidants and human companionship (Turner, 1983).

The above focus is reflected in the definition offered by Williams and House (1985, p.207), who consider social support to be "a flow between people of emotional concern, caring, information, and instrumental health, with emotional concern being the most central". The multidimensionality of the social support construct is captured by Turner's (1983) mapping sentence (cf. Table 4.2.a.).

Table 4.2.a.: Mapping-Sentence Definition of Social Support (Turner, 1983, p.111, with acknowledgement to P. Stemp, 1983, personal communication).

The domain of social support is defined as:

<p>The assessment by the</p>	<p>A</p> <ol style="list-style-type: none"> <li>1. respondent</li> <li>2. investigator</li> </ol>	<p>B</p> <ol style="list-style-type: none"> <li>1. objective</li> <li>2. subjective</li> </ol>
<p>C</p> <ol style="list-style-type: none"> <li>1. intensity</li> <li>2. frequency</li> <li>3. durability</li> </ol>	<p>of the</p>	<p>D</p> <ol style="list-style-type: none"> <li>1. love and/or affection</li> <li>2. status and/or esteem</li> <li>3. information and/or interpretation</li> <li>4. aid and/or guidance</li> </ol>
<p>E</p> <ol style="list-style-type: none"> <li>1. accessible from</li> <li>2. utilized</li> </ol>	<p>F</p> <ol style="list-style-type: none"> <li>1. wife or husband</li> <li>2. intimates</li> <li>3. confidants</li> <li>4. parents</li> <li>5. children</li> <li>6. friends</li> <li>7. acquaintances</li> <li>8. neighbours</li> <li>9. co-workers</li> <li>10. associates</li> <li>11. professionals</li> <li>12. unspecified significant others</li> </ol>	<p>G</p> <ol style="list-style-type: none"> <li>1. in general</li> <li>2. with respect to a focused problem</li> </ol>

// As the mapping sentence suggests, a number of different types of social support have been described. House (1981, in Turner, 1983) distinguish between *emotional* support, *instrumental* support, *informational* support, and *appraisal* support. Although different taxonomies of support

have been developed, most taxonomies acknowledge "the relevance of perceived support on the one hand, and of actual aid or its availability on the other" (Turner, 1983, p.109). While summing numbers of supporting people in the environment can indicate total availability of support, a more crucial dimension of social support appears to be the **experience** of being supported, in that support is only likely to be effective to the extent to which it is **perceived** to be available or provided (Procidano and Heller, 1983, p.2).

#### 4.2.1. Buffering versus Main Effects

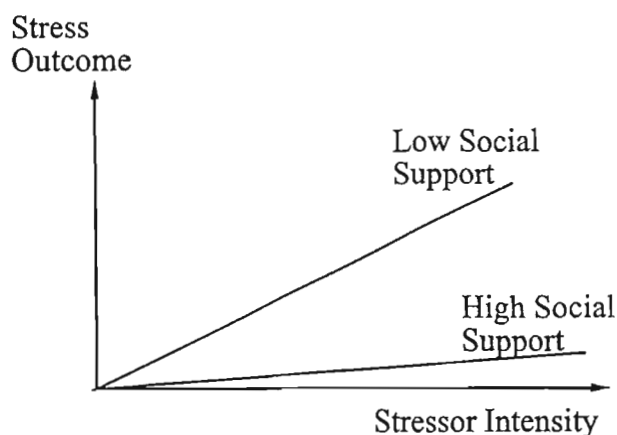
The major dispute in the social support literature pertains to the ways in which social relations have been conceptualized as operating. Three possible ways in which social support may alleviate work stress have been suggested (House, 1981, in Mackay and Cooper, 1987). Two of these ways are considered to affect outcome directly, *i.e.*, to be "main effects". Firstly:

support can directly enhance health by supplying human needs for affection, approval, social contact, and security. Secondly, by reducing interpersonal tensions and generally having other positive effects in the work environment, support can directly reduce levels of stress and indirectly improve health (Williams and House, 1985, p.208).

The third possible effect of support is a buffering one, *i.e.*, social support is thought to operate as an effect modifier in that the relationship between stress and outcome is thought "to be strongest in those with low levels of social support" (Mackay and Cooper, 1987, p.181) (cf. Figure 4.2.a.). Mackay and Cooper's (1987, p.181) argument that this effect of support only becomes apparent in high stress environments is supported by Turner (1983), as he concludes that "social support, at least when conceived as an emotional or perceptual dimension, is importantly connected with ... psychological distress and disorder" (p.144) and that "support tends to matter more where stressor level is relatively high" (p.142). Much recent research interest has attempted to find (and convincingly show) such buffering effects. However, highly inconsistent findings have emerged, such that Turner (1983, p.139) considers the question to be "impossible to resolve at this juncture of the research progress".



Figure 4.2.a.: Social Support as a Moderator between Intensity of Stress and Outcome (modified from Frese, 1986, p.185).



Some possible explanations for the confusion have been put forward. Mackay and Cooper (1987) suggest that perceived social support may influence subjective reporting of stress, thus operating as a confounding factor. Another possibility is the constancy-of-stress argument (Antonovsky, 1979, in Turner, 1983), which proposes that stressors are inevitably present, thus making "both direct and interactive effects ... theoretically interpretable in terms of the buffering hypothesis" (Turner, 1983, p.139). Yet another difficulty lies in the way "the terms mediator and moderator are often confused and used interchangeably, both with each other and with a variety of other words-for example, buffer or vulnerability factor and modifier (Kessler, 1983)" (Cox and Ferguson, 1991, p.12). For an excellent description of the appropriate data analyses required to show mediator and moderator effects, the reader is referred to Cox and Ferguson (1991, pp.12-14).

Meta-analyses of the relevant research (Fisher and Gitelson, 1983, Jackson and Schuler, 1985, cited in Kaufmann and Beehr, 1989) have concluded that the evidence is equivocal. The failure to demonstrate moderator effects has been interpreted "as confirmatory evidence for the specificity of buffering effects" (Williams and House, 1985, p.214). Moderator effects have also been found for certain types of support, for example, Cohen and Wills (1985) "conclude that buffering effects are generally found for functional support but not for structural support" (Kaufmann and Beehr, 1989, p.187). Moderator effects have also been found to be more salient for certain mental health

measures (depression, anxiety), as well as for certain social support measures, *i.e.*, "when support is measured in terms of the perceived willingness of others to be helpful" (Williams and House, 1985, p.214).

#### 4.2.2. Social Support and Police Work

Holahan and Moos (1982) suggest that the work environment is a crucial source of social support for men, and this may be particularly the case for police officers. Supportive leader behaviour and group cohesiveness may mean that the officer experiencing personal problems is more comfortable discussing matters with a fellow officer rather than seeking professional help.]

However, a supervisor may also be a source of stress for a policeman, in which case an approach by such a supervisor to offer support may itself be experienced as stressful. This process was offered by Kaufmann and Beehr (1986) as one possible explanation for their finding that, contrary to expectation, social support "made the relationship between stressors and strains stronger not weaker" (p.524) This issue of "negative social effects" was also discussed by Williams and House (1985). They contend that "available descriptive data indicate that interpersonal contact in the occupational setting does not always have positive results" (Williams and House, 1985, pp.215-6).

Another complicating factor for social support and police officers is police socialization (Graf, 1986). The early socialization of the police recruit may result in defensive cognitions of invulnerability and exaggerated beliefs in ability to handle dangerous situations. While this may constitute an effective coping strategy in the short term, it may also result "in emotional distancing from useful social supports" (Reiser and Geiger, 1984, p.317), especially those in the non-police world such as family and/or marital partners.]

#### 4.3. Coping

As with the stress concept itself, coping research has been hampered by a lack of clear definition and operationalization (Newton, 1989). Solomon, Mikulincer, and Avitzur (1988) define coping as "the cognitions and behaviors that people use to assess and reduce stress and to moderate the tension that accompanies it" (p.279). Thus coping can be seen as behaviour intended to fulfil two

primary functions. These are, firstly, coping with the problem and, secondly, coping with the emotions evoked by the problem. Examples of problem-focused coping are active problem-solving, planning, and escape from the situation, whereas emotion-focused coping includes denial, ventilation of feelings, and positive reinterpretation.

A number of authors have theorized and researched typologies/ categories of coping strategies (Carver, Scheier, and Weintraub, 1989; Houston, 1987; Latack, 1986). Steptoe (1991), having considered the complex array of proposed typologies, suggests a return to broad dimensions and a simple typology. He casts some of the identified coping strategies into this classification, drawing a distinction between "engagement (approach or confrontation) and disengagement (withdrawal) during coping (after Tobin *et al.*, 1989)" (Steptoe, 1991, p.212).

In a similar distinction to that of Steptoe (1991), Kirchmeyer (1993) distinguishes between three types of coping approaches, proactive, defensive, and reactive. Kirchmeyer (1993) hypothesized that more active coping with multiple domain participation would be associated with less negative spillover from non-work to work. This hypothesis was partially supported in that it was found that certain specific strategies (*e.g.*, altering one's own attitudes and increasing one's personal efficiency) facilitated more effective coping.

The effectiveness of such active coping strategies was supported in the study by Maynard *et al.* (1986). These authors investigated coping strategies used by police wives and found that "developing self-reliance" and "accepting the demands of the profession" facilitated family cohesion, expressiveness, and independence (p.500). It thus seems likely that coping strategies will impact either positively or negatively on the quality of a family's life.

Leiter (1990) studied the predictive value of both personal coping style and family coping resources on the development of burnout, and on changes in burnout over time. Thus in terms of the present research, Leiter was trying to predict positive home-to-work spillover on the basis of family access to resources. Leiter's (1990) results provided support for his prediction that family resources would be able to alleviate or prevent the development of burnout, and that, furthermore, such resources "are largely independent of work-related coping resources and extend an individual's capacity to cope with occupational stress" (p. 1080).



In terms of two of the components of burnout (Emotional Exhaustion, and Depersonalization), Leiter (1990) found that family coping resources were related to burnout "in a manner consistent with a resource depletion view of the syndrome" (*ibid.*). Thus lack of resources intensifies Emotional Exhaustion while ample resources will facilitate recovery from feelings of being worn out by one's job. Secondly, access to coping resources appears to protect against Depersonalization, which "appears to be the expedient of those who lack any alternative" (p. 1081). This suggests that, notwithstanding a code of ethics, lack of coping resources may leave human service professionals little alternative but to depersonalize their recipients.

Thirdly, family coping resources were not related to diminished Personal Accomplishment although this "aspect of burnout was related to ... control coping" (*ibid.*). Control coping strategies are considered to be active, approach-type strategies similar to Kirchmeyer's "proactive" category. Leiter (1990) explains this finding in terms of the Personal Accomplishment subscale reflecting an individual rather than a family construct.

#### 4.4. Social Support and Coping

Stephens (1991) classifies the seeking of social support as an emotion-focused, behavioural form of coping. However, Carver *et al.* (1989) distinguish between seeking emotional social support and seeking instrumental social support, classifying the latter as problem-focused, rather than emotion-focused, coping. Thus the coping and support constructs are seen to be interrelated in a complex manner. "Most prior studies have focused on support and coping effects as separate processes and have examined their independent effects on the relationship between stress and disorder" (Fondacaro and Moos, 1987, p.654). However, from a transactional perspective, an interactional effect of coping and social support might be expected.

Support may have a direct influence on coping behaviour, for example, information provided may change an individual's use of coping strategies. Support may also have an indirect influence, for example, in the case of emotional support "enhancing an individual's self-esteem and sense of self-efficacy, which, in turn, may facilitate the ability to access and enact coping strategies" (*ibid.*, pp.654-5). Similarly, "individuals who rely on less effective coping responses may find it harder

pp.654-5). Similarly, "individuals who rely on less effective coping responses may find it harder to develop and maintain supportive social ties" (*ibid.*, p.655). Thus, maladaptive coping, *e.g.*, substance abuse, may erode an individual's support resources leading to downward spiral of psychosocial dysfunction.

#### 4.5. Summary

This chapter on hypothesised moderators of the work-home relationship began with the distinction being drawn between mediating and moderating processes. This was followed by a review of the coping literature which looked at definitional development of the coping construct, as well as the variety of coping typologies proposed by several authors.

The section on social support again examined relevant definitional development, and went on to reflect the multidimensional nature of the social support construct. The debate about social support operating as a main effect or as a buffer was discussed.

The following chapter describes the methodology of the present study. Chapter six reports the results of the statistical analysis, which are then discussed in chapter seven.

## CHAPTER FIVE

# METHODOLOGY

### 5.1. Hypotheses

1. Emotional Exhaustion and Depersonalisation will be positively related to (and Personal Accomplishment negatively related to) Quality of Family Life.
2. Work-to-Home Spillover will be negatively related to Quality of Family Life. Work-to-Home Spillover will be negatively related to Emotional Exhaustion and Depersonalisation, and positively related to Personal Accomplishment.
3. Home-to-Work Spillover will be negatively related to Quality of Family Life. Home-to-Work Spillover will be negatively related to Emotional Exhaustion and Depersonalisation, and positively related to Personal Accomplishment.
4. Social Support will moderate the relationships between Burnout scores and Quality of Family Life.
5. Coping will moderate the relationships between Burnout scores and Quality of Family Life.
6. Social Support and Coping will interact to moderate the relationships between Burnout scores and Quality of Family Life.

### 5.2. Research Design

The research design is correlational, looking for significant relationships between the research variables: Burnout, Quality of Family Life, Work-to-Home Spillover, Home-to-Work Spillover, Coping and Social Support. While it is recognised that a correlational design is unable to answer questions of causality, nevertheless the bidirectional causality which is fundamental to the Spillover concept, makes this design the most appropriate one for assessing the contributions of each independent or moderating variable to the variation in the dependent variable, Quality of Family Life. Furthermore, "correlational research is at times the only possible research method ...

particularly (in) the case where it is not possible to manipulate the suspected independent variable" (Bless and Kathuria, 1993, p.46).

For purposes of practicality, non-probability sampling (Bless and Kathuria, 1993, p.68) was employed. This kind of sampling means that generalisations need to be made with great caution, and that such generalisations may be more or less valid, depending on the homogeneity of the population. Kerlinger (1986, cited in Ancer, 1994) refers to three important weaknesses of non-experimental research as being:

- \* inability to manipulate independent variables
- \* inability to ensure random sampling
- \* the risk of improper interpretation

Thus, although the correlation design may yield significant associations, it may be that the variables are associated because of extraneous variables that are unknown to the researcher. As a consequence of this difficulty, there is a need to collect a variety of demographic information in order to gain some understanding into the extraneous variables involved.

### 5.3. Subjects

The subjects were a non-random sample of 74 police officers and their wives, plus 10 officers whose wives declined to fill in their questionnaires. The use of married officers was based on the assumption that this was the simplest way of accessing police officers who were in fact part of family lives on a daily basis. It seems likely that similar effects would be found in couples living together in common-law relationships. The officers' ages ranged from 23 to 47 (mean = 33 years). The 70 wives who participated in the study ranged in age from 20 to 42 (mean = 29.5 years). 27 reported that they worked full-time, 4 part-time, and the remainder did not work outside the home.

The majority of the respondents completed the questionnaire in English, although 13% reported their home language to be Afrikaans and 25% were Zulu-speaking (8 respondents did not record their home language). Afrikaans translations of the questionnaires were available at all stations, however, there appear to have been anomalies in handing out questionnaires in the appropriate

language. A member of the Afrikaans Department at the local university performed the translation. The translator is experienced in translation, and works regularly in this capacity for both academic and other publications. As some of the assessment instruments used relatively sophisticated language, it is possible that some subjects, especially those answering in their second language and/or the 29% of the sample having less than a Standard Eight level of education, may have had some difficulty with understanding some of the words.

#### 5.4. Procedure

The initial approach to the SAPS was made via the Police Psychology Unit in Durban. Discussions were held as to the suitability of the study. A letter requesting permission to use a sample of police officers was sent to SAPS Head Office in Pretoria (Corporate Planning Section) and after several months, permission was granted subject to certain conditions (cf. Appendix A). The next step involved contacting the Manpower and Recruiting Division in Pietermaritzburg, from whom a list of local station deployments and station commanders was obtained.

Initially, the seven largest police stations in the region were approached, five in Pietermaritzburg, and two in outlying towns. Contact was made telephonically to set up appointments with the station commanders. At these initial interviews, the purpose and conditions of the study were explained, and permission sought for the participation of that particular station. For the outlying stations, this initial contact was by telephone only. The response of the station commanders was generally courteous and enthusiastic.

After discussion with the station commanders, it was decided to distribute the questionnaires via the station commanders on each station's monthly lecture day. This procedure was decided on in preference to the writer presenting the study personally, in the hope that the men would receive it more readily from an SAPS member than from an outsider. There was also the suggestion that this method would better ensure the respondents' anonymity, as far as the writer was concerned.

511 numbered questionnaires, sealed in unnumbered envelopes, were delivered during late January and early February for distribution to all married officers present on lecture days between 13



January and 8 February. Each envelope contained a sealed envelope containing the wife's questionnaire, as well as the husband's questionnaire, along with a covering letter explaining the study and the procedure to the police officer (cf. Appendices C and E). The wives were supplied with their own return envelopes to be sealed and enclosed in their husband's large return envelopes. Each station commander was given a letter, reminding him of the procedure, and including an introductory paragraph to be read to the men prior to the handing out of the questionnaires (cf. Appendix B). Each station was also given a return box for the collection of completed questionnaires. Two weeks after the relevant lecture day, the station commander was again contacted telephonically to check on progress. At this stage the first indications of a poor response rate became apparent. The details of the distribution and return of questionnaires are reflected in Table 5.4.

Because of the poor response rate, four more stations or units in the region were approached during March. In these cases, the initial procedure of contacting the station commanders was followed, but the previous poor response rate was explained to them, and they were consequently asked to hand out questionnaires only to officers who had undertaken to fill them in. No return boxes were supplied, and the station commanders were told that they would be contacted after one week. Two more units were approached in this way in April. This method yielded a somewhat better response rate (cf. Table 5.4.).

### **5.5. Psychometric Instruments**

A battery of assessment instruments was compiled, in order to gain quantitative measures of the research variables. A demographic questionnaire was compiled by the present author. Measures of Quality of Family Life, Coping, Job Satisfaction, and Work-to-home Spillover were those used by Jackson and Maslach (1982; Jackson, 1994). Burnout was measured by the Maslach Burnout Inventory (Maslach and Jackson, 1986), while Social Support was measured by the Index of Social Support (James and Davies, 1987). Home-to-work Spillover was assessed by a scale of items devised by Kirchmeyer (1992, cited in Kirchmeyer, 1993).

**Table 5.4.a. Distribution and Return of Questionnaires**

DATE	STATION/ UNIT	DISTRIBUTED	RETURNED	HUSBAND ONLY	TOTAL RETURN	PERCENTAGE RETURN
Jan/ Feb	1	74	6	2	8	11%
Jan/ Feb	2	123	6		6	5%
Jan/ Feb	3	110	10		10	8%
Jan/ Feb	4	40	5	2	7	18%
Jan/ Feb	5	100	10		10	10%
Jan/ Feb	6	31	2		2	6%
Jan/ Feb	7	33	6	1	7	21%
March	8	10	4		4	40%
March	9	15	2		2	13%
March	10	12	3	4	7	58%
March	11	10	6	1	7	70%
April	12	30	3		3	10%
April	13	12	10	1	11	92%
TOTAL		600	74	10	84	14%

Husbands (cf. Appendices C and E) completed Demographics, the MBI, Home-to work Spillover, Quality of Family Life (including Job Satisfaction and Marital Satisfaction items), Social Support and Coping items. Wives (cf. Appendices D and F) completed Demographics, Work-to-Home Spillover, Quality of Family Life (including Marital Satisfaction and Attitude to police work items), as well as items pertaining to degree and nature of wives' and children's stress. This information is depicted in Table 5.5.a.

Table 5.5a.: Measures Completed by the Sample Policemen and their Wives.

	HUSBANDS	WIVES
MEASURES	Demographics Quality of Family Life Home-to-Work Spillover Maslach Burnout Inventory Index of Social Support Coping	Demographics Quality of Family Life Work-to-Home Spillover Emotional Stress

5.5.1. Demographics

A short biographical questionnaire introduced the test battery. The husbands' questionnaire enquired about age, race, home language, highest educational level, duration of membership of the SAPS, current job/ position (clerical; field operative; other), duration in present position, rank, level of functioning (management, supervisory, or worker), marital status, previous marriages, numbers and ages of children, and number of children residing at home. The section on Job Satisfaction included questions on hours worked per week, shift, court appearances and amount of overtime worked.

The wives' biographical questionnaire enquired about age, race, home language, highest educational level, marital status, previous marriages, numbers and ages of children, and number of children residing at home, number of other people residing at home, occupational status, number of hours worked and type of accommodation. The section on Attitude to Police Work included questions pertaining to their husband's working conditions, namely hours worked per week, shift, court appearances and amount of overtime worked.



### 5.5.2. Maslach Burnout Inventory (MBI) (Maslach and Jackson, 1986)

Burnout, the chronic stress syndrome afflicting individuals who do "people work", was measured by the MBI (Maslach and Jackson, 1986). The burnout construct has been widely applied to police populations (*e.g.* Goodman, 1990; Jackson and Maslach, 1982). Furthermore, police officers have commonly been found to resort to depersonalization in order to cope with their occupational stress (Graf, 1986).

The MBI measures the three main aspects of burnout. These aspects are:

1. Emotional Exhaustion (EE) - feelings of being emotionally overextended and worn out by one's job.
2. Depersonalization (Dep) - lack of concern, and negative, possibly callous feelings towards one's recipients.
3. Personal Accomplishment (PA) - reflecting a tendency to evaluate oneself negatively, along with feelings of incompetence and ineffectiveness.

The 22 MBI items are scored to yield 3 subscales corresponding to the above three aspects. Items consist of statements such as "I feel emotionally drained from my work" and "I feel exhilarated after working closely with my recipients". "The frequency that the respondent experiences feelings related to each subscale is assessed using a six-point, fully anchored response format" (Maslach and Jackson, 1986, p.2). The original MBI measured intensity of feelings as well as their frequency. However, "fairly high correlations" between the two dimensions have been shown, thus in the present version only the frequency dimension is retained (Maslach and Jackson, 1986, p.8).

High burnout is indicated by high EE and Dep, and low PA scores, whereas low burnout is indicated by the opposite pattern. Scores are assigned to high, average, and low categories on the basis of their respective placing in the upper third, middle third, and lower third of the normative distribution of scores.

Maslach and Jackson (1986) report Cronbach alpha for internal consistency for the three MBI subscales at .90 (EE), .79 (Dep), and .71 (PA). These coefficients are based on a normative sample of 2,897 teachers, lecturers, social service workers, medical workers, mental health workers, and "other workers" (including 142 police officers). The alpha coefficients calculated for the present study are .91 (EE), .70 (Dep), and .66 (PA).

### 5.5.3. Spillover

Spillover has not been uniformly operationalised in previous research. It has been assessed in a variety of ways, both qualitative and quantitative. Quantitative measures have ranged from a single item (Bromet *et al.*, 1990), to specifically developed measures of spillover (Kirchmeyer, 1993), to multi-itemed measures of the impact of job demands on home and family life (Burke, Weir, and DuWors, 1979). In the present study, it was decided to use quantitative measures of spillover to facilitate statistical analysis. Space in the questionnaire was, however, provided for free comment, in an attempt to tap some of the more qualitative aspects of the construct.

#### 5.5.3.1. Work-to-Home Spillover

The 13 Work-to-Home Spillover items (Jackson and Maslach, 1982), which were completed by the wives, were prefaced by two items asking respectively how much effect ("small" to "very large") their husbands' police work has on family life, and what kind of effect this might have ("beneficial" versus "detrimental"). The 13 items included ratings on husbands' after work mood (7 items) as well as on conditions of service (4 items), *e.g.*, "He does dangerous work". The remaining two items assessed, firstly, the degree of "discomfort and embarrassment" resulting for the family from the husband's involvement in police work and, secondly, the frequency with which the husband related "interesting things that happened at work".

Of the 13 items, 3 were concerned with positive effects of the police officers' working lives, while the remaining 10 items reflected negative effects. The items were all measured by 5-point Likert scales reflecting the frequency with which each behaviour occurred (*i.e.*, from "Never or Rarely" to "Always"). For the data analysis, the scoring of the negatively-toned items was reversed, thus a high Work-to-Home Spillover score suggests positive effects of spillover.

Jackson and Maslach (1982) do not quote any reliability data on this scale. Cronbach's alpha calculated on the data from the present study yielded a coefficient of .781 (N=67) for the whole scale, indicating the scale's internal consistency. Although in the final data analysis the scale was not used in its component parts (Positive and Negative) because of the small N, Cronbach alpha calculated on the Positive scale was .79, and on the Negative scale was .49. The relatively low value for the latter is likely to be the result of the scale only containing three items.

### **5.5.3.2. Home-to-Work Spillover (Kirchmeyer, 1993)**

The 23 Home-to-Work Spillover items, which were completed by the husbands, consisted of statements intended to complete the phrase "Being a parent ...". For each of the 23 items, respondents were asked to indicate on a 6-point Likert scale, the extent to which they agreed or disagreed with the statement of how being a parent affected their working lives.

The 15 Positive Home-to-Work Spillover items make up a scale developed by Kirchmeyer (1992, cited in Kirchmeyer, 1993) according to Sieber's (1974, cited in Kirchmeyer, 1993) outcomes of role accumulation (*i.e.*, accumulation of privileges, status security, status enhancement, and personality enrichment). Examples of these items are "Improves my image at work" and "Gives me support so that I can face the difficulties of work".

The 8 Negative Home-to-Work Spillover items followed the same format as the positive items. Examples included statements like "Tires me out so that I feel drained for work" and "Creates worries and problems that make concentration at work difficult". These items "were developed in accordance with Greenhaus and Bartells' (1985) three forms of interdomain conflict (that is, time based, strain based, and behavior based)" (Kirchmeyer, 1993, p.540).

Kirchmeyer (1993) quotes Cronbach alpha on the Positive scale at .85, and at .79 for the Negative scale. Cronbach alpha calculated on the data from the present study was .77 (N=40) for the whole scale, .87 (N=45) for the Positive component, and .76 (N=42) for the Negative component. For the data analysis, the scoring of the negatively-toned items was reversed, thus a high Home-to-Work Spillover score suggests positive effects of spillover.

While this measure taps one important aspect of non-work life, it clearly leaves many areas untapped. In Kirchmeyer's (1993) study, the statements were also used to complete the phrases "Being involved in the community" and "Being involved in recreation/ hobby groups". It would have been desirable to include these sections but this would have lengthened the present study's already extensive battery. However, a consequence of their exclusion is that there is no Home-to-Work Spillover measure in this study for those couples who have no children.

A point of concern in both of the Spillover measures is the unequal balance between the numbers of positive and negative items. In the Work-to-Home Spillover measure, negative items are relatively strongly emphasized (10 out of 13), whereas in Home-to-Work Spillover, there is an emphasis on positive items (15 out of 23).

#### **5.5.4. Quality of Family Life (QFL)**

Quality of Family Life is conceptualized as a complex, multifactorial index of family interactions and of the atmosphere in the family home. In the scale's original use (Jackson and Maslach, 1982), the 26 bipolar, 5-point rating scales were factor analyzed to extract indices of family life. This process yielded five indices common to the husbands and wives: marital satisfaction (7 items), the couple's involvement with friends (2 items), husband's involvement with family (3 items), husband's absence from home (3 items), and husband's display of anger towards the family (2 items). The marital satisfaction items looked at degree of understanding between spouses, sharing of feelings, and mutual appreciation and caring. A number of items which did not load cleanly were excluded from the factors (Jackson, 1995).

In addition to the wives' five indices, a further factor, wife's attitude to police work (3 items) was included. These items corresponded with the three of the husbands' job satisfaction items pertaining to general job satisfaction and desire to change job.

A first calculation of the QFL scales' reliability (Cronbach alpha) yielded coefficients of .41 (husbands; N=52) and .59 (wives; N=47). After consultation with the author of the scale (Jackson, 1995), three items were excluded from each scale on the basis that they detracted from the reliability. Cronbach alpha after this was .72 (husbands; N=50) and .80 (wives; N=42). As the 7 marital satisfaction items clearly formed a separate, though not independent, family life index, only the remaining 19 items were factor analyzed. Five factors were extracted (cf. Appendix G), only one of which coincided with those extracted by Jackson and Maslach (1982). The present factors were not used in the final data analysis due to the small N. Thus the 16 items remaining (after the three items interfering with the scales' reliability were removed) were combined with the seven marital satisfaction items to form a single scale, identical for husbands and wives, and yielding a single score for each husband and each wife. The direction of scoring of the scale is such that a low Quality of Family Life score suggests positively-toned family interactions.

An inspection of the Quality of Family Life scale (Section B of both Husbands' and Wives' questionnaires; cf. Appendices C, D, E, and F) suggests that scoring of the items (Jackson, 1994) appears to be inconsistent in terms of the conceptualization of positive and negative quality of family interactions. An attempt was made to score the scale consistently in terms of the apparent quality of family interactions. However, reliability calculated on the scale scored in this way yielded Cronbach coefficients of .43 (husbands; N=52) and .38 (wives; N=42). No further data analysis was done on the QFL scale scored in this way, because of the above-mentioned difficulties with reliability.

#### **5.5.5. Index of Social Support (ISS) (James and Davies, 1987)**

The ISS is a brief social support assessment instrument developed by James and Davies (1987) with the goal of overcoming "limitations in interviewing time" (p.228). The ISS was included in the present battery in preference to other measures because of its brevity. James and Davies (1987) "operationalize the concept of social support in terms of the total availability of support (TAS) and perceived satisfaction with that support" (du Sautoy, 1991, p.48).

The ISS consists of 10 items. Five of these are items derived from the SSQ (Sarason, Levine, Basham, and Sarason, 1983) and these are "thought to address the core human requirement of emotional support" (James and Davies, 1987, p.228). Two items come from the ISSI (Henderson *et al.*, 1980, cited in James and Davies, 1987) and three items concerned with contact with neighbours were added.

For each item, the respondent is asked to indicate (by their initials) those people who provide them with support, and their relationship with each person so indicated. There is space in each item for 5 people. The TAS score for each person is obtained by summing the total number of **different** people listed. If an individual is also listed as a drain on resources, he or she is subtracted from the TAS.

For eight of the items, the respondent is asked to indicate whether they are "Satisfied" (1) or "Not Satisfied" (0) with the support received. According to James and Davies (1987), the total Satisfaction score is expected to sum to 8, *i.e.*, the score for each item is 1 or 0. However, each item has space for five "supporters", each of whom may or may not provide satisfactory support,

and it is unclear as to how this potential variety of responses may be reduced to 1 or 0. Because of this difficulty, the Satisfaction scores were not used in the final data analysis.

James and Davies (1987) used Cronbach's alpha to test reliability of the TAS score, obtaining a coefficient alpha of .83. Factor analysis of the scale yielded a single factor ("General Support") accounting for 40% of the variance. Cronbach alpha calculated on the TAS score from the present study was .91 (N=32). Despite the reasonable internal reliability shown by the TAS scores, there is concern that for several of the items, the standard deviation is virtually as large as (and in some instances, larger than) the means, suggesting that the test is psychometrically flawed.

### 5.5.6. Coping

In attempting to assess the effect of coping on the relationship between burnout and quality of family life, husbands were asked to report how frequently (0 = Never to 7 = Always) they used each of sixteen coping behaviours (Jackson and Maslach, 1982). They were also asked how effective each behaviour was for them. In constructing the scale, Jackson and Maslach (1982) "did not assess strategies for direct management of on-the-job stress" because the focus of the study was on the non-work aspects of the police officers' lives.

The sixteen coping behaviours included items tapping six of the eight coping dimensions identified by Burke *et al.* (1979). These were:

1. *Distraction and suppression* (e.g., "I work harder than usual around the house").
2. *Alcohol and drug use* (e.g., "I have a drink"; "I smoke more often").
3. *Talking with others* (e.g., "I talk things over with my spouse").
4. *Withdrawal/ escape* (e.g., "I try to get away from everyone").
5. *Prayer/ meditation* (e.g., "I engage in some religious activity").
6. *Problem-solving* (e.g., "I seek professional help, such as a counsellor or therapist").

A further item looked at changes in eating habits. The Burke *et al.* (1979) factors not included in this coping scale were "Variable responding" (which appears to correspond to the "Other" category in the present scale) and "Explosive outbursts" (which is included in the "Husband's after-work mood" aspect of the Work-to-Home Spillover scale). No reliability measures are reported by

Jackson and Maslach (1982). Cronbach alpha calculated on the frequency items in the present study yielded a coefficient of .66 (N=31). Again because of the small N, it was not possible to use the factors in the data analysis, and thus the items were collapsed into a single scale for this purpose.

Factor analysis on the present study's data yielded six factors accounting for 65% of the variance (cf. Appendix H). The six factors do not fall neatly into the Burke *et al.* (1979) coping dimensions. The **first factor** incorporated *I take a tranquillizer* and *I take some other kind of medicine* with *I seek professional help (such as a counsellor or therapist)* and *I engage in some religious activity*. It should be noted that, apart from religious activities, these coping behaviours were amongst the five least frequently used by the police officers.

The **second factor** combined *I talk things over with my spouse* and *I talk things over with my friends* with *I work harder than usual around the house or on the job*. These three were amongst the five most frequently used coping behaviours. The **third factor** incorporated *I change my eating habits (eat more or less than usual)* with *I have a drink* and *I just try to get away from everyone*. **Factor four** included *I find some activity to take my mind off things, like go to a movie or play some sports* with *I participate in some organized groups or clubs to get some social support*, and *I engage in some religious activity*.

**Factor five** was *I just try to forget about it* and *Other*, minus *I have a drink*. The final factor included *I smoke more often* and *I take some form of drug*. The latter coping strategy was, with *I take a tranquillizer*, the least used coping strategy.

## 5.6. Summary

The intention of the present study was to investigate the associations between chronic work-related stress, *i.e.*, burnout, and a set of variables related to family life. These variables were Quality of Family Life, Work-to-Home Spillover, and Home-to-Work Spillover. Two factors, Coping and Social Support, were hypothesised to moderate the relationships between the dependent variable (Quality of Family Life) and the independent variables.

Data was collected from a non-random sample of 84 policemen and 74 of their wives, and was analyzed using SPSS/PC+. Tests used in the analysis were Pearson product-moment correlations, Stepwise Multiple Regression, Chi-square, *t*-Tests, Wilcoxon's matched-pairs signed-ranks test, Mann-Whitney, and Kruskal-Wallis one way analysis of variance by ranks.



## CHAPTER SIX

# RESULTS

### 6.1. Introduction

A summary of the analysis of the collected data is presented in this chapter. Analysis was done on the Statistical Package for the Social Sciences (SPSS/PC+), and a full record of the data and the statistical analysis is available on computer disk in the Psychology Department, University of Natal, Pietermaritzburg. The chapter begins with an analysis of the demographic characteristics of the sample. This is followed by a presentation of significant relationships as they pertain to the research hypotheses. Certain non-significant findings are also included as they relate to the hypotheses.

### 6.2. Characteristics of the Sample

Table 6.2.a. reflects the racial composition of the sample, while the educational level is reflected in Table 6.2.b.

Table 6.2.a.: Racial Composition of the Sample of Policemen.

Race	Frequency	Percentage
Black	28	33.3%
White	33	39.3%
"Coloured"	2	2.4%
Indian	20	23.8%
Unknown	1	1.2%
TOTAL	84	100%

The sample policemen comprised of 58 (69%) constables or sergeants, 20 (23.8%) warrant-officers or lieutenants, and 4 (4.8%) captains, majors, or colonels. The rank of two policemen (2.4%) was unknown. The majority of the sample (89.3%) were working day shifts, and 59.5% had to attend court cases on their days off.

Table 6.2.b.: Educational Level of the Policemen.

Educational Level	Frequency	Percentage
< Std. 8	25	29.7%
Matric	44	52.4%
Diploma	12	14.3%
Other	2	2.4%
Unknown	1	1.2%
TOTAL	84	100%

Table 6.2.c. reflects the duration of SAPS membership. Duration of the respondents' present position within the SAPS ranged from 1 to 24 years (mean = 5.59 years).

Table 6.2.c.: Duration of Membership of the SAPS.

Duration (years)	Frequency	Percentage
0 - 5	12	14.3%
6 - 10	24	28.6%
11 - 20	33	39.3%
> 20	12	14.3%
Unknown	3	3.5%
TOTAL	84	100%

Table 6.2.d. shows the type of accommodation occupied by the sample families. Ten families failed to complete this item. Couples had been married from 1 to 31 years (mean = 7.7 years)

Table 6.2.d.: Type of Accommodation Occupied by the Sample Families.

Type of Accommodation	Ownership				
	SAPS	Rented Private	Owned Private	Other	TOTAL
House	9	2	52	-	63
Flat	3	1	2	-	6
Other	-	2	1	2	5
<b>TOTAL</b>	12	5	55	2	74

### **6.3. Descriptive Statistics**

#### **6.3.1. The Maslach Burnout Inventory (MBI)**

The means and standard deviations of the scores for the present study for the three MBI subscales are presented in Table 6.3.a. In accordance with the findings of Maslach and Jackson (1986) that the frequency and intensity dimensions across the MBI subscales correlate highly with each other, only the frequency dimension was measured. These scores are presented for the entire population, as well as divided according to the position held by the policemen. The categories of position were drawn from the SAPS Diagnostic Questionnaire. Position 1 refers to Administrative or Clerical workers, Position 2 includes all Field Operatives, and Position 3 was an "Other" category. Examples of "Other" workers from the present study were: Investigating Officer, Radio Control Officers, Mortuary, Farm Visits, Reservists, Station Commander, Charge Office Commander, Business Watch, Victim Support Unit.

**Table 6.3.a.:** Means and SDs of the MBI for the Total Sample Population and According to Position.

MBI Subscales	Sample	N	Mean	SD	Range of Burnout
Emotional Exhaustion	Position 1	17	29.12	13.59	High
	Position 2	36	22.81	13.19	Ave
	Position 3	25	23.92	13.90	Ave
	POPULATION	78	24.54	13.56	AVE
Depersonalisation	Position 1	17	12.94	8.97	High
	Position 2	36	10.22	7.36	Ave
	Position 3	24	9.88	4.88	Ave
	POPULATION	77	10.71	7.11	HIGH
Personal Accomplishment	Position 1	17	31.29	8.29	High
	Position 2	36	29.58	8.69	High
	Position 3	25	33.68	5.99	High
	POPULATION	78	31.27	8.29	HIGH

Key: Position 1: Clerical/ Administrative

Position 2: Field Operative

Position 3: Other

The scores on the Burnout subscales were compared with Maslach and Jackson's (1986) ranges for "other occupations" (N = 2,897, including 142 policemen). These ranges are reflected in Table 6.3.b.

**Table 6.3.b.: Ranges for MBI subscales for "Other Workers" (Maslach and Jackson, 1986).**

MBI Subscale	Range of Experienced Burnout		
	Low	Average	High
Emotional Exhaustion	$\leq 16$	17-27	$\geq 28$
Depersonalisation	$\leq 5$	6-10	$\geq 11$
Personal Accomplishment	$\geq 40$	39-34	$\leq 33$

When compared with the Maslach and Jackson (1986) ranges, the Depersonalisation and Personal Accomplishment scores for the entire sample population fall in the high burnout range, while the Emotional Exhaustion scores for the population sample fall in the average range. Dividing the sample population according to kind of work performed shows that clerical/administrative workers score high for burnout across all three subscales, and that the Personal Accomplishment scores for all three types of workers were in the high burnout range.

**Table 6.3.c.: Significance of the Frequency of Response on each of the MBI Subscales.**

Significance of the frequency of response on the MBI subscales		MBI Subscales		
		EE (N=79)	Dep (N=78)	PA (N=79)
MBI Classification	High	28 (35%)	36 (46%)	41 (52%)
	Average	26 (33%)	20 (26%)	31 (39%)
	Low	25 (32%)	22 (28%)	7 (9%)
$\chi^2$		4.07	2.19	8.85
p		ns	ns	< .01

In order to clarify which aspect of burnout was most salient in this sample, the frequencies of the high, average, and low burnout scores on the three subscales were computed, using the Maslach and Jackson (1986) cut-off points for "Other" workers, which are recorded in Table 6.3.b. A Chi-squared analysis was used to test for significance of differences between the categories. Results of this analysis are in Table 6.3.c.

The MBI scores were also analyzed to determine the number of policemen who could be classified as reporting high, average or low burnout on all three subscales (cf. Table 6.3.d). These classifications are based on the Maslach and Jackson (1986) criteria that high burnout is indicated by high scores for burnout on all three subscales. Average burnout is indicated by average scores for burnout on all three subscales and low burnout by low scores for burnout on all three subscales.

Table 6.3.d.: Frequency and Percentage of Policemen with High, Average, and Low Burnout on all three MBI Subscales.

MBI Classification	Frequency (N=78)	%
High Burnout	16	20.51
Average Burnout	3	3.85
Low Burnout	2	2.56

The levels of burnout in the present sample were compared with those reported in other studies of helping professionals in South Africa and the USA. These samples were Maslach and Jackson's (1986) American "other workers", Basson and van der Merwe's (1994) South African student nurses, and Basson and Black's (in press, cited in Basson and van der Merwe, 1994) South African educational psychologists. The results of the *t* test analysis are shown in Table 6.3.e. On the Emotional Exhaustion and Depersonalisation subscales, the means for the present sample were significantly higher than the educational psychologists and "other workers" (EE:  $p < .05$ ; Dep:  $p < .001$ ). For the Personal Accomplishment subscale, the means for the present sample were significantly lower (*i.e.*, lower sense of personal accomplishment) than educational psychologists ( $p < .001$ ) and student nurses ( $p < .01$ ) in South Africa, and "other workers" ( $p < .001$ ) in America.

**Table 6.3.e.: *t* Test Comparisons between the Means of the MBI Subscales of the Present Study (Policemen) and other South African and US Samples.**

MBI	Policemen (N=78)		Maslach & Jackson (N=2,897) (USA)		Student Nurses (N=81) (SA)		Educational Psychologists (N=67) (SA)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
EE	24.54	13.56	21.42*	11.05	24.00	8.02	20.56*	10.34
Dep	10.71	7.11	8.11***	6.15	9.74	5.88	4.55***	4.67
PA	31.27	8.29	36.43***	7.00	34.86**	7.97	37.86***	7.42

\* =  $p < .05$

\*\* =  $p < .01$

\*\*\* =  $p < .001$

### 6.3.2. Spillover

Table 6.3.f. presents the means and standard deviations for the present sample, of the seven "after-work mood" items from the Work-to-Home Spillover scale, and compares these with those of Jackson and Maslach's (1982) police sample in the USA. Note that these descriptive statistics were calculated before the scoring on the negative items was reversed, thus the means are based on a scale ranging from 1 (Never) to 5 (Always). The five negatively-toned items are all significantly higher, suggesting that the present sample are bringing a significantly larger amount of their work-related emotional distress home with them, in comparison with the Jackson and Maslach (1982) sample. The one significantly different positively-toned item is lower in comparison to the Jackson and Maslach (1982) sample, reinforcing the above hypothesis.

**Table 6.3.f.: *t* Tests on the Means and SDs of "After-work Mood" Items from the Present Sample, Compared with Jackson and Maslach (1982).**

After-work Mood Items	Jackson and Maslach (1982) (N=142)		Present Sample (N=67)	
	Mean	SD	Mean	SD
He comes home feeling physically exhausted.	2.76	1.14	3.51***	0.90
He comes home feeling tense or anxious.	2.46	1.00	2.89**	1.03
He complains about problems at work.	2.48	1.15	2.86*	1.27
He comes home feeling upset and angry.	2.37	0.99	2.78**	1.12
He has difficulty sleeping at night.	1.87	1.19	2.39**	1.17
His work is a source of pride and prestige for the family.	4.46	0.88	3.74***	1.32
He comes home in a particularly cheerful or happy mood.	3.14	1.07	3.03	1.09

\* =  $p < .05$

\*\* =  $p < .01$

\*\*\* =  $p < .001$

The means for the Home-to-Work Positive and Negative Spillover items are shown in Table 6.3.g., along with the means for Kirchmeyer's (1993) USA scores on these scales.

**Table 6.3.g.: Home-to-Work Spillover Means.**

Home-to-Work Spillover	Present Sample (N=40)	Kirchmeyer (1993) (N=109) (USA)
Negative	18.74	18.97
Positive	57.14	57.41



Table 6.3.h. shows the means and standard deviations for the highest and lowest scoring items on the Home-to-Work Positive and Negative Spillover scales. Inspection of these items shows that the three highest-scoring items all reflect positive Home-to-Work Spillover, whereas the lowest-scoring items are all negative Home-to-Work Spillover items. This suggests that the sample policemen reported their family involvement to have a generally positive effect on their working lives.

**Table 6.3.h.:** Means and SDs of Highest and Lowest Scoring Home-to-Work Spillover Items.

Home-to-Work Spillover	Item	Mean	SD
Positive	Being a parent helps me understand the people at work better.	4.72	1.51
	Being a parent develops skills in me that are useful for my work.	4.23	1.68
	Being a parent energises me so that I can tackle the challenges of my job.	4.22	1.70
Negative	Being a parent makes me so irritable that I take it out on the people at work.	2.13	1.64
	Being a parent makes it hard to adjust back to the way I must act at work.	2.00	1.50
	Being a parent makes me behave in ways which are unacceptable at work.	1.79	1.46

### **6.3.3. Quality of Family Life (QFL)**

Factor analysis of the husbands' Quality of Family Life (QFL) scores (cf. Appendix G) was done in an attempt to extract the Jackson and Maslach (1982) family life indices. These indices were not found in the present sample, and because of this, and the small size of the sample, it was decided to use the entire QFL scales (minus three items which detracted from the scales' reliability), for data analysis purposes. The validity of these scales is suggested by the high Pearson product-moment correlation between the husbands' and wives' QFL scores ( $r = .85$ ;  $p < .01$ ).

### 6.3.4. Social Support

**Table 6.3.i.:** Means and SDs of ISS Items: A two-tailed *t* tests comparison between the Present Sample and Data for James and Davies' (1987) USA sample.

Item	Present Sample (N=32)		James and Davies (1987) (USA)			
			Non-Depressed (N=130)		Depressed (N=28)	
	Mean	SD	Mean	SD	Mean	SD
1. Number of close friends.	2.67	1.58	3.94	3.7	0.76***	1.4
2. Number I can count on.	2.07	1.51	4.28***	2.9	3.66**	2.6
3. Number I can talk to frankly.	1.95	1.49	3.27**	2.5	2.14	2.4
4. Number who appreciate me.	2.54	1.75	4.38***	2.8	3.69*	2.5
5. Number who would comfort me.	1.96	1.54	3.23**	2.6	2.79	2.6
6. I am important to my family.	3.03	2.13	0.82***	0.4	0.76***	0.4
7. Number of good neighbours.	1.72	0.98	3.82***	2.7	1.86	1.8
8. Number with similar views.	2.52	1.59	2.99	3.5	0.41***	1.3
9. Number whom I help.	2.75	2.32	0.90***	1.4	0.35***	0.7

\* =  $p < .05$

\*\* =  $p < .01$

\*\*\* =  $p < .001$

James and Davies (1987) offer mean availability (*i.e.*, availability of social support) scores for non-depressed (N=130) and depressed (N=28) subjects for each item of the Index of Social Support (ISS). Table 6.3.i. reflects these scores in comparison with those of the present sample.

The comparison between the present sample of policemen and the non-depressed sample shows the policemen to have significantly less access to social support in all items except the number of people whom they help (item 9). In comparison with the depressed sample, the present sample had significantly more of access to social support on items 1, 2, 6, 8, and 9. Of significant concern is that for one item ("Number who appreciate me") the present sample report significantly fewer supports than even the *depressed* sample ( $p < .05$ ).

Table 6.3.j.: Frequency Distribution of Total Availability of Support Scores.

Numbers of Supporters	Frequency	Percentage	Cumulative Percentage
0	2	2.4%	2.4%
1 - 3	18	21.4%	23.8%
4 - 6	25	29.7%	53.5%
7 - 9	26	30.9%	84.4%
10 - 12	3	3.6%	88.0%
13 - 16	5	6.0%	94.0%
$\geq 17$	2	2.4%	96.4%
Missing cases	3	3.6%	100%
TOTAL	84	100%	

A summary of the range of Total Availability of Support (TAS) scores is depicted in Table 6.3.j. The TAS score reflects the total number of different people whom the respondents perceive as supporting them. The TAS scores for the present sample range from two policemen who report no supporters to two policemen who report totals of 20 and 33 respectively. Just over 50% of the sample (45 policemen) have between 0 and 6 supporters, while a further 31% (25 policemen) have 7 to 9 supporters.

### 6.3.5. Coping

Table 6.3.k.: A Comparison of the Mean Scores on Frequency of Coping Strategies Used by Policemen of the Present Sample with US Policemen (Jackson and Maslach, 1982).

Coping Strategies	Present Sample (N=31)	Jackson and Maslach (1982) (N=142)
Talk with spouse.	4.18	4.1
Find activity to take mind off it.	3.64	3.3
Try to forget about it.	3.49	3.2
Talk with friends.	3.06	2.9
Work harder around the house.	3.02	3.4
Religious activities.	2.82	1.2
Try to get away from everyone.	2.72	3.1
Change eating habits.	2.50	2.2
Smoke more.	2.39	2.5
Have a drink.	2.34	2.4
Participate in organised groups/clubs.	1.43	1.0
Go shopping.	0.83	0.8
Seek professional help.	0.83	0.2
Take medication.	0.63	0.2
Take a tranquillizer.	0.21	0.0
Take drugs.	0.16	0.0

A factor analysis (cf. Appendix H) was done on the coping frequencies, as measured on the Jackson and Maslach (1982) scale, but the factors were not used in the data analysis because of insufficient subjects. Table 6.3.k. compares the frequencies of coping strategies of the present sample with those of Jackson and Maslach's (1982) USA sample. It is noteworthy that the size and ranking of the means in the two samples is very similar, although there were relatively large differences in *Religious activities*, and *Seek professional help*. Both of these appear to be a more frequent coping strategy for the present sample in comparison with the Jackson and Maslach's (1982) sample, although it was not possible to do *t* tests on these data as the Jackson and Maslach (1982) standard deviations were not available.

#### 6.4. Significant Correlations

As a first step in the data analysis, all variables were correlated with one another using the Pearson product-moment correlation. Given the interactive and multicausal nature of stress, it was expected that several of the experimental variables would correlate with each other. Table 6.4.a. reflects the correlations between the MBI subscales, the Spillover scales and husbands' and wives' Quality of Family Life (QFL). Work-to-Home Spillover was significantly negatively related to Emotional Exhaustion ( $p < .001$ ) and Depersonalisation ( $p < .01$ ), while Home-to-Work Spillover was significantly positively related to Personal Accomplishment ( $p < .05$ ). In terms of the relationships between the MBI subscales and Quality of Family Life, the only significant relationship was between Wives' Quality of Family Life and Emotional Exhaustion ( $p < .05$ ).

The correlations between Quality of Family Life and Spillover are also shown in Table 6.4.a. There were no significant associations with Home-to-Work Spillover, while Work-to-Home Spillover was significantly negatively related to husbands' Quality of Family Life ( $p < .05$ ), as well as to wives' Quality of Family Life ( $p < .001$ ).

**Table 6.4.a.: Pearson Correlations: Burnout (MBI), Spillover, and Quality of Family Life (husbands and wives).**

	MBI SUBSCALES			SPILLOVER		QUALITY OF FAMILY LIFE (Husbands)	QUALITY OF FAMILY LIFE (Wives)
	Emotional Exhaustion	Depersonalisation	Personal Accomplishment	Home-to-Work	Work-to-Home		
Emotional Exhaustion	$r = 1.000$	$r = .671^{***}$	$r = .059$	$r = -.171$	$r = -.381^{***}$	$r = .223^a$	$r = .328^*$
Depersonalisation	$r = .671^{***}$	$r = 1.000$	$r = .021$	$r = -.074$	$r = -.360^*$	$r = .231^a$	$r = .236^a$
Personal Accomplishment	$r = .059$	$r = .021$	$r = 1.000$	$r = .348^*$	$r = .131$	$r = .066$	$r = -.057$
Home-to-Work Spillover	$r = -.171$	$r = -.074$	$r = .348^*$	$r = 1.000$	$r = .263^a$	$r = -.192$	$r = -.157$
Work-to-Home Spillover	$r = -.381^{***}$	$r = -.360^{**}$	$r = .131$	$r = .263^a$	$r = 1.000$	$r = -.341^*$	$r = -.523^{***}$
Quality of Family Life (Husbands)	$r = .223^a$	$r = .230^a$	$r = .066$	$r = -.192$	$r = -.341^*$	$r = 1.000$	$r = .853^{***}$
Quality of Family Life (Wives)	$r = .328^*$	$r = .236^a$	$r = -.057$	$r = -.157$	$r = -.523^{***}$	$r = .853^{***}$	$r = 1.000$

Key:      $^a = p < .1$

$^* = p < .05$

$^{**} = p < .01$

$^{***} = p < .001$

In order to tease out the specific links between burnout and Work-to-Home Spillover, the seven After-work Mood items were correlated with the MBI subscales. Table 6.4.b. shows the Pearson product-moment correlations between the After-work Mood and the Emotional Exhaustion and Depersonalisation subscales. Note that the scoring on the negative items was reversed, which has resulted in both the negative and positive items correlating negatively with Emotional Exhaustion and Depersonalisation. A number of these correlations are significant. Particularly noteworthy are the links between Emotional Exhaustion and the policemen coming home tense and anxious, and upset and angry.

Table 6.4.b.: Pearson Correlations: After-work Mood and Emotional Exhaustion and Depersonalisation.

After-work Mood	Emotional Exhaustion	Depersonalisation
He comes home feeling physically exhausted.	$r = -.244^*$	$r = -.118$
He comes home feeling tense or anxious.	$r = -.368^{***}$	$r = -.314^{**}$
He complains about problems at work.	$r = -.318^{**}$	$r = -.208^*$
He comes home feeling upset and angry.	$r = -.357^{***}$	$r = -.203^*$
He has difficulty sleeping at night.	$r = -.142$	$r = -.063$
His work is a source of pride and prestige for the family.	$r = .002$	$r = -.101$
He comes home in a particularly cheerful or happy mood.	$r = -.377^{***}$	$r = -.284^{**}$

Key: \* =  $p < .05$

\*\* =  $p < .01$

\*\*\* =  $p < .001$

**Table 6.4.c: Pearson correlations: Burnout (MBI) and Social Support; Burnout (MBI) and Demographics; Spillover and Demographics.**

Variables	r	p
Personal Accomplishment and TAS	.273	< .01
Personal Accomplishment and Education	.211	< .05
Home-to-work Spillover and TAS	.294	< .05
Home-to-Work Spillover and Duration	-.284	< .05
Home-to-Work Spillover and Education	.291	< .05
Home-to-Work Spillover and Rank	.250	p < .1 (ns)
Home-to-Work Spillover and Work-to-Home Spillover	.263	p < .1 (ns)
Coping Frequency and Education	-.356	< .05
Coping Frequency and Rank	-.317	< .05

Key: TAS: Total Availability of Support

Duration: Duration of service with the SAPS

Coping Frequency: Total frequency of reported coping behaviours

Table 6.4.c. shows significant (or near-significant) associations amongst the research variables, and between the research variables and some of the demographic variables. Correlations were also calculated between each coping strategy and the MBI subscales and the Spillover scores. A number of significant relationships were found and these are shown in Table 6.4.d. A full correlation matrix can be found in Appendix I.



**Table 6.4.d.: Pearson Correlations: Coping Frequencies with Burnout (MBI), Work-to-Home Spillover, and Home-to-Work Spillover.**

Coping Strategy	Variable	r	p
Smoke more often	Personal Accomplishment	-.228	< .01
	Home-to-Work Spillover	-.345	< .05
Change eating habits	Personal Accomplishment	-.276	< .05
Take drugs	Work-to-Home Spillover	.268	< .05
Take tranquillizers	Work-to-Home Spillover	-.237	< .05
Take medicine	Personal Accomplishment	-.370	< .01
	Home-to-Work Spillover	-.350	< .05
Religious activity	Home-to-Work Spillover	.420	< .01
Get away	Emotional Exhaustion	.359	< .01
	Depersonalisation	.351	< .01
Forget about it	Emotional Exhaustion	.296	< .01
	Personal Accomplishment	.221	< .05
Go shopping	Personal Accomplishment	.274	< .05
Activities (movies, sport)	Emotional Exhaustion	.215	< .05
Seek professional help	Work-to-Home Spillover	-.250	< .05
Talk to spouse	Work-to-Home Spillover	.214	< .05
Groups, clubs	Home-to-Work Spillover	.280	< .05

### **6.5. Kruskal-Wallis One Way Analysis of Variance and Mann-Whitney Comparisons between Groups**

In an attempt to examine significant differences between groupings of demographic variables according to the MBI subscales and the Spillovers, Kruskal-Wallis One Way Analysis of Variance and Mann-Whitney tests were done. The demographic variables tested in this way were level of education, race, rank, accommodation (SAPS vs. privately-owned), and station (rural vs. urban/suburban). Of the Kruskal-Wallis analyses, only that of Depersonalisation by level of education reached significance, and this analysis is reflected in Table 6.5.a. This suggests that the higher the level of education, the greater the Depersonalisation experienced by the police officers.

**Table 6.5.a.:** Kruskal-Wallis One Way Analysis of Variance: Depersonalisation by Level of Education.

Education	Mean Rank	Cases
≤ Std. 8	27.57	22
Matric	42.50	42
Diploma	44.54	12

Chi-square = 7.67. Significance (corrected for ties):  $p < .05$

The Mann-Whitney comparisons between Work-to-Home Spillover and accommodation, and between Personal Accomplishment and station, approached significance and these analyses are shown in Table 6.5.b.

**Table 6.5.b.:** Mann-Whitney Tests: Work-to-Home Spillover and Accommodation, and Personal Accomplishment and Station.

Variables	Z	p
Work-to-Home Spillover by accommodation	-1.905	.06
Personal Accomplishment by station	-1.805	.07

The Work-to-Home Spillover by accommodation analysis suggests that there may be positive spillover effects for those families living in police accommodation. One may speculate that this is the result of the police wives (who answered this section) developing a sense of community with, and mutual support from, the other police families with whom they live. The Personal Accomplishment by station analysis suggests that officers serving in urban stations experience a greater sense of work accomplishment relative to their rural counterparts. This could be the result of urban officers feeling themselves to be at the "centre of events", while rural officers may feel on the periphery and thus relatively unimportant.

## **6.6. Multiple Regression Analysis**

Stepwise multiple regression was used to determine the impact of the research variables (Burnout; Spillover; Social Support; Coping) on Quality of Family Life (QFL). The results of this analysis are reflected in Table 6.6.a. In the stepwise regression analysis the three MBI subscales were entered separately, Work-to-Home Spillover and Home-to-Work Spillover were each entered as single entities (as opposed to each being entered as Positive and Negative entities), and husbands' and wives' Quality of Family Life scores were also entered separately. No significant predictors of husbands' QFL were found. Work-to-Home Spillover significantly predicted 27% of wives' QFL, as reflected in Table 6.6.a.

The stepwise multiple regression was performed in 3 ways, using respectively:

1. pairwise deletion of missing cases
2. pairwise deletion of missing cases (excluding Coping)
3. means-substitution for missing cases

For each of these methods, the same independent variable (*i.e.* Work-to-Home Spillover) was extracted, but at varying levels of significance. The result reported in Table 6.6.a. is the outcome of the second method, and is reported because this achieved the highest significance.

**Table 6.6.a.: Stepwise Multiple Regression Analysis: Spillover; Burnout (MBI); Coping; Social Support (ISS) on Quality of Family Life.**

Dependent Variable	Step No (N=32)	Independent Variable	M R	R <sup>2</sup>	F	p
QFL (wife)	1	Work-to Home Spillover	.52	.27	10.15	< .01

### **6.7. Wilcoxon Matched Pairs Signed-Ranks Tests**

Although the husbands' and wives' Quality of Family Life (QFL) scores correlated highly ( $r = .853$ ,  $p < .001$ ), there were significant or near-significant differences between the spouses' reports on specific QFL items. These included three marital satisfaction items, one job satisfaction/ wife's attitude to police work item, and three family interaction items. These are reflected in Table 6.7.a.

**Table 6.7.a.: Wilcoxon Tests on Husbands' and Wives' Quality of Family Life Items.**

	Items	Z	p
Marital Satisfaction	Do you feel that your spouse really cares about you?	-2.853	< .01
	Do you feel that your spouse appreciates your efforts?	-2.674	< .01
	Does your spouse share his/ her feelings with you?	-1.908	< .1
Job Satisfaction	How happy are you with your/ your husband's current job?	-2.209	< .05
Family Interaction	Husband spends time with family vs Husband wants to be left alone.	-3.394	< .001
	Husband has few friends vs Husband has many friends.	-2.227	< .05
	On days off, husband does job-related activities vs not job-related activities.	-1.814	< .1

These differences between husbands and wives on a number of the QFL indices suggest that the wives experience their family lives less positively than their husbands. The differences may, furthermore, offer some detail as to why it is the wives' QFL (rather than the husbands') which is predicted by Work-to-Home Spillover (cf. Table 6.6.a.).

**6.8. Non-Significant Pearson Product-Moment Correlations**

The non-significance of certain of the correlations between the research variables are of interest in that these variables were expected to be related. These correlations are shown in Table 6.8.a. The lack of a relationship between coping and social support is perhaps the most surprising, as accessing social support is a commonly-used coping strategy (Steptoe, 1991; cf. Section 4.4.). It is possible that the absence of significant relationships between QFL, coping, and social support reflects the psychometric difficulties experienced with these measures.

Table 6.8.a: Non-significant Pearson Correlations: Social Support; Coping; Quality of Family Life.

Variables	r	p
Coping and TAS	.156	.201
Quality of Family Life (husbands) and Coping	-.140	.296
Quality of Family Life (wives) and Coping	-.167	.277
Quality of Family Life (husbands) and TAS	-.017	.455
Quality of Family Life (wives) and TAS	-.001	.478

TAS: Total Availability of Support

## 6.9. Content Analysis

A content analysis was done of the written comments made by the policemen and wives at the end of the questionnaire, and the results of this are shown in Table 6.9.a. The content analysis categories were defined in terms of a set of themes which emerged from the data (Selmer, 1993). The space for free comment on the questionnaire was used by 31 (36.9%) of the police officers, and 37 (50%) of the wives.

Table 6.9.a.: Content analysis of written comments.

	Content of Comment	Frequency
Policemen (N=31)	Problems with police hierarchy	18 (58%)
	Salary/ financial problems	12 (38.7%)
	Disruption to family life due to overtime/ irregular hours	6 (19%)
	Need for more staff/ "social services"	6 (19%)
	Highly motivated and/or supported in this by family	5 (16%)
	Stress of command	1 (3.2%)
	Rejection by community	1 (3.2%)
	People's response to stress varies	1 (3.2%)
Wives (N=37)	Salary/ financial problems	20 (54%)
	Disruption to family life due to overtime/ irregular hours	15 (40.5%)
	Lack of concern by police hierarchy	9 (24.3%)
	Happy with husband's work	7 (18.9%)
	Concern for husband's exposure to danger	5 (13.5%)
	Have to cope alone	3 (8.1%)
	Use prayer to cope	2 (5.4%)
	Hate the force	2 (5.4%)
	Affirmative action	1 (2.7%)
	Threat to family from community	1 (2.7%)

The second most frequent concern described by the wives was disruption to family life caused by overtime and irregular hours (40.5%). This is likely to be related to a perceived lack of concern for their members' home lives, on the part of the SAPS hierarchy, which was cited as a problem by 24.3% of the wives. 13.5% of the wives expressed concerns about the dangerous nature of the work, while 16.2% were happy with their husbands' work. One wife reported that the family had received threats from the community, including a threat that her daughter would be abducted and raped.

Of the problems reported by the 31 policemen who made comments, 18 (58%) cited problems with the police hierarchy. These included poor management, discrimination and favouritism, delay/ lack of promotion or transfer, and corruption. 19% of the commenting officers complained of disruption to family life because of irregular hours and overtime. Six officers (19%) recorded the need either for more staff, or for "social services" (e.g. counselling, social work). Five officers (16%) recorded how motivated they were in their work and/or how important their family's support was in this regard. One respondent in a management position, pleaded for more support and understanding for the exacting role of commander.

### **6.10. Summary of Significant Results**

The main findings of this study may be summarised as follows:

1. Work-to-Home Spillover was a significant predictor of wives' Quality of Family Life, accounting for 27% of the variance in the QFL scores.
2. Emotional Exhaustion and Depersonalisation were significantly negatively related to Work-to-Home Spillover.
3. Personal Accomplishment was significantly positively related to Home-to-Work Spillover.
4. Emotional Exhaustion was significantly positively related to wives' Quality of Family Life.
5. Home-to-Work Spillover was significantly negatively related to husbands' Quality of Family Life and wives' Quality of Family Life.
6. As a group, this sample scored significantly higher on all three MBI subscales than samples of other workers in the USA (including 142 policemen) and educational psychologists in South

Africa, and significantly higher on the Personal Accomplishment subscale than a sample of student nurses in South Africa.

7. Within the present sample, 20% scored high for burnout on all three MBI subscales, as opposed to 2% who scored low for burnout on all three MBI subscales.
8. For the Personal Accomplishment subscale, significantly more policemen were in the high burnout (52%) and average burnout (39%) categories, than in the low burnout category.



## CHAPTER SEVEN

# DISCUSSION

### 7.1. Introduction

This study has attempted to assess, and gain an understanding into, the relationship between the emotional consequences of chronic stress at work, and the quality of the worker's (in this instance, policemen) family life. It was hypothesised that this relationship would be mediated by spillover of effects between the two domains, and that the relationship would be moderated by social support and coping.

The main findings of this study are summarised below. It is important to bear in mind that the data analysis was primarily correlational and thus no causal explanations are proposed in the ensuing discussion.

1. Work-to-Home Spillover was a significant predictor of wives' Quality of Family Life, accounting for 27% of the variance in the QFL scores.
2. Emotional Exhaustion and Depersonalisation were significantly negatively related to Work-to-Home Spillover.
3. Personal Accomplishment was significantly positively related to Home-to-Work Spillover.
4. Emotional Exhaustion was significantly positively related to wives' Quality of Family Life.
5. Home-to-Work Spillover was significantly negatively related to husbands' Quality of Family Life and to wives' Quality of Family Life.
6. As a group, this sample scored significantly higher for burnout, on all three MBI subscales, than samples of Other Workers in the USA (including 142 policemen) and educational psychologists in South Africa, and significantly higher on the Personal Accomplishment subscale than a sample of student nurses in South Africa.

7. Within the present sample, 20% scored high for burnout on all three MBI subscales, compared to 2% who scored low for burnout on all three MBI subscales.
8. For the Personal Accomplishment subscale, significantly more policemen were in the high burnout (52%) and average burnout (39%) categories, than in the low burnout category.

## 7.2. Demographics

In terms of demographic variables, the researcher was unable to obtain data from the SAPS on the overall composition of the force. Data was available, however, on the distribution of ranks in the area from which the stations used in the present study were drawn. In these stations and units there were a total of 1,830 SAPS members, comprising 1,614 (88.2%) constables and sergeants, 172 (9.4%) warrant-officers and lieutenants, and 44 (2.4%) captains, majors, and colonels. In comparison with these distributions, the present sample comprised relatively fewer constables or sergeants (69% as opposed to 88.2%), relatively more warrant-officers and lieutenants (23.8% as opposed to 9.4%), and relatively more captains, majors, and colonels (4.8% as opposed to 2.4%). It is unknown whether similar sampling differences may have been present for variables such as race and duration of membership. In terms of duration of membership (cf. Table 6.2.c., p.41), only 14.3% of the sample had been members of the SAPS for less than five years, suggesting that there had been sufficient time for the "ongoing process ... and ... developmental sequence of stages" which is implicit in the burnout concept (Maslach, 1982, p.33).

Certain of the demographic variables correlated significantly with the research variables (cf. Table 6.4.c., p.55). Level of education was positively associated with a sense of personal accomplishment ( $r=.211$ ;  $p<.05$ ), but negatively associated with total number of coping strategies employed ( $r=-.356$ ;  $p<.05$ ). The relationship between education and Personal Accomplishment suggests that the higher the level of education, the greater are the policemen's sense of satisfaction and achievement at work. Considering that, of the officers of the present study, 69 (82%) have matric or less, then this matches the Maslach and Jackson (1986) norms for the three MBI subscales by education, which show that people with secondary education have higher Personal Accomplishment than those who start or complete tertiary education. A possible explanation for this may be that those with the highest level of education are more prone to questioning or criticising their work environments, and thus feel less positively about that environment.

Level of education was also positively related to Home-to-Work Spillover ( $r=.291$ ;  $p<.05$ ; cf. Table 6.4.c., p.55). A high Home-to-Work Spillover score suggests positive effects of spillover for the worker. Home-to-Work Spillover was in turn positively related to a sense of personal accomplishment. An hypothesis which could be drawn from this is that a higher level of education may facilitate positive effects for the worker concerned, both in terms of a sense of personal achievement as well as in spillover effects. Home-to-Work Spillover was negatively related to duration of membership of the SAPS ( $r=-.284$ ;  $p<.05$ ), suggesting that the longer a policeman is a member, the less valuable any protective effects of having a family may be.

It may be useful to further investigate the relationship between coping and education ( $r=-.356$ ,  $p<.05$ ), as it is possible that, although fewer strategies were used by those policemen with a higher level of education, those strategies used may have been relatively more effective. Rank was also negatively associated with total number of coping strategies ( $r=-.317$ ;  $p<.05$ ), and this may also be understood in terms of the above argument (*i.e.*, more effective use of strategies). This association may also be explained in terms of previous findings that higher ranks are exposed to fewer stressors, and experience less felt stress (Brown and Campbell, 1990; Kaufmann and Beehr, 1989), and may therefore not need to employ as many coping strategies as lower ranks. Alternatively, promotion to higher rank is a process which selectively chooses not only those who have been in service longer and are thus socialised into the system, but also those who have developed coping strategies which have enabled them to adapt successfully to the system.

Several of the demographic variables were tested for significant differences in terms of the MBI subscales and the Spillovers. Kruskal-Wallis tests were done on level of education, race, and rank. Of these, only level of education by Depersonalisation yielded significant differences (cf. Table 6.5.a., p.57). This analysis showed that those policemen with Standard 8 or less appeared to experience the lowest level of Depersonalisation (Mean rank=27.57;  $p<.05$ ), while those with a Diploma appeared to experience the highest (Mean rank=44.54). This relationship contradicts the demographic norms reported by Maslach and Jackson (1986), in which Depersonalisation declines with education, as it does with age. These findings of the present study are hard to explain. As age and education are both likely to be positively related to duration of service, longer experience of police work may lead to a greater cynicism and callousness towards recipients, which may also be more adaptive in the South African context.

For the purposes of the Mann-Whitney tests, the station and accommodation variables were collapsed into two categories each. Stations were divided into "rural" and "urban/ suburban", and accommodation was divided into "SAPS" and "private". There were no significant differences obtained here, although Work-to-Home Spillover by accommodation ( $Z = -1.905$ ;  $p < .06$ ), and Personal Accomplishment by station approached significance ( $Z = -1.805$ ;  $p < .07$ ) (cf. Table 6.5.b., p. 57). These results suggest positive effects in terms of spillover for families living in police accommodation, and for sense of accomplishment for officers working from an urban station.

### **7.3. Maslach Burnout Inventory**

The results on the MBI indicate that the policemen in the present sample scored in the high burnout range (Maslach and Jackson, 1986, USA cutoffs) for feelings of emotional exhaustion and detachment from recipients (cf. Table 6.3.a., p.43). In comparing these scores with those from other studies in South Africa and the USA (cf. Table 6.3.e., p.46), the policemen in the present sample reported significantly higher feelings of emotional exhaustion ( $p < .05$ ) and detachment from recipients ( $p < .001$ ) than the Maslach and Jackson (1986) sample of "Other Workers" in the USA (which included 142 police officers), and than a sample of South African educational psychologists (Basson and Black, 1993, cited in Basson and van der Merwe, 1994) (EE:  $p < .01$ ; Dep:  $p < .001$ ). In terms of a sense of achievement in one's work, the present sample reported significantly lower frequencies of such feelings than the above two comparison samples ( $p < .01$  and  $p < .001$ , respectively), as well as than a sample of South African student nurses (Basson and van der Merwe, 1994) ( $p < .001$ ).

These results seem to support the hypothesis that "police are in a uniquely high stress occupation" (Kroes, Margolis, and Hurrell, 1974, p.154), although in the absence of population norms derived from a data base of adequate size, it is difficult to draw firm conclusions about the relative level of burnout in this sample of policemen. This *caveat* applies especially to the comparison with the "Other Workers" in the USA, of whom policemen formed only a relatively small percentage (5%). The apparently high levels of burnout in the present sample are explicable, not only in terms of the obviously stressful features of police work (Davidson and Veno, 1980; Kaufmann and Beehr, 1989), but also in terms of the present socio-cultural context in South Africa, in which policemen

are frequently targets of attack by members of the community they are attempting to serve (*Natal Witness*, Sep 6 1994, p.7). This perception is supported by one of the responses in the free comment section at the end of the questionnaire, in which a wife reported that the family had received threats from the community, including a threat that their daughter would be abducted and raped. As a result of these threats, the family lived in fear and felt compelled to lead extremely restricted lives. In an effort to counteract such problems, the SAPS is attempting to re-establish its credibility through far-reaching measures such as the adoption of a community policing orientation (*Community Policing*, 1995).

How the policemen appear to experience the different aspects of burnout was revealed by comparing the distributions of scores in the three MBI subscales (Table 6.3.c., p.44). In terms of emotional depletion and exhaustion, 68% reported feelings of high or average frequency (*a few times a month to every day*), while for a sense of detachment and lack of concern for their recipients, 46% reported high frequency of feelings, and a further 26% reported average frequency of feelings. The reports on these two subscales alone suggest that this a response to "job conditions that place heavy demands on emotional reserves and that lead employees to feel that they are embedded in an impersonal, dehumanizing system" (Jackson *et al.*, 1986, p.632). On the third indicator of burnout levels, Personal Accomplishment, fully 91% of the sample policemen reported high or average frequency of feelings of negative self-evaluation and dissatisfaction with accomplishment at work. Thus, for these policemen, there appears to be a high level of cynicism and loss of idealism, as well as considerable frustration and dissatisfaction.

This pattern is borne out by the analysis reported in Table 6.3.d. (p.45), which shows that 20% of this sample report high burnout on all three MBI subscales. The content analysis reported in Table 6.9.a. (p.61) gives some indications of the possible sources of these levels of burnout, with the most important difficulties being insufficient remuneration, frustrations with an unconcerned police hierarchy, and disruptions to family life as a result of overtime and irregular hours.

An interesting difference exists between the reported burnout levels of SAPS members in different types of positions (cf. Table 6.3.a., p.43). Clerical/ administrative workers scored high for burnout across all three subscales, whereas field operatives and "other" workers (most of whom were employed in units whose work was predominantly non-clerical) scored high for burnout only on

the Personal Accomplishment subscale. All three groups scored high for burnout on the Personal Accomplishment subscale, with field operatives scoring highest. These results substantiate earlier findings (Brown and Campbell, 1990; Cooper, Davidson, and Robinson, 1988; Kroes *et al.*, 1974), which have indicated that potential police stressors derive largely "from the force's organisation and management rather than front line duties" (Brown and Campbell, 1990, p.317).

#### **7.4. Burnout and Quality of Family Life (QFL)** (cf. Table 6.4.a., p.53)

No significant correlational relationships were found between husbands' QFL and the Maslach burnout subscales, although the positive association between Emotional Exhaustion and Depersonalisation, and husbands' QFL approached significance (EE by QFL:  $r = .223$ ,  $p < .1$ ; Dep by QFL:  $r = .230$ ;  $p < .1$ ). Wives' QFL was significantly associated with Emotional Exhaustion ( $r = .328$ ;  $p < .05$ ) and approached significance for Depersonalisation ( $r = .236$ ,  $p < .1$ ). Neither husbands' nor wives' QFL were found to be related to Personal Accomplishment. These results thus marginally fail to support the first hypothesis. This may be because of a form of protective self-deception (Laux, 1986), *i.e.*, policemen talk to their spouses about their work (cf. Table 6.3.k., p.51), which shows *Talking to spouse* to be the most frequently used coping strategy), but they consciously or unconsciously tailor their communication to present themselves as coping effectively.

The relationship reported above between wives' QFL and Emotional Exhaustion does provide partial support for hypothesis one of this study, in that a high QFL score indicates a more distressed/ dysfunctional family life, and this was expected to be related to feelings of emotional exhaustion and overload. It is interesting to speculate on why the corresponding relationship with husbands' QFL is not significant. A clue to this may lie in the significant differences found between husbands' and wives' reports on certain of the marital satisfaction items (cf. Table 6.7.a., p.59), which indicate the wives to be considerably less satisfied with their marriages than their husbands. It is also possible that at home, policemen are using the same distancing mechanism which they use to cope on the job, and are thus unaware of the effect their Emotional Exhaustion may be having on their family. Hageman (1977, cited in Maynard *et al.*, 1980) described this process of "psychological detachment" and showed how this mechanism was linked to marital difficulties and

decreased marital satisfaction. As a further explanation, it may be hard for the burned out policeman to admit to being in such a state, because of the stigma attached to "not coping" or to being thought to be a coward (Reiser and Geiger, 1984).

The results of the present study support those of Jackson and Maslach (1982). In their study of 142 California police couples, only the wives' reports of family interactions were significantly positively related to Emotional Exhaustion, although both husbands' and wives' reports of QFL were significantly positively related to Depersonalisation. Thus, as in the present study, it appears that the police officer's experienced burnout is a significant factor in his wife's experience of family life but not in his own, although the correlational nature of the data analysis precludes causal conclusions.

### **7.5. Spillover**

For both Work-to-Home and Home-to-Work Spillover, the positive and negative aspects of the scales were collapsed because the number of subjects was too small to support data analysis involving the extra variables. This process yielded two scales, for both of which a high score indicated a positive outcome, either for the family, in Work-to-Home Spillover, or for the individual in his work environment, in Home-to-Work Spillover. It is likely that this process reduced the explanatory power of these scales, thereby diminishing their usefulness.

#### **7.5.1. Work-to-Home Spillover**

Table 6.3.f. (p.47) shows the *t* test comparisons between the means of the data from the present sample and those of Jackson and Maslach (1982) for the seven "after-work mood" items, which in the present study formed part of the Work-to-Home Spillover scale. On the five negative items, the means from the present sample were all significantly higher (*i.e.*, the effect more negative) ( $p < .05$  to  $p < .001$ ) than on the USA sample, while the means for the positive items were both lower (*i.e.*, the effect *also* more negative), although only one of these differences was significant ( $p < .001$ ). This suggests that the South African sample is bringing home significantly more exhaustion, distress, and anxiety, and that this process is not being ameliorated by a transfer of positive effects from work to home. This may be a function of the relatively high burnout levels reported by the present sample.

### 7.5.2. Home-to-Work Spillover

A comparison between the means of the Home-to-Work Spillover scores from the present sample, and those of Kirchmeyer (1993), is shown in Table 6.3.g. (p.47). The means on the Positive and Negative scales are almost identical across the two samples, providing some indication of the scales' validity, and underlining how unfortunate it was to have to collapse the Positive and Negative scales to yield a single scale, due to the small N.

Table 6.3.h. (p.48) shows the highest-scoring and the lowest-scoring items from the Home-to-Work Spillover scale, on the data from the present study. The three highest-scoring items all refer to positive effects in the workplace of being a parent, while the three lowest-scoring items all refer to negative effects in the workplace of being a parent. This seems to suggest that the policemen of the present sample found that being a parent had considerable positive effects for them in terms of their work lives, and that generally they did not experience negative effects of parenting at work. This may also have been a case of reporting according to considerations of social desirability, in that people are "supposed to love children" (Kerlinger, 1986, p.445). Thus the policemen may have been reluctant to report irritation with their children, for fear of revealing socially-sanctioned feelings.

## 7.6. Burnout and Spillover

### 7.6.1. Burnout and Work-to-Home Spillover (cf. Table 6.4.a., p.53)

Hypothesis two of this study was supported by strongly significant negative relationships between wives' report of their husbands' after-work mood (as indicated by the Work-to-Home Spillover score) and the policemen's experiences of Emotional Exhaustion ( $r = -.381$ ,  $p < .001$ ) and Depersonalisation ( $r = -.360$ ,  $p < .01$ ). This was expected, in that a high Work-to-Home Spillover score indicates positive effects for the family. Thus the higher the level of burnout the policeman experiences, the more his work-attitudes are brought home with him to affect his family, and the more likely his wife is "to report that he comes home feeling physically exhausted, tense, (and) upset" (Maslach and Jackson, 1979, p.61). Maslach and Jackson (1979) link this to the characteristic "carefully developed tough skin" which protects a policeman on the job. This, argue Maslach and Jackson (1979, p.61), leads the policeman to "become(s) more tough and aggressive when dealing with his family,... he may become more rigid in deciding what's 'wrong' or 'right',



and less capable of getting emotionally involved with his family". In terms of specific effects in the present study (cf. Table 6.4.b., p.54), the emotionally exhausted policeman is more likely to return from work feeling upset and angry, physically exhausted, complaining about problems at work, and tense or anxious, while he is unlikely to come home feeling particularly cheerful or happy.

The relationship between Personal Accomplishment and Work-to-Home Spillover was not significant ( $r = .131$ ,  $p < .15$ ). This may be because Personal Accomplishment "is independent of the other subscales and its component items do not load negatively on them" (Maslach and Jackson, 1986, p.7). Thus Personal Accomplishment should not be seen to be the opposite of Emotional Exhaustion and Depersonalisation, which are closely related to each other ( $r = .67$ ,  $p < .001$ ) in the present study.

Given that Emotional Exhaustion is related both to wives' reports of QFL *and* to their reports of their husbands' after-work mood, then these relationships suggest that Work-to-Home Spillover could be mediating the relationship between work and home, although this study has not been able to produce evidence to support this hypothesis. There are a number of possible reasons for this. Firstly, the validity of the spillover measures has not been positively established. Secondly, the low N hampered the data analysis procedures, so that the required sequence of regressions to show a mediating effect (Cox and Ferguson, 1991, pp.12-13), could not be completed (despite the presence of the requisite associations for Work-to-Home Spillover, although not for Home-to-Work Spillover; cf. Table 6.4.a., p.53). The ability to access more sophisticated data analysis techniques such as path analysis may also have enabled a mediator effect to be shown. However, due to financial considerations, the requisite software was not available in the Pietermaritzburg Psychology Department.

#### **7.6.2. Burnout and Home-to-Work Spillover** (cf. Table 6.4.a., p.53)

As predicted in hypothesis three, there were negative relationships between the Emotional Exhaustion and Depersonalisation subscales and Home-to-Work Spillover but these were non-significant (EE:  $r = -.171$ ,  $p < .15$ ; Dep:  $r = -.074$ ,  $p < .33$ ). The significant positive relationship between Personal Accomplishment and Home-to-Work Spillover ( $r = .348$ ,  $p < .05$ ) suggests that the police officer's sense of pride and achievement in his work is supported by the positive effects

of having a family. This link is based on the nature of the Home-to-Work Spillover scale, which is a reflection of the effects on working life of being a parent, and for which a high score indicates a beneficial effect of such a family relationship. There are intuitive links between support from family members and the effects of Home-to-Work Spillover, and the existence of these links is supported by the strong positive relationship between Personal Accomplishment and Total Availability of Support, which is discussed in section 7.8.1

### **7.7. Quality of Family Life (QFL) and Spillover**

As Home-to-Work Spillover in this study purports to be measuring the extent to which being a parent has a positive or negative influence on the police officer's working life, it was expected to be negatively related to QFL. Data analysis on the present sample (cf. Table 6.4.a., p.53) shows that there are negative but insignificant relationships between Home-to-Work Spillover and QFL (husbands' QFL:  $r = -.192$ ,  $p < .15$ ; wives' QFL:  $r = -.157$ ,  $p < .2$ ). This is possibly because the two constructs are tapping different aspects of family life, with Home-to-Work Spillover being specifically linked to being a parent, and QFL being more concerned with the nature and quality of family interactions.

In terms of the relationship between Work-to-Home Spillover and QFL (cf. Table 6.4.a., p.53), hypothesis two of this study is supported by the data analysis, in that Work-to-Home Spillover was significantly negatively related to both husbands' QFL ( $r = -.341$ ,  $p < .05$ ) and wives' QFL ( $r = -.523$ ,  $p < .001$ ) (cf. Table 6.4.a., p.53). Further data analysis in the form of a stepwise multiple regression analysis (cf. Table 6.6.a., p.59) showed that Work-to-Home Spillover was a significant negative predictor of 27% of the variance in wives' QFL scores ( $p < .01$ ), although not of husbands' QFL. Thus this implies that, in situations where the husband's work-related strain is being imported into the family system, then this has a deleterious effect on the quality of family life for the wife. This may be because the policeman may find it very difficult, "after having emotions and reactions under strict control at work to suddenly become open about [his] feelings", and connect emotionally with his family (Haynes, 1978, p.44). It is interesting to speculate on why the relationship is not so strongly shown for the husband himself. Possibly, as was suggested to be the case with Emotional Exhaustion, he is unaware of his own work-related strain, or at least of the tendency to bring the symptoms of that strain home with him.

A second possibility is that what is happening here is transmission of stress from husbands to wives according to an hydraulic model, *i.e.*, the policemen "off-load" their stress onto their wives. Evidence of transmission of occupational stress from husbands to wives was found by Jones and Fletcher (1993), who found that such transmission occurred particularly "where men have high strain jobs (high in demand and low in support)" (p.881), as seems to be the case with the present sample of policemen.

## **7.8. The Moderator Variables**

### **7.8.1. Social Support**

The results in this study failed to show a significant moderating effect of social support on the relationship between burnout and Quality of Family Life, thus hypothesis four is not supported. Total Availability of Support (TAS) was, however, significantly and positively related to Personal Accomplishment ( $r=.273$ ,  $p<.01$ ) and Home-to-Work Spillover ( $r=.294$ ,  $p<.05$ ) (cf. Table 6.4.c., p.55). The failure to find moderator effects may be taken as a lack of support for the hypothesis that social support acts as a stress buffer. However, the inability to show a moderator effect may have been the result of data collection problems, or of difficulties with the measuring instrument. Another possibility may have been the cross-sectional nature of the data collected in the present study. House (1981, cited in Turner, 1983, p.140) argues that many cross-sectional studies fail to observe such effects because "stress-buffering effects of support tend to occur over time, (and) they will at some point be completed".

It may also be a function of the nature of the support which is measured by this particular instrument (the Index of Social Support). Procidano and Heller (1983, p.2) draw distinctions between *perceived* social support, "an aspect of an individual's appraisal and subsequent coping with stress" and social support as a function of social network characteristics. The ISS is clearly a social support network measure and, as such, it assumes an impact of the network on the individual without actually assessing the nature of the impact. However, "being embedded in a network is the first step toward having access to support" (Graf, 1986, p.180), and, furthermore, a measure of a social network characteristic (*i.e.*, its size) does avoid contamination of the measure by personality traits and mood states.

The close relationship between TAS and Personal Accomplishment suggests a direct effect of social support, in that policemen who identify greater numbers of supporting family members and acquaintances, also seem to experience a greater sense of pride and achievement in their work, and thus a lower level of burnout. The relationship between TAS and Home-to-Work Spillover is understandable in that the policeman's wife was recorded as a source of support by the majority of respondents, and there are intuitive links between how supportive his wife is, and the positive nature of the experience which being a parent is for a husband, although no reference to this was found in the literature.

Table 6.3.j. (p.50) shows the frequency distribution of TAS scores, and it is interesting to note that almost 25% of the sample report three or fewer supporters. A further 30% report between four and six supporters. Thus cumulatively, more than half of the sample have six or fewer supporters. Two respondents reported 20 and 33 supporters respectively, the latter being linked to religious activities. It would be interesting to clarify whether these large groups of supporters do indeed provide support, or whether they perhaps lead the respondent to feel "crowded", although no reference to this was found in the literature. The positive "satisfaction" scores recorded by these two respondents suggest that this was not the case for these men. The assumption underpinning the "social network" literature is, however, that size of network indicates a greater degree of support.

A frequency count of responses to the ISS item: "Of all the people you know, to whom can you talk frankly, without having to watch what you are saying?" revealed an apparent lack of support from superiors and colleagues at work. Of the 53 respondents, only 6 (11.3%) cited a person at work (4: "Commanding Officer"; 2: "Colleague"). 33 respondents (62.3%) cited various family members (predominantly "Wife") and 28 (53%) cited friends. Fourteen (26.4%) felt that there was no-one with whom they could speak frankly. These figures contrast sharply with those of Graf (1986), who found 60% of his sample of 77 policemen had at least one person at work with whom they could speak frankly. This suggests that the support which the literature predicts will be available from colleagues in the force (Graf, 1986), may not, in fact, be available for this sample.

Table 6.3.i. (p.49) shows the comparisons between the TAS scores of the present sample and those of James and Davies' UK sample (1987). The comparison between the present sample and the non-depressed sample shows the policemen of the present sample to have significantly less access to

social support in all items except the number of people whom they help (item 9). In comparison with the depressed sample, the present sample were for one item ("Number who appreciate me"), significantly worse off than the *depressed* sample ( $p < .05$ ), providing a sobering intimation of depression in the present sample.

It is difficult to be sure what are the implications of these ISS results because they simply reflect social network size rather than the quality or effectiveness of the support provided. Nevertheless, the results do suggest a certain amount of isolation suffered by the policemen of the present sample, and this is supported by the 24.5% of (53) ISS respondents who reported that they had no close friends. The results also suggest a degree of caution and suspicion which militates against approaching colleagues for support. As Graf (1986) suggests, policemen may be constrained from seeking social support from work colleagues for fear of appearing weak or unable to cope.

### **7.8.2. Coping**

The data from the present study failed to find any significant relationships between total frequency of coping strategies and the research variables. Thus no moderator effects are shown and hypothesis five is not supported. There were, however, significant negative relationships between total coping frequency, and level of education and rank. These were discussed in section 7.2.

One reason for the failure to find significant effects may have been difficulties with the measure itself. Firstly, the layout appears to have been confusing to the respondents, to the extent that the "Coping Effectiveness" section was so erratically completed that it had to be abandoned as far as data analysis purposes were concerned. The "Coping Frequency" section, which assessed the frequency of use of specific coping strategies, was completely filled in by only 31 of the 84 respondents (*i.e.*, 37%). Because of this meagre completion rate, it is difficult to assess the validity of the measure itself. Secondly, although the instrument was compiled on the basis of the Burke *et al.* (1979) coping dimensions, factor analysis on the data from the present study (cf. Appendix H) failed to extract factors which coincided with the Burke *et al.* (1979) factors. The factors which were extracted from the present study, and the items which loaded in these factors, are described in Section 5.5.6.

A comparison of the ranking of the frequencies of strategy use (cf. Table 6.3.k., p.51) shows that the policemen of the present study used strategies at a very similar level to their USA counterparts, as reported by the Jackson and Maslach (1982) study, which used the same instrument. For both samples, *talking with spouse* was the most frequent coping strategy, while *taking drugs* was (not surprisingly, given the illegality of the activity) the least frequent. The relatively low frequency reported in both samples for *having a drink* leads to some speculation about reporting biases. This is based on several studies which link escapist drinking with number of job stressors (Davidson and Veno, 1980). Hurrell and Kroes (1975, cited in Davidson and Veno, 1980, p.156) "posit that men in policing are especially vulnerable to alcoholism", while Haynes (1978) and Boshoff (1984) refer to the pervasiveness of alcohol use by policemen, as a stress reducer or as an escape from life problems.

There were some interesting coping frequency differences between the two samples, and it was unfortunate that it was not possible to calculate the *t* test statistic to compare these, due to an absence of standard deviation data for the US sample. However, some of these differences were noteworthy. The SAPS sample appear about twice as likely as their US counterparts to turn to *religious activities* (SA mean = 2.82; US mean = 1.2). This is understandable in terms of the strong religious ethos traditionally found in state institutions in South Africa, which differs somewhat from the more secular society in the USA. Another difference was that the SA sample were more likely to *seek professional help* (SA mean = 0.83; US mean = 0.2), although the frequency of this strategy was relatively very low for both samples. The direction of this difference is, however, supported by the content analysis of the free comment section, in which four policemen indicated their desire for institutional social support services.

### **7.8.3. Social Support and Coping**

As no moderator effects were shown either for social support or for coping, no interactive moderator effects could be demonstrated, and hypothesis six of this study is thus not supported.

### 7.9. Content Analysis

The content analysis of the free comment at the back of the questionnaire (cf. Table 6.9.a., p.61) revealed a number of dissatisfactions (and very few positive comments). Of the 31 policemen and 37 wives who commented, only seven wives (18.9%) and five husbands (16%) recorded comments which expressed their satisfaction with their spouse's, or their own, work. Taking both spouses' comments together, the most consistently identified difficulty related to salary and financial difficulties. This was perhaps to be expected in the context of the wage strikes occurring around the time of data collection, nevertheless, the comments seem to reflect a serious concern for present SAPS members.

A second concern described by both husbands (19%) and wives (40.5%) was disruption to family life caused by overtime and irregular hours, while an important and related concern for the wives (24.3%) was a perceived lack of concern for their members' home lives, on the part of the SAPS hierarchy. These reports provide qualitative support for the significant relationships between Work-to-Home Spillover and wives' Quality of Family Life, and are supported in the literature. Burke and Bradshaw (1981, pp.347-8) found that "greater occupational demands reported by husbands were related to a more negative impact of job demands on home and family life ... [and to] ... more negative marital behaviours and less marital satisfaction". This substantiates the result of the Wilcoxon tests (cf. Table 6.7.a., p.59) which shows the wives to be significantly ( $p < .01$ ) (or near-significantly,  $p < .1$ ) less satisfied with their marriages than their husbands.

A variety of problems with the police hierarchy were cited by 18 (58%) of the policemen. These included poor management, discrimination and favouritism, delay/ lack of promotion or transfer, and corruption. These concerns indicate a high level of frustration in work-related matters, which is likely to be contributing to the apparently high burnout levels in this sample. The presence of discrimination in the SAPS is corroborated by van der Westhuizen (1995, p.9), who reports a determination by SAPS members for "attitudinal and behavioural change which [also] involves top management (policies, organisational structure, etc.)", and which will specifically address the issue of discrimination.



A noteworthy feature of some of the comments was the intensity of distress which the respondents seemed to be conveying, and this, plus the six policemen (19%) who expressed the need either for more staff, or for "social services" (e.g. counselling, social work) suggests that there is a strong need for more effective psychological services for policemen and their families.

### 7.10. Limitations of the Present Study

There are obvious methodological weaknesses in a study of cross-sectional and non-experimental design, especially when the interactive models used here of burnout and spillover, refer to processes which occur over time. Thus no conclusive statements about causal relationships between variables can be made, and alternative explanations for associations must be explored. Furthermore, it should be noted that experimental research in the area of stress "is not only very difficult in practice but in any significant case is likely to be unethical and/or illegal" (Thomson and Vaux, 1986, p.54).

A further limitation of this study relates to the use of questionnaires. Kerlinger (1986) points out a number of disadvantages of self-administered instruments. Firstly, the almost inevitably low return rate limits the ability to generalise the findings, while a second disadvantage is that "the same question frequently has different meanings for different people" (Kerlinger, 1986, p.446). Thirdly, fixed-alternative items may yield superficial responses, and may also force an inaccurate choice of response, thereby irritating the respondent. Apart from these disadvantages, a further problem arises with issues of social desirability.

Given the limitations of non-experimental research and the use of questionnaires, as well as the practical and ethical problems of experimental research in this area, alternative approaches should perhaps be considered. One possibility would be to abandon the survey method, and rather gather qualitative data through in-depth interviews with a cross-section of SAPS members.

Another possibility would be to adopt an action research perspective. Action research has been described as "research done in an actual context, aimed at being socially useful as well as theoretically meaningful" (Lazarus, 1985, p.113). What this might mean in the present context



would be for the research to be initiated by the SAPS itself, and for hypotheses to be generated in a dialectical process involving collaboration between the SAPS (the "expert" on the organisation) and the researcher (the "expert" in research technique). Research of this nature has, however, been criticised for lacking generalisability and for the possible loss of objectivity on the part of the researcher. However, action research has the capability to balance these shortcomings in terms of its potential for being relevant and for the pointers it provides to effective action.

On a practical level (and obviously linked to the above-mentioned disadvantages of questionnaire use), a salient feature of the data analysis in this study has been the limitation imposed by the relatively small number of responses obtained to the questionnaires. The overall return rate was 14%, although the average for the first distribution run was only 10.4%. The change in method yielded a much better average return rate (38.2%).

A number of factors may have influenced the return rate. It had been hoped that an absence of direct contact with the researcher would enable the policemen to feel that their identities were better concealed, and that, furthermore, they would respond better to the request for cooperation coming from an SAPS member, especially a commanding officer. However, this may have had the opposite effect, *i.e.*, the lack of personal contact may have led to a *reduced* sense of commitment to completing and returning the forms. Given the improvement in return rate using the second method, in which the commanding officer only gave questionnaires to SAPS members expressing willingness to complete them, it may have been the change of method which improved the rate. However, this method does run the risk of introducing systematic sampling errors into an already weak sampling method (Bless and Kathuria, 1993). A further problem which emerged in personal comments from some of the commanding officers was that there have been many surveys which SAPS members have had to complete, and there is a perception that nothing changes for the men despite their efforts to be heard. It is in this context that an action research approach would be particularly appropriate.

Another factor which may have impacted on the low return rate was the length of the questionnaire. This explanation is supported by the relatively high number of respondents who failed to complete the Coping and Work-to-Home Spillover sections (the third- and second-last, respectively). As already noted, the format of the Coping section also appears to have confused some respondents.

The procedure required of the police officers in terms of getting their wives' questionnaires home and completed, also appears to have presented some difficulties. According to some of the commanding officers' reports of their subordinates' response to the questionnaire, this was particularly a problem for black police officers, some of whose wives were illiterate. According to the commanding officers, there also appeared to have been a patriarchal cultural influence operative, in that "heads of households consider it their prerogative to answer for their wives" (Bless and Kathuria, 1993, p.94) and, therefore asking them to consult their wives about family life may have been damaging to their dignity, and consequently to their cooperation.

The immediate socio-political context in South Africa may also have been significant, in that data was collected during a period of industrial action by policemen, in demand of better wages and working conditions, and a restructuring of the police hierarchy. These concerns were strongly reflected in the content analysis of the written comments on the back of the questionnaires.

Apart from the difficulties with the procedure of the study, there were also "technical" problems with certain of the instruments. Reliability tests on all the scales' results were at acceptable levels, nevertheless the reliability and especially validity of certain of the scales appears questionable. Of all the scales used (published or otherwise) only the MBI has much psychometric data available. In terms of the ISS, this was chosen primarily for its brevity. However, an instrument assessing perceived social support may have been a more effective way of assessing this variable. The Coping, Work-to-Home and Quality of Family Life scales were obtained from the authors (Jackson, 1994) and have no validation data available. It was in these scales that the data analysis encountered the greatest difficulties. Similarly, the Home-to-Work Spillover scale was obtained from its author (Kirchmeyer, 1994), and thus lacked adequate psychometric data.

A further criticism of the present study is that, although it has assumed a role of the work environment in producing burnout in police officers, it has not explicitly assessed the possible part played by organisational factors in this process (cf. Handy, 1988). This was largely due to practical constraints, but it is important, from a systemic perspective, to "pay greater attention to organisational and societal influences on the experience of work" (Handy, 1988, p.366) and to the interactive role of individual and organisational factors in the production of stress.

### 7.11. Suggestions for Further Research

Suggestions for further research arise in part out of the *limitations* of the present study and in part out of the *findings* of the present study. In terms of limitations, several of the variables were not clearly defined or conceptualized. This was particularly the case for Quality of Family Life, and further refinements of this concept are necessary for this scale's potential usefulness to be fulfilled.

Some of the demographic variables, and level of education in particular, were related to the research variables in ways that seemed contradictory and puzzling, and then in other instances, were unrelated, where relationships could theoretically be expected. Possibly a broader survey with a larger sample, looking simply at burnout and demographic variables, would have been a useful precursor to the present study.

As mediator effects have been hinted at in the results, more sophisticated data analysis may be better able to demonstrate these effects. Mediator effects tend to be underestimated when measurement error is present (Cox and Ferguson, 1991), and this may have impacted on the present results, given the unproven validity of the Spillover and Quality of Family Life scales, and the difficulties with reliability of the latter scale.

In terms of the hypothesised moderators in this study, the measures both of both coping frequency and social network size seemed inadequate to capture the qualitative value of the proposed moderating effects. For both coping and social support, measures assessing appraised or perceived effects may prove more useful. The addition of personality measures may also help refine the understanding of the moderators operating between stress and outcome.

The difficulties encountered in gaining the cooperation of the policemen "on the ground" (as opposed to the SAPS hierarchy, who were generally very cooperative), and their pessimism related to surveys, points to the appropriateness of attempting an action research approach, as discussed above. In this methodology, cooperation could be secured through the personal involvement of the policemen in the research effort itself. Another possibility, given the far-reaching changes presently under way in the SAPS, would be a replication of aspects of the present study, in an attempt at an informal pre-test, post-test design.

A further interesting direction for research would be to look at burnout and spillover in policewomen. In the course of her visits to the police stations, the researcher was frequently asked by policewomen why they were excluded from the study, when they were "as stressed as the men". Another possibility would be a study comparing married and single police officers. The occupational stress experienced by unmarried officers may be mitigated by their lack of family commitments and responsibilities, but this hypothesised advantage may be cancelled out by the absence of support from a spousal relationship. However, similar support may also be obtained from romantic, or indeed platonic, relationships and it may be that those who are "attached" but lack family responsibilities could be in the most favourable position, in terms of occupational stress.

Finally, the fact that wives' QFL, but not their husbands', was significantly associated with the policemen's feelings of emotional exhaustion gives an indication of some of the processes involving transmission of occupational stress between members of couples. Further investigation into this seems warranted, especially in terms of the employment status of the wife, and the presence, number, and ages of children in the home (Jones and Fletcher, 1993).

### **7.12. Recommendations**

In view of the relatively high burnout levels found in this sample of policemen, there seems to be a strong need for the SAPS to make systematic efforts aimed at the prevention and alleviation of stress in its members, as well as providing support for their members' families. Such efforts could include:

1. The establishment within the SAPS of a comprehensive employee health care programme (possibly along the lines of the Control Data Corporation's STAYWELL programme) (Cooper, 1986).
2. Ongoing training for commanding officers, aimed especially at diversity training (van der Westhuizen, 1995), but also at effective management of their own stress.
3. An increased awareness of the role of long and irregular hours in the development of family distress, and a commitment to change in this regard.

4. An increased acknowledgement of the "legitimacy" of stress-related disorders, and the more widespread provision of confidential psychological services, along with a programme aimed at reducing the stigma attached to accessing such services.
5. Systematic (and possibly routine) provision of counselling services to wives and families of SAPS members, including an emphasis on positive coping mechanisms (Maynard *et al.*, 1980).

Clearly the implementation of these recommendations will be costly. However, the SAPS, by establishing Police Psychology Units, is already working to address some of the issues raised by this study. These units need to be expanded, and the commitment by the SAPS to "root out corruption and racism, and to increase the performance, productivity, and discipline of all its members" (Natal Witness, January 3 1996, p.2) needs to be supported by adequate allocation of resources by central government. Indeed, SAPS National Commissioner, George Fivaz, sees "an increase in the police budget (as) the main factor in demonstrating a determination and will to curb crime this year" (*ibid.*).

## CHAPTER EIGHT

### ***SUMMARY AND CONCLUSION***

The aim of this study was to explore the relationships between the emotional effects of chronic stress at work (burnout) and the quality of family interactions in the home. The concept of spillover was introduced to describe the transmission of effects across the work-home interface, and the relationship between burnout and family life was expected to be moderated by coping and social support.

The results of the study showed this sample of policemen to be experiencing relatively high levels of burnout, which are understood, not only in terms of the stressful nature of police work itself, but also in terms of the present socio-political context in South Africa, and in the SAPS in particular. A high burnout group constituted 20% of the sample policemen. High burnout in this sample was manifest more in terms of a diminished sense of personal accomplishment and feelings of negative self-evaluation, than in feelings of emotional exhaustion and depersonalisation, although nearly half of the sample also fell into the high Depersonalisation range. Specific sources of discontent for the policemen were frustrations with an unresponsive police hierarchy, low wages, and disruption to family life caused by overtime and irregular hours.

Those policemen experiencing the highest frequencies of emotional exhaustion and depersonalisation were more likely to bring their work-related strain home with them in the form of upset and angry feelings, physical exhaustion, and complaints about problems at work. This process of Work-to-Home Spillover significantly predicted Quality of Family Life for the wives of such policemen. These associations suggest that mediating processes are present for spillover, at least in the work to home direction, although the corresponding relationships for Home-to-Work Spillover were not found. Those policemen who experienced being a parent as positive (*i.e.*, scored high for Home-to-Work Spillover) were, however, more likely to have a greater sense of achievement in work matters.

No moderator effects were shown for coping or social support, although those policemen with greater numbers of supporters were also more likely to experience a greater sense of personal accomplishment. This has implications for the usefulness of establishing peer support groups within the SAPS. Those with greater numbers of supporters also appeared to benefit more from their experience of being a parent. The links between coping and social support were emphasised by the fact that the most frequent, and fourth most frequent, coping strategies respectively, were *talking with spouse* and *talking with friends*.

A number of recommendations are made pertaining especially to the apparent need for expanded provision of psychological services to SAPS members and their families. In terms of the structure of the SAPS, by the time this thesis is completed, structural re-organisation of the SAPS will already be under way. Zelig (1988) highlights the potential ethical dilemmas (chiefly confidentiality and dual relationships) which may arise when psychological services are provided from within the police agency. This is an important area of concern which needs to be clarified before the stressed policeman may feel free to make use of such services for himself or his family. An alternative intervention might be to train police officers in peer counselling skills. "This approach would capitalise on one of the most valuable assets any police department has: the personal resources the individual members bring with them to the workplace" (Graf, 1986, p.185).

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**APPENDIX A****LETTER OF PERMISSION FROM THE SOUTH AFRICAN POLICE SERVICE**

G.P.-S. 002-0222

SAP 21

SUID-AFRIKAANSE POLISIE



SOUTH AFRICAN POLICE

Privaatsak/Private Bag

Posbus/Post Office Box

Verwysing Reference	4/8/5 (13/94)		
Navrae Enquiries	Lt-Col Kruger		
Telefoon Telephone	{ 031 }	3604855	
Faksnommer Fax number	{ 031 }	321974	

OFFICE OF THE  
REGIONAL COMMISSIONER  
REGION E (NATAL)  
P O BOX 1965  
DURBAN  
4000

1994-07-08

Mrs V O'Neill  
515 Alexandra Road  
Bisley  
PIETERMARITZBURG  
3201

Dear Mrs O'Neill

**PSYCHOLOGICAL RESEARCH : MASTERS DEGREE**

I have pleasure informing you that your request to conduct research focusing on members of the South African Police, has been approved. A copy of Head Office minute, 2/26/2(108/94) dated 1994-06-21, is attached.

The approval is subject to the following conditions:

that the commander of the Unit, where the research will be conducted, must be properly informed, well in advance and there be no interference with the normal duties of the members;

that there are no costs involved to the State; and

that a copy of the research document be made available to the Head Office of the South African Police.

May I take this opportunity wishing you well with your studies.

Yours faithfully

LIEUTENANT-COLONEL

f/REGIONAL COMMISSIONER : NATAL

D A KRUGER

ad/research/O'NEIL.06

08-JUL-1994 09:53

SEKRETTOPEBESTUURKOMITEES

012 3207531 P.02

G.P.-S. 0020026

SAP 51

SUID-AFRIKAANSE POLISIE



SOUTH AFRICAN POLICE

 Private Bag X54  
 Private Bag  
 Telegramadres  
 Telegraphic address  
 KOMPOL  
 COMPOL

Verwysing Reference	2/26/2(108/94)
Navraag Enquiries	Kol Oosthuizen
Telefoon Telephone	(012) 3101141
Faks Fax	(012)

HOOFKANTOOR  
HEAD OFFICEPRETORIA  
0001Korporatiewe Beplanning  
1994-06-21
 Kol Kruger  
 Streekkommissaris  
 Streek E (Natal)  
 Posbus 1965  
 DURBAN  
 4000

 AANSOEK VIR NAVORSING BINNE DIE SUID-AFRIKAANSE POLISIE:  
 MEV V O'NEILL : SIELKUNDIGE NAVORSING.

1. Goedkeuring word hiermee verleen dat Mev V O'Neill mag voortgaan met navorsing in die Suid-Afrikaanse Polisie vir haar MA-graad in Sielkundige Navorsing.
2. Die goedkeuring is onderworpe aan die volgende voorwaardes:
  - 2.1 dat die eenheidsvoerder waar die ondersoek gehou sal word, vooraf deeglik ingelig sal word en daar nie inbreuk op die normale werksaamhede van lede gemaak sal word nie,
  - 2.2 dat daar geen koste-implikasie vir die staat is nie, en
  - 2.3 dat 'n afskrif van die studie aan Hoofkantoor beskikbaar gestel word.
3. Mev V O'Neill word sterkte met haar studies toegewens.



.....KOLONEL  
 BEVELVOERDER: KORPORATIEWE BEPLANNING  
 J L OOSTHUIZEN

## APPENDIX B

### INSTRUCTION TO COMMANDING OFFICERS

#### INTRODUCTION FOR STRESS QUESTIONNAIRE

Dear Colonel

As we discussed by phone in December, here are the questionnaires which I would like you to hand out to all married men in your command. They are available in English and Afrikaans. I have asked for them to be filled in within one week of receiving them, but, if this will be convenient for you, I would like to leave the return box at the Police Station until after the following lecture day for those who can't manage to do it in that time, or who are on leave, etc. Please inform the men where the return box will be situated. I would very much appreciate it if, after about two weeks, you could remind those men who have not returned the questionnaire, to do so.

When you hand out the questionnaires, I would like you to introduce them as follows:

The purpose of this questionnaire is to help me investigate how stress can cross the boundary between work and home. To do this, each envelope contains two questionnaires - one for you and one for your wife. Please give your wife's one to her to fill in, and then, when they are both completed, return them both together in the envelope provided. They must be returned to the box provided in your Police Station.

Thank you very much



Viv O'Neill  
(Intern Psychologist)

P.S. My contact numbers are:  
Work 2605213  
Home 63993

## APPENDIX C

### THE POLICE OFFICERS' QUESTIONNAIRE



## UNIVERSITY OF NATAL

### Psychology Dept

P.Bag X001, Scottsville, South Africa 3209.  
Telephone 0331-260-5853 Fax 0331-260-5809

Dear Police Officer

It is well-known that the pressures of work can affect a person's home-life and vice versa. The following survey is a special study about such effects amongst police officers and their wives. For this reason, we need information from both husband and wife. The goal of the study is to guide the South African Police Services in providing necessary support to policemen and their families.

As referred to above, the survey contains two sets of questionnaires -one for you and one for your wife. Please complete these forms separately and in private. It is **very important** that you each fill in the forms without discussing the contents with your spouse. Please do not talk about the questionnaires with each other until they have been completed and returned.

Please be assured that all replies are **STRICTLY CONFIDENTIAL**. Your personal answers will not be divulged under any circumstances. Questionnaires are identified by number only, so that each couple's forms stay linked, but there is no connection between any individual and the number on the form. Thus no link can be made between any individual and his/her answers. The study is looking at the answers of all the respondents together, rather than those of any individual.

At the request of the SAPS, the overall results of the survey will be reported to the Police Psychology unit. A written summary will also be available from your unit for interested officers and their wives. Under no circumstances will any information about individuals be released.

I appreciate very much your time and effort in completing this survey. I hope that the results will be interesting to you and your wife, as well as useful to the SAPS and myself.

Thank you for your cooperation

Viv O'Neill  
(Intern Psychologist)

Prof C J Basson  
(Registered Psychologist: Supervisor)



POLICE OFFICERS' STRESS QUESTIONNAIRE

It would be most helpful if you could complete this questionnaire within one week of receiving it and then return it to your Police Station as soon as possible thereafter. Thank you.

BACKGROUND INFORMATION (Husband)

Age:

\_\_\_\_\_ years.

Are you?

\_\_\_\_\_ Black.

\_\_\_\_\_ White.

\_\_\_\_\_ Coloured.

\_\_\_\_\_ Indian.

What is your home language?

\_\_\_\_\_

What is your highest educational qualification?

\_\_\_\_\_ Std 8 or less.

\_\_\_\_\_ Matric.

\_\_\_\_\_ Diploma.

\_\_\_\_\_ Bachelors Degree.

\_\_\_\_\_ Masters Degree.

\_\_\_\_\_ Doctoral Degree.

\_\_\_\_\_ Other (specify \_\_\_\_\_).

How long have you been a member of the SAPS?

\_\_\_\_\_ years.

What is your current job/position?

\_\_\_\_\_ Clerical/Administrative.

\_\_\_\_\_ Field Operative.

\_\_\_\_\_ Other (specify \_\_\_\_\_).

How long have you been working in your present division?

\_\_\_\_\_ months \_\_\_\_\_ years.

What is your rank?

\_\_\_\_\_ Constable/Sergeant.

\_\_\_\_\_ Warrant Officer/Lieutenant.

\_\_\_\_\_ Captain/Major/Colonel.

On what level do you function?

\_\_\_\_\_ Management (You have people reporting to you who are themselves supervisors).

\_\_\_\_\_ Supervisory (You have people reporting to you who are themselves not supervisors).

\_\_\_\_\_ Worker level (You have no people reporting to you).

Marital Status:

How long have you been married to your present spouse?

\_\_\_\_\_ months \_\_\_\_\_ years.

Have you had any previous marriages?

\_\_\_\_\_ yes \_\_\_\_\_ no If "yes", how many? \_\_\_\_\_

Children:

How many children do you have? \_\_\_\_\_

What are their ages? \_\_\_\_\_

How many are currently living at home with you? \_\_\_\_\_

Please answer the following questions as completely and honestly as you can.  
Make a cross in only one box under each question. Thank you.

# SECTION A

## 1. What hours do you work?

Number of hours per week \_\_\_\_\_

What shift are you presently working? \_\_\_\_\_

Do you have go to court on your days off? yes \_\_\_\_ no \_\_\_\_

If yes, how often? \_\_\_\_\_

On average, approximately how much overtime do you work?  
per week \_\_\_\_\_ per month \_\_\_\_\_

## 2. How happy are you with your current job?

☐  
Very happy

☐

☐  
Neutral

☐

☐  
Very unhappy

## 3. How good is the pay scale for your present job?

☐  
Very good

☐
☐
☐

☐  
Very poor

## 4. How good are the opportunities for promotion?

☐  
Very good

☐
☐
☐

☐  
Very poor

## 5. If you had an opportunity to take another job in police work (assuming equivalent security and benefits) how much would you want to do so?

☐  
I would definitely  
want to change  
jobs.

☐

☐  
Neutral

☐

☐  
I would definitely  
want to keep my  
current job.

## 6. In general, how happy are you with your career as a police officer?

☐  
Very happy

☐

☐  
Neutral

☐

☐  
Very unhappy

## 7. If you had an opportunity to change your occupation to a job which does not include police work (assuming equivalent security and benefits), how much would you want to do so?

☐  
I would definitely  
want to change my  
occupation.

☐

☐  
Neutral

☐

☐  
I would definitely  
want to stay in  
police work.

## SECTION B (Husband)

1. In general, how much does your work as a police officer affect your family life?

☐ No effect at all
 ☐ Moderate effect
 ☐ Very large effect

2. Overall, what kind of an effect does your police work have on your family life?

☐ Very beneficial effect
 ☐ Equally beneficial and detrimental effects
 ☐ Very detrimental effect

3. What sorts of things happen to your family life as a result of your work as a police officer?

Each question has two opposing statements. There are five blocks between these statements. Please place a cross in the block which best represents your situation at home.

- a. Husband spends a lot of time with family.

☐☐☐☐

Husband wants to be left alone.

☐

- b. Husband often loses temper.

☐☐☐☐

Husband is very patient.

☐

- c. Wife often loses temper.

☐☐☐☐

Wife is very patient.

☐

- d. Husband is very interested in family matters.

☐☐☐☐

Husband does not want to hear about family matters.

☐

- e. Wife tells husband only about family problems.

☐☐☐☐

Wife tells husband only about family successes.

☐

- f. Husband is very involved in children's activities.

☐☐☐☐

Husband usually leaves it to wife to handle children's activities.

☐

- g. Husband and wife usually agree on discipline of children.

☐☐☐☐

Husband and wife usually disagree on discipline of children.

☐

- h. Husband has few friends.

☐☐☐☐

Husband has many friends.

☐

i. Wife has few friends.

☐☐☐☐

Wife has many friends.

☐

j. Husband and wife share the same friends.

☐☐☐☐

Husband and wife have different friends.

☐

k. Family friends are usually associated with police work.

☐☐☐☐

Family friends are rarely, if ever, associated with police work.

☐

l. Wife has many activities outside the home.

☐☐☐☐

Wife has few activities outside the home.

☐

m. On his days off, husband prefers to stay at home.

☐☐☐☐

On his days off, husband prefers to do activities outside the home.

☐

n. On his days off, husband usually does job-related activities.

☐☐☐☐

On his day off, husband usually does activities that are not job-related.

☐

o. Children usually go only to father for help with their problems.

☐☐☐☐

Children usually go only to mother for help with their problems.

☐

p. Children feel emotionally close to their father.

☐☐☐☐

Children feel emotionally distant from their father.

☐

q. Children feel emotionally close to their mother.

☐☐☐☐

Children feel emotionally distant from their mother.

☐

r. Husband often gets angry at wife and/or children.

☐☐☐☐

Husband rarely, if ever, gets angry at wife and/or children.

☐

s. Husband is often absent during holiday or family celebrations.

☐☐☐☐

Husband is usually present during holiday or family celebrations.

☐

SECTION C: HUMAN SERVICES SURVEY

Christina Maslach and Susan E. Jackson (1986)

The purpose of this survey is to discover how various persons in the human services or helping professions view their jobs and the people with whom they work closely. Because persons in a wide variety of occupations will answer this survey, it uses the term *recipients* to refer to the people for whom you provide your service, care, treatment, or instruction. When answering this survey please think of these people as recipients of the service you provide, even though you may use another term in your work.

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way *about your job*. If you have *never* had this feeling, write a "0" (zero) before the statement. If you have had this feeling, indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

Example:

HOW OFTEN:

0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

HOW OFTEN

0-6      Statement  
\_\_\_\_\_ I feel depressed at work.

If you *never* feel depressed at work, you would write the number "0" (zero) under the heading "HOW OFTEN". If you *rarely* feel depressed at work (a few times a year or less), you would write the number "1". If your feelings of depression are fairly frequent, (a few time a week, but not daily), you would write a "5".

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## HOW OFTEN:

---

0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

---

HOW OFTEN

0-6 Statements:

1. \_\_\_\_\_ I feel emotionally drained from my work.
2. \_\_\_\_\_ I feel used up at the end of the workday.
3. \_\_\_\_\_ I feel fatigued when I get up in the morning and have to face another day on the job.
4. \_\_\_\_\_ I can easily understand how my recipients feel about things.
5. \_\_\_\_\_ I feel I treat some recipients as if they were impersonal objects.
6. \_\_\_\_\_ Working with people all day is really a strain for me.
7. \_\_\_\_\_ I deal very effectively with the problems of my recipients.
8. \_\_\_\_\_ I feel burned out from my work.
9. \_\_\_\_\_ I feel I'm positively influencing other people's lives through my work.
10. \_\_\_\_\_ I've become more callous toward people since I took this job.
11. \_\_\_\_\_ I worry that this job is hardening me emotionally.
12. \_\_\_\_\_ I feel very energetic.
13. \_\_\_\_\_ I feel frustrated by my job.
14. \_\_\_\_\_ I feel I'm working too hard on my job.
15. \_\_\_\_\_ I don't really care what happens to some recipients.
16. \_\_\_\_\_ Working with people directly puts too much stress on me.
17. \_\_\_\_\_ I can easily create a relaxed atmosphere with my recipients.
18. \_\_\_\_\_ I feel exhilarated after working closely with my recipients.
19. \_\_\_\_\_ I have accomplished many worthwhile things in this job.
20. \_\_\_\_\_ I feel like I'm at the end of my rope.
21. \_\_\_\_\_ In my work, I deal with emotional problems very calmly.
22. \_\_\_\_\_ I feel recipients blame me for some of their problems.

Please fill in the INITIALS of the relevant people as well as your relationship with them (for example, "friend", "wife"). Indicate your satisfaction with the support by placing a cross in the relevant space. If there are different people who have the same initials, use an extra letter to distinguish between them.

1. Do you have close friends that you meet or contact regularly (at least once a month)? YES \_\_\_\_\_ NO \_\_\_\_\_

INITIALS	RELATIONSHIP	SATISFIED	NOT SATISFIED

2. Of all the people you know, whom could you count on to help you with a problem (even though they might have to go out of their way to do so)?

INITIALS	RELATIONSHIP	SATISFIED	NOT SATISFIED

3. Of all the people you know, to whom can you talk frankly, without having to watch what you are saying?

INITIALS	RELATIONSHIP	SATISFIED	NOT SATISFIED

4. Of all your family, friends, neighbours, and acquaintances, whom do you think cares about you and appreciates you as a person?

INITIALS	RELATIONSHIP	SATISFIED	NOT SATISFIED

5. Of all the people you know, who would comfort and reassure you when you needed it?

INITIALS	RELATIONSHIP	SATISFIED	NOT SATISFIED

6. Do you feel that you are an important part of your family's (or anyone else's) life?    YES \_\_\_\_    NO \_\_\_\_

INITIALS	RELATIONSHIP	SATISFIED	NOT SATISFIED

7. How many good neighbours do you have that you meet or talk to regularly (at least once a month)?

INITIALS	RELATIONSHIP	SATISFIED	NOT SATISFIED

8. How many people with similar views and interests to yourself do you meet and talk to regularly?

INITIALS	RELATIONSHIP	SATISFIED	NOT SATISFIED

9. Who would you say that you help or support in some way in day to day life?

INITIALS	RELATIONSHIP

10. Do you think any of your family, friends, neighbours, or acquaintances asks or expects too much from you in any way?    YES \_\_\_\_    NO \_\_\_\_

INITIALS	RELATIONSHIP



### SECTION E: STRESS AND COPING

On the following page are listed some things that people say they find helpful when they are under a lot of tension or stress. Some of the activities may be things that you do, but you may not do them because you are under some stress.

For example: Everyone eats, but some people eat more when they are experiencing extra tension.

Please read each statement carefully, and decide whether or not you have ever use the activity as a way of dealing with emotional stress and tension. If you have never used the activity for that reason, mark the little box labelled "NEVER" and go on to the next statement. If you have used the activity as a coping technique, please answer the following questions about it:

HOW OFTEN have you used the activity as a way of coping with tensions? Answer this question using the first column to the right of the statement. Circle the number which best indicates your answer using the scale as follows:

NEVER	RARELY		HALF		ALWAYS		
□	1	2	3	4	5	6	7
Mark here if you have never used this activity as a coping technique.	<u>Rarely</u> : When I use a coping technique I almost never use this one.		I use this as a way of coping with tension about <u>half</u> the time.		<u>Always</u> : When I use a coping technique, I always use this one.		

For you personally, HOW EFFECTIVE is the activity as a way of coping with stress and tension? That is, how well does it work for you? Use the second column to the right to answer this question by circling the number which best indicates the overall effectiveness of the activity. Use the numbers on the scale as follows:

EXTREMELY INEFFECTIVE			HALF		EXTREMELY EFFECTIVE	
1	2	3	4	5	6	7
<u>Extremely ineffective:</u> It has been useless as a coping technique.			<u>Half:</u> it works about half the time as a coping technique.		<u>Extremely effective:</u> It has always worked as a coping technique.	

Coping activities you may have used.	HOW OFTEN do you use this activity as a way of coping with stress?								For you, HOW EFFECTIVE is this activity as a way of coping with stress?						
	NEVER (mark)	RARELY			HALF		ALWAYS			EXTREMELY INEFFECTIVE			HALF	EXTREMELY EFFECTIVE	
1. I smoke more often.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2. I change my eating habits (eat more or less than usual).	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3. I have a drink, such as beer, wine, brandy, etc.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4. I take some form of drug (such as dagga).	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5. I work harder than usual around the house or on the job.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
6. I take a tranquillizer.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7. I take some other kind of medicine.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8. I engage in some religious activities such as going to church, saying a prayer, or meditating.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
9. I try to get away from everyone.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
10. I just try to forget about it.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
11. I go shopping.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
12. I find some activity to take my mind off things, like go to a movie or play some sport.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
13. I seek professional help (such as a counsellor or therapist).	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
14. I talk things over with my spouse.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
15. I talk things over with my friends.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
16. I participate in some organized groups and clubs in order to get some social support.	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
17. Other (specify _____).	<input type="checkbox"/>	1	2	3	4	5	6	7	1	2	3	4	5	6	7

# SECTION F (Husband)

The following statements are meant to complete the sentence: "Being a parent.....". In thinking about your role as a parent and how it affects your work, indicate the extent you agree or disagree with each statement. CIRCLE ONE NUMBER ON EACH LINE.

Being a parent...

	Strongly disagree			Moderately disagree			Slightly disagree			Slightly agree			Moderately agree			Strongly agree		
a. earns me certain rights and privileges that otherwise I could not enjoy.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
b. gives me support so that I can face the difficulties of work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
c. improves my image at work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
d. demands time from me that could be spent on my job.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
e. produces tensions and anxieties that decrease my performance at work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
f. results in rewards that could be difficult to achieve elsewhere.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
g. provides me with contacts who are helpful for my work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
h. develops skills in me that are useful at work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
i. tires me out so I feel drained for work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
j. helps me understand the people at work better.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
k. makes disappointment on the job easier to take.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
l. makes me behave in ways which are unacceptable at work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
m. helps me forget the problems at work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
n. makes me so irritable that I take it out on the people at work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
o. gives me access to certain facts and information which can be used at work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
p. makes it hard to adjust back to the way I must act at work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
q. shows me ways of seeing things that are helpful at work.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
r. creates worries and problems which make concentration at work difficult.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
s. gives me ideas that can be applied on the job.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
t. helps me seen as a valuable employee by my company.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
u. energizes me so that I can tackle the challenges of my job.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
v. reduces my time available for work-related activities.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3
w. offers many unique benefits that make any drawbacks seem insignificant.	1	2	3	4	5	6	4	5	6	1	2	3	4	5	6	1	2	3

SECTION G (Husband)

Please rate your marital relationship by placing a cross in the appropriate space for each of the following questions.

a. How satisfied are you with your marriage?

☐      ☐      ☐      ☐      ☐  
Very satisfied      Very unsatisfied.

b. How well do you feel your spouse understands you?

☐      ☐      ☐      ☐      ☐  
Understands me      Does not understand  
very well.      me at all.

c. How well do you feel you understand your spouse?

☐      ☐      ☐      ☐      ☐  
I understand      I do not understand  
very well.      at all.

d. Do you feel that your spouse really cares about you?

☐      ☐      ☐      ☐      ☐  
Cares very much      Does not care  
about me.      at all about me.

e. Do you feel that your spouse appreciates your efforts?

☐      ☐      ☐      ☐      ☐  
Appreciates me      Does not appreciate  
very much.      me at all.

f. How often do you share your feeling with your spouse?

☐      ☐      ☐      ☐      ☐  
I often share      I rarely share  
my feelings.      my feelings.

g. Does your spouse share his/her feelings with you?

☐      ☐      ☐      ☐      ☐  
Often shares      Rarely      shares  
feelings.      feelings.

SECTION H

Do you have any other comments you would like to make?

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Please place your completed questionnaire and your wife's sealed envelope in the return envelope provided. Seal your envelope and place it in the box provided at your Police Station.

## APPENDIX D

### THE WIVES' QUESTIONNAIRE



## UNIVERSITY OF NATAL

### Psychology Dept

P.Bag X001, Scottsville, South Africa 3209.  
Telephone 0331-260-5853 Fax 0331-260-5809

Dear Police Wife,

It is well-known that the pressures of work can affect a person's home-life and vice versa. The following survey is a special study about such effects amongst police officers and their wives. For this reason, we need information from both husband and wife. The goal of the study is to guide the South African Police Services in providing necessary support to policemen and their families.

As referred to above, the survey contains two sets of questionnaires - one for you and one for your husband. Please complete these forms separately and in private. It is **very important** that you each fill in the forms without discussing the contents with your spouse. Please do **not** talk about the questionnaires with each other until they have been completed and returned.

Please be assured that all replies are **STRICTLY CONFIDENTIAL**. Your personal answers will not be divulged under any circumstances. Questionnaires are identified by number only, so that each couple's forms stay linked, but there is no connection between any individual and the number on the form. Thus no link can be made between any individual and his/her answers. The study is looking at the answers of all the respondents together, rather than those of any individual.

At the request of the SAPS, the overall results of the survey will be reported to the Police Psychology unit. A written summary will also be available from your husband's unit for interested officers and their wives. Under no circumstances will any information about individuals be released.

I appreciate very much your time and effort in completing this survey. I hope that the results will be interesting to you and your husband, as well as useful to the SAPS and myself.

Thank you for your cooperation.

Viv O'Neill  
(Intern Psychologist)

Prof. J. Basson  
(Registered Psychologist: Supervisor)

POLICE WIVES' STRESS QUESTIONNAIRE

It would be most helpful if you could complete this questionnaire within one week of receiving it. Thank you.

BACKGROUND INFORMATION (Wife)

Age:

\_\_\_\_\_ years.

Are you?

\_\_\_\_\_ Black.

\_\_\_\_\_ White.

\_\_\_\_\_ Coloured.

\_\_\_\_\_ Asian.

What is your home language?

\_\_\_\_\_

What is your highest educational qualification?

\_\_\_\_\_ Std 8 or less.

\_\_\_\_\_ Matric.

\_\_\_\_\_ Diploma.

\_\_\_\_\_ Bachelors Degree.

\_\_\_\_\_ Masters Degree.

\_\_\_\_\_ Doctoral Degree.

\_\_\_\_\_ Other (specify \_\_\_\_\_).

Marital Status:

How long have you been married to your present spouse?

\_\_\_\_\_ months \_\_\_\_\_ years.

Have you had any previous marriages?

\_\_\_\_\_ yes \_\_\_\_\_ no If "yes", how many? \_\_\_\_\_

Children:

How many children do you have? \_\_\_\_\_

What are their ages? \_\_\_\_\_

How many are currently living at home with you? \_\_\_\_\_

Please list any other people living at home with you (e.g., grandparents).

\_\_\_\_\_

Do you have an outside paid job in addition to your work as a homemaker?

\_\_\_\_\_ yes \_\_\_\_\_ no

If "yes", what is your job title? \_\_\_\_\_

How many hours per week do you work? \_\_\_\_\_

Where do you live?

Police accommodation: House \_\_\_\_\_ Flat \_\_\_\_\_ Other \_\_\_\_\_

Private rented: House \_\_\_\_\_ Flat \_\_\_\_\_ Other \_\_\_\_\_

Private owned: House \_\_\_\_\_ Flat \_\_\_\_\_ Other \_\_\_\_\_

Other (specify): \_\_\_\_\_

Please answer the following questions as completely and honestly as you can. Make a cross in only one box under each question. Thank you.

SECTION A

1. What hours does your husband work?

Number of hours per week \_\_\_\_\_  
 What shift is he presently working? \_\_\_\_\_  
 Does he have go to court on his days off? yes \_\_\_\_\_ no \_\_\_\_\_  
 If yes, how often? \_\_\_\_\_  
 On average, approximately how much overtime does he work?  
 per week \_\_\_\_\_ per month \_\_\_\_\_

2. How happy are you with your husband's current job?

☐ Very happy      ☐      ☐ Neutral      ☐      ☐ Very unhappy

3. If he had an opportunity to take another job in police work (assuming equivalent security and benefits), how much would you want him to do this?

☐ I would definitely want him to change jobs.      ☐      ☐ Neutral      ☐      ☐ I would definitely want him to keep his current job.

4. In general, how happy are you with your husband's career as a police officer?

☐ Very happy      ☐      ☐ Neutral      ☐      ☐ Very unhappy

5. If he had an opportunity to change his occupation (assuming equivalent security and benefits) to a job which does not include police work, how much would you want him to do so?

☐ I would definitely want him to change occupations.      ☐      ☐ Neutral      ☐      ☐ I would definitely want him to stay in police work.

SECTION B (Wife)

1. What sorts of things happen to your family life as a result of your husband's work as a police officer?

Each question has two opposing statements. There are five blocks between these statements. Please place a cross in the block which best represents your situation at home.

- |  |                          |                          |                          |                          |  |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--|
| a. Husband spends a lot of time with family.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Husband wants to be left alone.                                    |
| b. Husband often loses temper.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Husband is very patient.   |
| c. Wife often loses temper.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Wife is very patient.  |
| d. Husband is very interested in family matters.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Husband does not want to hear about family matters.                |
| e. Wife tells husband only about family problems.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Wife tells husband only about family successes.                    |
| f. Husband is very involved in children's activities.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Husband usually leaves it to wife to handle children's activities. |
| g. Husband and wife usually agree on discipline of children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Husband and wife usually disagree on discipline of children.       |
| h. Husband has few friends.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Husband has many friends.  |
| i. Wife has few friends.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Wife has many friends.   |
| j. Husband and wife share the same friends.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Husband and wife have different friends.                           |



k. Family friends are usually associated with police work.

☐☐☐☐

Family friends are rarely, if ever, associated with police work.

☐

l. Wife has many activities outside the home.

☐☐☐☐

Wife has few activities outside the home.

☐

m. On his days off, husband prefers to stay at home.

☐☐☐☐

On his days off, husband prefers to do activities outside the home.

☐

n. On his days off, husband usually does job-related activities.

☐☐☐☐

On his day off, husband usually does activities that are not job-related.

☐

o. Children usually go only to father for help with their problems.

☐☐☐☐

Children usually go only to mother for help with their problems.

☐

p. Children feel emotionally close to their father.

☐☐☐☐

Children feel emotionally distant from their father.

☐

q. Children feel emotionally close to their mother.

☐☐☐☐

Children feel emotionally distant from their mother.

☐

r. Husband often gets angry at wife and/or children.

☐☐☐☐

Husband rarely, if ever, gets angry at wife and/or children.

☐

s. Husband is often absent during holiday or family celebrations.

☐☐☐☐

Husband is usually present during holiday or family celebrations.

☐

## SECTION C (Wife)

1. In general, how much does your husband's work as a police officer affect your family life?

☐ No effect at all
 ☐
☐ Moderate effect
 ☐
☐ Very large effect

2. Overall, what kind of an effect does his police work have on your family life?

☐ Very beneficial effect
 ☐
☐ Equally beneficial and detrimental effects
 ☐
☐ Very detrimental effect

3. How is your husband's police work "brought home"? For each of the possible ways listed below, please rate how often they occur in your home.

- ☐ a. He comes home feeling upset or angry.

☐ Rarely or never
 ☐
☐ Sometimes
 ☐
☐ Always

- ☐ b. He comes home feeling physically exhausted.

☐ Rarely or never
 ☐
☐ Sometimes
 ☐
☐ Always

- ☐ c. He has irregular hours of work.

☐ Rarely or never
 ☐
☐ Sometimes
 ☐
☐ Always

- ☐ d. He is on call

☐ Rarely or never
 ☐
☐ Sometimes
 ☐
☐ Always

- ☐ e. He works overtime.

☐ Rarely or never
 ☐
☐ Sometimes
 ☐
☐ Always

- ☐ f. He tells the family about interesting things that happened at work.

☐ Rarely or never
 ☐
☐ Sometimes
 ☐
☐ Always

- ☐ g. He complains about problems at work.

☐ Rarely or never
 ☐
☐ Sometimes
 ☐
☐ Always

☐ h. He comes home in a particularly cheerful or happy mood.

☐ Rarely or never ☐ Sometimes ☐ Always

☐ i. He comes home feeling tense or anxious.

☐ Rarely or never ☐ Sometimes ☐ Always

☐ j. He does dangerous work.

☐ Rarely or never ☐ Sometimes ☐ Always

☐ k. He has difficulty in sleeping at night.

☐ Rarely or never ☐ Sometimes ☐ Always

☐ l. His work is a source of pride and prestige for the family.

☐ Rarely or never ☐ Sometimes ☐ Always

☐ m. His work is a source of discomfort or embarrassment for the family.

☐ Rarely or never ☐ Sometimes ☐ Always

☐ n. Other (please explain \_\_\_\_\_).

☐ Rarely or never ☐ Sometimes ☐ Always

Now that you have indicated how often these events occur, please go back and indicate which of them you consider to be the most important for your home life. In the block before each item, put a + (plus sign) if you think the event leads to important benefits for the family, and put a - (minus sign) if you think the event leads to important problems for the family. If the event does not have any important consequence for the family, either positively or negatively then leave the block empty. Keep in mind that the importance of an event is not necessarily determined by how often it occurs (e.g., a rare event could have just as important consequences as a frequent one).

SECTION D (Wife)

1. To what extent does your husband's police work cause you emotional stress?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Causes me a great deal of stress.		Causes me some stress.		Causes no stress.

2. Please tick the three feelings that are the most characteristic of your experienced stress.

<input type="checkbox"/> tense	<input type="checkbox"/> anxious	<input type="checkbox"/> bored
<input type="checkbox"/> depressed	<input type="checkbox"/> angry	<input type="checkbox"/> nervous
<input type="checkbox"/> isolated	<input type="checkbox"/> afraid	<input type="checkbox"/> moody
<input type="checkbox"/> irritable	<input type="checkbox"/> helpless	<input type="checkbox"/> exhausted

3. To what extent does your husband's police work cause your children emotional stress?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Causes the children a great deal of stress.		Causes the children some stress.		Causes the children no stress.

4. Please tick the three feelings that you think are most characteristic of your children's experienced stress.

<input type="checkbox"/> tense	<input type="checkbox"/> anxious	<input type="checkbox"/> bored
<input type="checkbox"/> depressed	<input type="checkbox"/> angry	<input type="checkbox"/> nervous
<input type="checkbox"/> isolated	<input type="checkbox"/> afraid	<input type="checkbox"/> moody
<input type="checkbox"/> irritable	<input type="checkbox"/> helpless	<input type="checkbox"/> exhausted

SECTION E (Wife)

Please rate your marital relationship by placing a cross in the appropriate block for each of the following questions.

a. How satisfied are you with your marriage?

☐      ☐      ☐      ☐      ☐  
Very satisfied      Very unsatisfied.

b. How well do you feel your spouse understands you?

☐      ☐      ☐      ☐      ☐  
Understands me      Does not understand  
very well.      me at all.

c. How well do you feel you understand your spouse?

☐      ☐      ☐      ☐      ☐  
I understand      I do not understand  
very well.      at all.

d. Do you feel that your spouse really cares about you?

☐      ☐      ☐      ☐      ☐  
Cares very much      Does not care  
about me.      at all about me.

e. Do you feel that your spouse appreciates your efforts?

☐      ☐      ☐      ☐      ☐  
Appreciates me      Does not appreciate  
very much.      me at all.

f. How often do you share your feeling with your spouse?

☐      ☐      ☐      ☐      ☐  
I often share      I rarely share  
my feelings.      my feelings.

g. Does your spouse share his/her feelings with you?

☐      ☐      ☐      ☐      ☐  
Often shares      Rarely shares  
feelings.      feelings.

SECTION F

Do you have any other comments you would like to make?

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Please place the completed questionnaire in the envelope provided. Seal your envelope and give it to your husband to put in his return envelope

## APPENDIX E

### STRESVRAELYS: POLISIE-OFFISIERS



## UNIVERSITY OF NATAL

### Psychology Dept

P.Bag X001, Scottsville, South Africa 3209.  
Telephone 0331-260-5853 Fax 0331-260-5809

Geagte Polisie-offisier

Dit is 'n welbekende feit dat werksdruk 'n persoon se huislike lewe kan affekteer en omgekeerd. Die volgende opname is 'n spesiale studie oor sulke effekte onder polisie-offisiere en hul vrouens. Om hierdie rede benodig ons inligting van beide man en vrou. Die doel met die studie is om die Suid-Afrikaanse Polisie-dienste leiding te gee in die verskaffing van die nodige ondersteuning aan polisiemanne en hul vrouens.

Soos hierbo genoem is, bevat die opname twee stelde vraelyste een vir u en een vir u vrou. Voltooi hierdie vorms asseblief afsonderlik en privaat. Dit is baie belangrik dat u elkeen die vorms invul sonder om die inhoud met u eggenoot te bespreek. Moet asseblief nie met mekaar oor die vraelyste praat totdat hulle voltooi en teruggestuur is nie.

Wees asseblief verseker dat alle antwoorde STRENG VERTROULIK is. U persoonlike antwoorde sal onder geen omstandighede bekend gemaak word nie. Vraelyste word alleenlik volgens nommers geïdentifiseer, sodat elke egpaar se vorms gekoppel bly, maar daar is geen verband tussen enige individu en die nommer op die vorm nie. Dus kan geen individu aan sy/haar antwoorde gekoppel word nie. Die studie kyk na die antwoorde van al die respondente saam, eerder as na dié van enige individu.

Op versoek van die SAPD sal die oorhoofse resultate aan die Polisie se Sielkundige eenheid gerapporteer word. 'n Skriftelike opsomming sal ook by u eenheid vir belangstellende offisiere en hul vrouens beskikbaar wees. Onder geen omstandighede sal enige inligting oor individuele vrygestel word nie.

Ek stel u tyd en moeite om hierdie opname te voltooi, baie hoog op prys. Ek hoop dat die resultate vir u en u vrou interessant sal wees, asook nuttig vir die SAPD en selfs vir my.

Dankie vir u samewerking.

Viv O'Neill  
(Intern Sielkundige)

Prof. C J Basson  
(Geregistreerde Sielkundige: Studieleier)

STRESVLAELYS: POLISIE-OFFISIERS

Dit sal mees behulpsaam wees as u binne een week hierdie vraelys kan voltooi.  
Stuur dit dan asseblief, so gou moontlik daarna, terug aan u Polisiestasie.

PERSOONLIKE INLIGTING (Man)

Ouderdom:

\_\_\_\_\_ jare.

Is u?

\_\_\_\_\_ Swart.

\_\_\_\_\_ Blanke.

\_\_\_\_\_ Kleurling.

\_\_\_\_\_ Asiër.

Wat is u huistaal?

\_\_\_\_\_

Wat is u hoogste opvoedkundige kwalifikasie?

\_\_\_\_\_ St 8 of minder.

\_\_\_\_\_ Matriek.

\_\_\_\_\_ Diploma.

\_\_\_\_\_ B-Graad.

\_\_\_\_\_ Meestersgraad.

\_\_\_\_\_ Doktorsgraad.

\_\_\_\_\_ Ander (spesifiseer \_\_\_\_\_).

Hoe lank is u 'n lid van die SAPD?

\_\_\_\_\_ jare.

Wat is u huidige werk/posisie?

\_\_\_\_\_ Klerikaal/Administratief

\_\_\_\_\_ Veldwerker

\_\_\_\_\_ Ander (spesifiseer \_\_\_\_\_).

Hoe lank is u by u huidige afdeling werksaam?

\_\_\_\_\_ maande \_\_\_\_\_ jare.

Watter rang bekleed u?

\_\_\_\_\_ Konstabel/Sersant

\_\_\_\_\_ Adjutant-offisier/Luitenant

\_\_\_\_\_ Kaptein/Majoor/Kolonel

Op watter vlak funksioneer u?

\_\_\_\_\_ Bestuur (U het mense wat aan u rapporteer wat self toesighouers is).

\_\_\_\_\_ Toesighouend (U het mense wat aan u rapporteer wat nie self toesighouers is nie).

\_\_\_\_\_ Werkervlak (U het geen mense wat aan u rapporteer nie).

Huwelikstatus:

Hoe lank is u met u huidige eggenoot getroud?

\_\_\_\_\_ maande \_\_\_\_\_ jare.

Was u voorheen getroud?

\_\_\_\_\_ ja \_\_\_\_\_ nee. Indien "ja", hoeveel keer? \_\_\_\_\_

Kinders:

Hoeveel kinders het u? \_\_\_\_\_

Hoe oud is hulle? \_\_\_\_\_

Hoeveel woon op die oomblik tuis by u? \_\_\_\_\_

Beantwoord asseblief die volgende vrae so volledig en eerbaarlik as u kan.  
Plaas 'n kruisie in net een blokkie onder elke vraag. Baie dankie.

#### AFDELING A

##### 1. Watter ure werk u?

Nommer ure per week \_\_\_\_\_  
Watter skof werk u op die oomblik? \_\_\_\_\_  
Moet u hof toe gaan op dae wat u nie gereeld werk nie?  
ja \_\_\_\_\_ nee \_\_\_\_\_  
Indien "ja", hoe dikwels? \_\_\_\_\_  
Gemiddeld, hoeveel na ure werk doen u?  
per week \_\_\_\_\_ per maand \_\_\_\_\_

##### 2. Hoe gelukkig is u in u huidige werk?

☐ Baie gelukkig ☐ ☐ Neutraal ☐ ☐ Baie ongelukkig

##### 3. Hoe goed is die salarisskaal vir u huidige werk?

☐ Baie goed ☐ ☐ ☐ ☐ Baie swak

##### 4. Hoe goed is die geleenthede vir bevordering?

☐ Baie goed ☐ ☐ ☐ ☐ Baie swak

##### 5. As u die geleentheid sou kry om 'n ander werk in die polisie te aanvaar, hoe graag sou u dit doen (gegee ekwivalente sekuriteit en voordele)?

☐ Ek sou definitief ☐ ☐ Neutraal ☐ ☐ Ek sou definitief  
van werk verander. my huidige werk behou.

##### 6. Oor die algemeen, hoe gelukkig is u met u loopbaan as polisie-offisier?

☐ Baie gelukkig ☐ ☐ Neutraal ☐ ☐ Baie ongelukkig

##### 7. As u 'n geleentheid sou kry om van beroep te verander na 'n werk wat nie polisiewerk insluit nie, hoe graag sou u dit doen (gegee ekwivalente sekuriteit en voordele)?

☐ Ek sou definitief ☐ ☐ Neutraal ☐ ☐ Ek sou definitief  
my beroep wou verander. wou hê om in  
polisiewerk bly.



## AFDELING B (Man)

1. Oor die algemeen, hoeveel affekteer u werk as polisie-offisier u gesinslewe?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hoegenaamd geen		Matige effek		Baie groot effek
effek nie				

2. In die geheel gesien, watter soort effek het sy polisiewerk op u gesinslewe?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
'n Baie voordelige		Eweveel voordelige		Baie nadelige
effek		as nadelige effekte		effek

3. Watter soorte dinge gebeur met u gesinslewe as gevolg van u werk as 'n polisie-offisier?

Elke vraag het twee teenoorgestelde stellings. Tussen die twee stellings is daar vyf blokkies. Plaas asseblief 'n kruisie in die blokkie wat u omstandighede by die huis die beste verteenwoordig.

a. Man bring baie tyd saam met sy gesin deur.

Man wil alleengelaat word.

b. Man verloor dikwels sy humeur.

Man is baie geduldig.

c. Vrou verloor dikwels haar humeur.

Vrou is baie geduldig.

d. Man stel baie belang in gesinsake.

Man wil nie van gesinsdinge hoor nie.

e. Vrou vertel man net van gesinsprobleme.

Vrou vertel man net van gesinsuksesse.

f. Man is baie betrokke by kinders se aktiwiteite.

Man laat dit gewoonlik aan die vrou oor om kinders se aktiwiteite te hanteer.

g. Man en vrou stem gewoonlik saam oor dissipline van kinders.

Man en vrou stem gewoonlik nie saam oor dissipline van kinders nie.

h. Man het min vriende.

Man het baie vriende.

i. Vrou het min vriende.

Vrou het baie vriende.

j. Man en vrou deel  
dieselfde vriende.

Man en vrou het  
verskillende vriende.

k. Gesinsvriende is gewoonlik  
met polisiewerk  
geassosieer.

Gesinsvriende is selde,  
indien ooit, met  
polisiewerk  
geassosieer.

l. Vrou het baie  
aktiwiteite buite  
die huis.

Vrou het min  
aktiwiteite buite  
die huis.

m. Op sy vry dae, verkies  
man om tuis te bly.

Op sy vry dae, verkies  
man om aktiwiteite  
buite die huis te doen.

n. Op sy vry dae, doen man  
gewoonlik werkverwante  
aktiwiteite.

Op sy vry dae, doen man  
gewoonlik aktiwiteite  
wat nie werkverwant is  
nie.

o. Kinders gaan gewoonlik  
net na hul vader toe  
met hul probleme.

Kinders gaan gewoonlik  
net na hul moeder toe  
met hul probleme.

p. Kinders voel emosioneel  
na aan hul vader.

Kinders voel emosioneel  
ver van hul vader.

q. Kinders voel emosioneel  
na aan hul moeder.

Kinders voel emosioneel  
ver van hul moeder.

r. Man word dikwels woedend  
teenoor vrou en/of kinders.

Man word selde, indien  
ooit, woedend teenoor  
vrou en/of kinders.

s. Man is dikwels afwesig  
gedurende vakansie-  
of gesinsfeesvieringe.

Man is gewoonlik  
teenwoordig gedurende  
vakansie- of  
gesinsfeesvieringe.

AFDELING CHUMAN SERVICES SURVEY

Christina Maslach and Susan E. Jackson (1986)

(Ek is jammer dat daar geen regstreekse vertaling van hierdie afdeling beskikbaar is nie. Ek vertrou dat die taal van die afdeling voldoende verstaanbaar sal wees.)

The purpose of this survey is to discover how various persons in the human services or helping professions view their jobs and the people with whom they work closely. Because persons in a wide variety of occupations will answer this survey, it uses the term *recipients* to refer to the people for whom you provide your service, care, treatment, or instruction. When answering this survey please think of these people as recipients of the service you provide, even though you may use another term in your work.

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way *about your job*. If you have *never* had this feeling, write a "0" (zero) before the statement. If you have had this feeling, indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

Example:

---

HOW OFTEN:

0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

---

HOW OFTEN

0-6      Statement

\_\_\_\_\_ I feel depressed at work.

If you *never* feel depressed at work, you would write the number "0" (zero) under the heading "HOW OFTEN". If you *rarely* feel depressed at work (a few times a year or less), you would write the number "1". If your feelings of depression are fairly frequent, (a few time a week, but not daily), you would write a "5".

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## HOW OFTEN:

---

0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

---

HOW OFTEN

0-6 Statements:

1. \_\_\_\_\_ I feel emotionally drained from my work.
2. \_\_\_\_\_ I feel used up at the end of the workday.
3. \_\_\_\_\_ I feel fatigued when I get up in the morning and have to face another day on the job.
4. \_\_\_\_\_ I can easily understand how my recipients feel about things.
5. \_\_\_\_\_ I feel I treat some recipients as if they were impersonal objects.
6. \_\_\_\_\_ Working with people all day is really a strain for me.
7. \_\_\_\_\_ I deal very effectively with the problems of my recipients.
8. \_\_\_\_\_ I feel burned out from my work.
9. \_\_\_\_\_ I feel I'm positively influencing other people's lives through my work.
10. \_\_\_\_\_ I've become more callous toward people since I took this job.
11. \_\_\_\_\_ I worry that this job is hardening me emotionally.
12. \_\_\_\_\_ I feel very energetic.
13. \_\_\_\_\_ I feel frustrated by my job.
14. \_\_\_\_\_ I feel I'm working too hard on my job.
15. \_\_\_\_\_ I don't really care what happens to some recipients.
16. \_\_\_\_\_ Working with people directly puts too much stress on me.
17. \_\_\_\_\_ I can easily create a relaxed atmosphere with my recipients.
18. \_\_\_\_\_ I feel exhilarated after working closely with my recipients.
19. \_\_\_\_\_ I have accomplished many worthwhile things in this job.
20. \_\_\_\_\_ I feel like I'm at the end of my rope.
21. \_\_\_\_\_ In my work, I deal with emotional problems very calmly.
22. \_\_\_\_\_ I feel recipients blame me for some of their problems.

AFDELING D: INDEKS VAN SOSIALE ONDERSTEUNING

Skryf asseblief neer die VOORLETTERS van die toepaslike mense, asook u verhouding met hulle (byvoorbeeld, "vriend", "vrou"). Dui aan hoe tevrede, of nie, u is met die ondersteuning, deur middel van 'n kruisie in die toepaslike ruimte te plaas. Indien daar verskille mense is wat dieselfde voorletters het, gebruik 'n ekstra letter om tussen hulle te ondersky.

1. Het u goeie vriende vir wie u gereeld ontmoet of kontak (minstens een keer per maand)?      JA \_\_\_\_\_ NEE \_\_\_\_\_

VOORLETTERS	VERHOUDING	TEVREDE	NIE TEVREDE NIE

2. Van al die mense wat u ken, op wie kan u staat maak om u met 'n probleem te help (al moet hulle uit hul pad uit gaan om u te help)?

VOORLETTERS	VERHOUDING	TEVREDE	NIE TEVREDE NIE

3. Van al die mense wat u ken, met wie kan u openlik praat sonder om versigtig te wees oor wat u sê?

VOORLETTERS	VERHOUDING	TEVREDE	NIE TEVREDE NIE

4. Van al u familie, vriende, bure, en kennisse, wie, dink u, gee vir u om en waardeer u as persoon?

VOORLETTERS	VERHOUDING	TEVREDE	NIE TEVREDE NIE

5. Van al die mense wat u ken, wie sou u troos en gerusstel wanneer u dit nodig het?

VOORLETTERS	VERHOUDING	TEVREDE	NIE TEVREDE NIE

6. Voel u u is 'n belangrike deel van u gesin (of enigeen anders) se lewe?

JA                      NEE  
VOORLETTERS                      VERHOUDING                      TEVREDE                      NIE TEVREDE NIE


7. Hoeveel goeie bure het u wat u gereeld ontmoet of mee praat (minstens een keer per maand)?

VOORLETTERS                      VERHOUDING                      TEVREDE                      NIE TEVREDE NIE


8. Hoeveel mense met soortgelyke sienings en belangstellings as u eie ontmoet en praat u gereeld mee?

VOORLETTERS                      VERHOUDING                      TEVREDE                      NIE TEVREDE NIE


9. Wie, sou u sê, help of ondersteun u op een of ander manier in die daaglikse lewe?

VOORLETTERS                      VERHOUDING


10. Dink u enige van u familie, vriende, bure of kennisse verwag of vra te veel van u, in watter opsig ook al?    JA                      NEE

VOORLETTERS                      VERHOUDING


## AFDELING E: STRES EN HANTERING DAARVAN

Op die volgende bladsy verskyn 'n lys van dinge wat mense hulle nuttig vind wanneer hulle onder baie spanning of stres verkeer. Party van die aktiwiteite mag dinge wees wat u doen, maar dit mag wees dat u dit nie doen omdat u onder 'n mate van stres is nie.

Byvoorbeeld: Almal eet, maar party eet meer wanneer hulle ekstra spanning ondervind.

Lees elke stelling asseblief noukeurig en besluit of u al ooit die aktiwiteit gebruik het as 'n manier om emosionele stres en spanning te hanteer, of nie. As u die aktiwiteit nog nooit as 'n hanteringstegniek gebruik het nie, merk die klein blokkie onder "NOOIT", en gaan voort tot die volgende stelling. As u wel die aktiwiteit gebruik het, beantwoord asseblief die volgende vrae daaroor:

HOE DIKWELS het u die aktiwiteit al gebruik as 'n manier om spanning te hanteer? Hierdie vraag moet beantwoord word deur die eerste kolom regs van die stelling te gebruik. Omkring die syfer wat u antwoord die beste aandui. Gebruik die skaal soos volg:

NOOIT	SELDE		HELFTE			ALTYD	
	1	2	3	4	5	6	7
□							
Merk hier as u die aktiwiteit nog nooit as 'n hanteringstegniek gebruik het nie.	<u>Selde</u> : Wanneer ek 'n hanteringstegniek gebruik, gebruik ek hierdie een omtrent nooit nie.			Ek gebruik hierdie een as 'n manier om min of meer die <u>helfte</u> van die tyd om my stres te hanteer.		<u>Altyd</u> : Wanneer ek 'n hanteringstegniek toepas, gebruik ek altyd hierdie een.	

Vir u persoonlik, HOE EFFEKTIEF is die aktiwiteit as 'n manier om stres en spanning te hanteer? Dit wil sê, hoe goed werk dit vir u? Gebruik die tweede kolom na regs om hierdie vraag te beantwoord deur die syfer wat die algehele effektiwiteit van die aktiwiteit aandui, te omkring. Gebruik die syfers op die skaal soos volg:

UITERS ONEFFEKTIEF			HELFTE	UITERS EFFEKTIEF		
1	2	3	4	5	6	7
<u>Uiters oneffektief:</u> Dit was tot dusver nutteloos as hanteringstegniek.			<u>Helfte:</u> Dit werk omtrent die helfte van die tyd as 'n hanteringstegniek.		<u>Uiters effektief:</u> Dit het nog altyd gewerk as 'n hanteringstegniek.	

anteringstegnieke wat u al dalk mag gebruik het.

1. Ek rook meer dikwels.
2. Ek verander my eetgewoontes (eet meer of minder as gewoonlik).
3. Ek neem 'n sopie, soos bier, wyn, brandewyn, ens.
4. Ek neem een of ander soort dwelmmiddel (soos dagga).

5. Ek werk harder as gewoonlik in die huis rond of by die werk.
6. Ek neem 'n kalmeermiddel.
7. Ek neem 'n ander soort medisyne.
8. Ek raak betrokke by een of ander godsdienstige aktiwiteit soos kerk toe gaan, 'n gebed opsê, of meditasie.

9. Ek probeer wegkom van almal.
10. Ek probeer net daarvan vergeet.
11. Ek gaan doen inkopies.
12. Ek vind een of ander aktiwiteit om my gedagtes van dinge af te neem, soos om te gaan flik of 'n sport te gaan speel.

13. Ek soek professionele hulp (soos 'n berader of terapeut).
14. Ek praat met my eggenoot oor dinge.
15. Ek praat met my vriende oor dinge.
16. Ek neem deel aan georganiseerde groepe of klubs om sosiale ondersteuning te kry.
17. Ander (spesifiseer \_\_\_\_\_).

HOE DIKWELS gebruik u hierdie aktiwiteit as 'n manier om spanning te hanteer?

NOOIT SELDE HELFTE ALTYD  
(merk)

<input type="checkbox"/>	1	2	3	4	5	6	7
<input type="checkbox"/>	1	2	3	4	5	6	7
<input type="checkbox"/>	1	2	3	4	5	6	7
<input type="checkbox"/>	1	2	3	4	5	6	7
<input type="checkbox"/>	1	2	3	4	5	6	7
<input type="checkbox"/>	1	2	3	4	5	6	7
<input type="checkbox"/>	1	2	3	4	5	6	7

Vir u, HOE EFFEKTIEF is hierdie aktiwiteit as 'n manier om stres te hanteer?

UITERS ONEFFEKTIEF HELFTE UITERS EFFEKTIEF

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

1	2	3	4	5	6	7
---	---	---	---	---	---	---



# AFDELING F (Man)

Die volgende stellings word bedoel as voltooiing van die sin "Die feit dat ek 'n ouer is ...". As u dink aan u eie rol as ouer en hoe dit u werk raak, dui die mate aan waarin u met elkeen saamstem of nie saamstem nie.  
OMKRING EEN SYFER OP ELKE REËL.

	Stem glad nie saam nie			Stem matiglik nie saam nie			Stem in geringe mate nie saam nie			Stem matiglik saam			Stem sterk saam		
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
Die feit dat ek 'n ouer is ..															
a. bring vir my sekere regte en voorregte mee wat ek andersins nie sou geniet nie.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
b. verskaf ondersteuning sodat ek my werksprobleme kan hanteer.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
c. verbeter my beeld by die werk.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
d. verg tyd van my wat ek aan my werk sou kon bestee.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
e. bring spanning en angstigtheid mee wat my werkverrigting by die werk verminder.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
f. lei tot belonings wat moeilik elders behaal sou kon word.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
g. verskaf kontakte wat nuttig is vir my werk.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
h. ontwikkel vaardighede by my wat nuttig is by die werk.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
i. vermoei my sodat ek uitgeput voel vir my werk.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
j. help my om die mense by die werk beter te verstaan.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
k. maak dit makliker om teleurstelling by die werk te verdra.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
l. maak dat ek op maniere optree wat by die werk onaanvaarbaar is.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
m. help my om die probleme by die werk te vergeet.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
n. maak my so prikkelbaar dat ek dit op mense by die werk uithaal.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
o. verleen aan my toegang tot sekere feite en inligting wat by die werk gebruik kan word.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
p. maak dit moeilik om weer aan te pas by die wyse waarop ek by die werk moet optree.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
q. wys my maniere om na dinge te kyk wat nuttig is by die werk.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
r. skep bekommernisse en probleme wat konsentrasie by die werk bemoeilik.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
s. gee my idees wat in my werk toegepas kan word.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
t. help dat ek deur my maatskappy as 'n waardevolle werknemer gesien word.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
u. gee my energie sodat ek die uitdagings van my werk kan aanpak.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
v. verminder die tyd wat ek vir werksverwante aktiwiteite beskikbaar het.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
w. bied baie unieke voordele wat enige nadeel onbeduidend laat voorkom.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3

AFDELING G (Man)

Gee asseblief 'n evaluasie van u huweliksverhouding deur die toepaslike blokkie vir elk van die volgende vrae te merk.

(a) Hoe tevrede is u met u huwelik?

☐ Baie tevrede ☐ ☐ ☐ Baie ontevrede

(b) Hoe goed, voel u, verstaan u eggenoot u?

☐ Verstaan my baie goed ☐ ☐ ☐ Verstaan my glad nie

(c) Hoe goed, voel u, verstaan u u eggenoot?

☐ Ek verstaan baie goed ☐ ☐ ☐ Ek verstaan glad nie

(d) Voel u dat u eggenoot werklik vir omgee?

☐ Gee baie vir my om ☐ ☐ ☐ Gee glad nie vir my om nie

(e) Voel u u eggenoot waardeer wat u doen?

☐ Waardeer my baie ☐ ☐ ☐ Waardeer my glad nie

(f) Hoe dikwels deel u u gevoelens met u eggenoot?

☐ Ek deel dikwels my gevoelens ☐ ☐ ☐ Ek deel selde my gevoelens

(g) Deel u eggenoot sy/haar gevoelens met u?

☐ Deel dikwels gevoelens ☐ ☐ ☐ Deel selde gevoelens

AFDELING H

Is daar enige ander aanmerkings wat u wil maak?

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Plaas asseblief u voltooide vraelys en u vrou se verseëelde koevert in die voorsiene koevert. Maak die koevert toe en plaas dit in die voorsiene bus by u Polisiestasie.

## APPENDIX F

### STRESVRAELYS: POLISIEVROUE



## UNIVERSITY OF NATAL

### Psychology Dept

P.Bag X001, Scottsville, South Africa 3209.  
Telephone 0331-260-5853 Fax 0331-260-5809

Geagte Polisie-Vrou

Dit is 'n welbekende feit dat werksdruk 'n persoon se huislike lewe kan affekteer en omgekeerd. Die volgende opname is 'n spesiale studie oor sulke effekte onder polisie-offisiere en hul vrouens. Om hierdie rede benodig ons inligting van beide man en vrou. Die doel met die studie is om die Suid-Afrikaanse Polisiedienste leiding te gee in die verskaffing van die nodige ondersteuning aan polisiemanne en hul vrouens.

Soos hierbo genoem is, bevat die opname twee stelling vraelyste een vir u en een vir u man. Voltooi hierdie vorms asseblief afsonderlik en privaat. Dit is baie belangrik dat u elkeen die vorms invul sonder om die inhoud met u eggenoot te bespreek. Moet asseblief nie met mekaar oor die vraelyste praat totdat hulle voltooi en teruggestuur is nie.

Wees asseblief verseker dat alle antwoorde **STRENG VERTROULIK** is. U persoonlike antwoorde sal onder geen omstandighede bekend gemaak word nie. Vraelyste word alleenlik volgens nommers geïdentifiseer, sodat elke egpaar se vorms gekoppel bly, maar daar is geen verband tussen enige individu en die nommer op die vorm nie. Dus kan geen individu aan sy/haar antwoorde gekoppel word nie. Die studie kyk na die antwoorde van al die respondente saam, eerder as na dié van enige individu.

Op versoek van die SAPD sal die oorhoofse resultate aan die Polisie se Sielkundige eenheid gerapporteer word. 'n Skriftelike opsomming sal ook by u man se eenheid vir belangstellende offisiere en hul vrouens beskikbaar wees. Onder geen omstandighede sal enige inligting oor individuele vrygestel word nie.

Ek stel u tyd en moeite om hierdie opname te voltooi, baie hoog op prys. Ek hoop dat die resultate vir u en u man interessant sal wees, asook nuttig vir die SAPD en selfs vir my.

Dankie vir u samewerking.

Viv O'Neill  
(Intern Sielkundige)

Prof. C J Basson  
(Geregistreerde Sielkundige: Studieleier)

STRESVRAELYS: POLISIEVROUE

Dit sal mees behulpsaam wees as u binne een week hierdie vraelys kan voltooi.  
Baie dankie.

PERSOONLIKE INLIGTING (Vrou)

Ouderdom:

\_\_\_\_\_ jare.

Is u?

\_\_\_\_\_ Swart.

\_\_\_\_\_ Blanke.

\_\_\_\_\_ Kleurling.

\_\_\_\_\_ Asiër.

Wat is u huistaal?

\_\_\_\_\_

Wat is u hoogste opvoedkundige kwalifikasie?

\_\_\_\_\_ St 8 of minder.

\_\_\_\_\_ Matriek.

\_\_\_\_\_ Diploma.

\_\_\_\_\_ B-Graad.

\_\_\_\_\_ Meestersgraad.

\_\_\_\_\_ Doktorsgraad.

\_\_\_\_\_ Ander (spesifiseer \_\_\_\_\_).

Huwelikstatus:

Hoe lank is u met u huidige eggenoot getroud?

\_\_\_\_\_ maande \_\_\_\_\_ jare.

Was u voorheen getroud?

\_\_\_\_\_ ja \_\_\_\_\_ nee. Indien "ja", hoeveel keer? \_\_\_\_\_

Kinders:

Hoeveel kinders het u? \_\_\_\_\_

Hoe oud is hulle? \_\_\_\_\_

Hoeveel woon op die oomblik tuis by u? \_\_\_\_\_

Maak asseblief 'n lys van enige ander mense wie woon tuis by u (bv. Ouma).

\_\_\_\_\_

Het u betaalde werk, buitendien u werk by die huis?

\_\_\_\_\_ ja \_\_\_\_\_ nee.

Indien "ja", wat is u werkstitel? \_\_\_\_\_

Hoeveel ure werk u elke week? \_\_\_\_\_

Waar woon u?

Polisieakkomodasie: Huis \_\_\_\_\_ Woonstel \_\_\_\_\_ Ander \_\_\_\_\_

Privaat (gehuur): Huis \_\_\_\_\_ Woonstel \_\_\_\_\_ Ander \_\_\_\_\_

Privaateiendom: Huis \_\_\_\_\_ Woonstel \_\_\_\_\_ Ander \_\_\_\_\_

Ander (spesifiseer): \_\_\_\_\_

Beantwoord asseblief die volgende vrae so volledig en eerbaarlik as u kan. Plaas 'n kruisie in net een blokkie onder elke vraag. Baie dankie.

#### AFDELING A

##### 1. Watter ure werk u man?

Nommer ure per week \_\_\_\_\_  
 Watter skof werk hy op die oomblik? \_\_\_\_\_  
 Moet hy hof toe gaan op dae wat hy nie gereeld werk nie?  
     ja \_\_\_\_\_ nee \_\_\_\_\_  
 Indien "ja", hoe dikwels? \_\_\_\_\_  
 Gemiddeld, hoeveel na-ure werk doen hy?  
     per week \_\_\_\_\_ per maand \_\_\_\_\_

##### 2. Hoe gelukkig is u met u man se huidige werk?

☐ Baie gelukkig      ☐      ☐ Neutraal      ☐      ☐ Baie ongelukkig

##### 3. As hy die geleentheid sou kry om 'n ander werk in die polisie te aanvaar, hoe graag sou u wou hê hy moet dit doen (gegee ekwivalente sekuriteit en voordele)?

☐ Ek sou definitief hê hy moet van werk verander.      ☐      ☐ Neutraal      ☐      ☐ Ek sou definitief wou hê hy moet sy huidige werk behou.

##### 4. Oor die algemeen, hoe gelukkig is u met u man se loopbaan as polisie-offisier?

☐ Baie gelukkig      ☐      ☐ Neutraal      ☐      ☐ Baie ongelukkig

##### 5. As hy 'n geleentheid sou kry om van beroep te verander na 'n werk wat nie polisiewerk insluit nie, hoe graag sou u wou hê hy moet dit doen (gegee ekwivalente sekuriteit en voordele)?

☐ Ek sou definitief hê hy moet sy beroep verander.      ☐      ☐ Neutraal      ☐      ☐ Ek sou definitief wou hê hy moet in polisiewerk bly.

AFDELING B (Vrou)

1. Watter soorte dinge gebeur met u gesinslewe as gevolg van u man se werk as 'n polisie-offisier?

Elke vraag het twee teenoorgestelde stellings. Tussen die twee stellings is daar vyf blokkies. Plaas asseblief 'n kruisie in die blokkie wat u omstandighede by die huis die beste verteenwoordig.

- |  |                          |                          |                          |                          |   |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|
| a. Man bring baie tyd saam met sy gesin deur.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Man wil alleengelaat word.  | <input type="checkbox"/> |
| b. Man verloor dikwels sy humeur.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Man is baie geduldig.   | <input type="checkbox"/> |
| c. Vrou verloor dikwels haar humeur.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Vrou is baie geduldig.  | <input type="checkbox"/> |
| d. Man stel baie belang in gesinsake.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Man wil nie van gesinsdinge hoor nie.   | <input type="checkbox"/> |
| e. Vrou vertel man net van gesinsprobleme.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Vrou vertel man net van gesinsuksesse.  | <input type="checkbox"/> |
| f. Man is baie betrokke by kinders se aktiwiteite.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Man laat dit gewoonlik aan die vrou oor om kinders se aktiwiteite te hanteer. | <input type="checkbox"/> |
| g. Man en vrou stem gewoonlik saam oor dissipline van kinders. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Man en vrou stem gewoonlik nie saam oor dissipline van kinders nie.           | <input type="checkbox"/> |
| h. Man het min vriende.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Man het baie vriende.   | <input type="checkbox"/> |
| i. Vrou het min vriende.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Vrou het baie vriende.  | <input type="checkbox"/> |
| j. Man en vrou deel dieselfde vriende.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Man en vrou het verskillende vriende.   | <input type="checkbox"/> |

k. Gesinsvriende is gewoonlik met polisie-werk geassosieer.

☐☐☐☐

Gesinsvriende is selde, indien ooit, met polisie-werk geassosieer.

☐

l. Vrou het baie aktiwiteite buite die huis.

☐☐☐☐

Vrou het min aktiwiteite buite die huis.

☐

m. Op sy vry dae, verkies man om tuis te bly.

☐☐☐☐

Op sy vry dae, verkies man om aktiwiteite buite die huis te doen.

☐

n. Op sy vry dae, doen man gewoonlik werkverwante aktiwiteite.

☐☐☐☐

Op sy vry dae, doen man gewoonlik aktiwiteite wat nie werkverwant is nie.

☐

o. Kinders gaan gewoonlik net na hul vader toe met hul probleme.

☐☐☐☐

Kinders gaan gewoonlik net na hul moeder toe met hul probleme.

☐

p. Kinders voel emosioneel na aan hul vader.

☐☐☐☐

Kinders voel emosioneel ver van hul vader.

☐

q. Kinders voel emosioneel na aan hul moeder.

☐☐☐☐

Kinders voel emosioneel ver van hul moeder.

☐

r. Man word dikwels woedend teenoor vrou en/of kinders.

☐☐☐☐

Man word selde, indien ooit, woedend teenoor vrou en/of kinders.

☐

s. Man is dikwels afwesig gedurende vakansie- of gesinsfeesvieringe.

☐☐☐☐

Man is gewoonlik teenwoordig gedurende vakansie- of gesinsfeesvieringe.

☐

## AFDELING C (Vrou)

1. Oor die algemeen, hoeveel affekteer u man se werk as polisie-offisier u gesinslewe?

Hoegenaamd geen effek nie       Matige effek       Baie groot effek

2. In die geheel gesien, watter soort effek het sy polisiewerk op u gesinslewe?

'n Baie voordelige effek       Eweveel voordelige as nadelige effekte       Baie nadelige effek

3. Hoe word u man se polisiewerk "huis toe gebring"? Dui asseblief vir elk van die moontlike maniere aan, hoe dikwels dit in u huis plaasvind.

☐ a. Hy kom omgekrap of baie kwaad huis toe.

Selde of nooit       Soms       Altyd

☐ b. Hy is fisies uitgeput wanneer hy tuis kom.

Selde of nooit       Soms       Altyd

☐ c. Hy het ongereeelde werksure.

Selde of nooit       Soms       Altyd

☐ d. Hy is op bystand.

Selde of nooit       Soms       Altyd

☐ e. Hy werk oortyd.

Selde of nooit       Soms       Altyd

☐ f. Hy vertel die gesin van interessante dinge wat by die werk gebeur.

Selde of nooit       Soms       Altyd

☐ g. Hy kla oor probleme by die werk.

Selde of nooit       Soms       Altyd



☐ h. Hy kom in 'n besonder vrolike of opgewekte bui huis toe.

☐ Selde of nooit ☐ Soms ☐ Altyd

☐ i. Hy is gespanne of angstig wanneer hy tuis kom.

☐ Selde of nooit ☐ Soms ☐ Altyd

☐ j. Hy doen gevaarlike werk.

☐ Selde of nooit ☐ Soms ☐ Altyd

☐ k. Hy slaap snags moeilik.

☐ Selde of nooit ☐ Soms ☐ Altyd

☐ l. Sy werk is 'n bron van trots en prestige vir die gesin.

☐ Selde of nooit ☐ Soms ☐ Altyd

☐ m. Sy werk is 'n bron van ongemak of verleentheid vir die gesin.

☐ Selde of nooit ☐ Soms ☐ Altyd

☐ n. Ander (verduidelik asseblief \_\_\_\_\_).

☐ Selde of nooit ☐ Soms ☐ Altyd

Noudat u aangedui het hoe dikwels hierdie gebeurtenisse plaasvind, gaan asseblief terug en dui in die blokkie voor elke letter aan, watter van hulle u as die belangrikste vir u huislike lewe sien. Skryf 'n + (plus-simbool) as u dink die gebeurtenis lei tot belangrike voordele vir die gesin, en skryf 'n - (minus-teken) as u dink die gebeurtenis lei tot belangrike probleme vir die gesin. As die gebeurtenis geen belangrike gevolge vir die gesin het nie, hetsy positief of negatief, laat die blokkie oop. Hou in gedagte dat die belangrikheid van 'n gebeurtenis nie noodwendig afhang van hoe dikwels dit voorkom nie ('n seldsame gebeurtenis kan byvoorbeeld net sulke belangrike gevolge as 'n frekwente een hê).

AFDELING D (Vrou)

1. In watter mate veroorsaak u man se polisiewerk vir u emosionele stres?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Veroorsaak vir		Veroorsaak vir		Veroorsaak vir
my 'n groot		my 'n mate van stres		my geen stres nie
hoeveelheid stres				

2. Merk asseblief die drie (3) gevoelens wat die mees kenmerkend is van die stres wat u ervaar.

<input type="text"/> gespanne	<input type="text"/> angstig	<input type="text"/> verveeld
<input type="text"/> depressief	<input type="text"/> woedend	<input type="text"/> senuweeagtig
<input type="text"/> geïsoleer	<input type="text"/> bang	<input type="text"/> humeurig
<input type="text"/> prikkelbaar	<input type="text"/> hulpeloos	<input type="text"/> uitgeput

3. In watter mate veroorsaak u man se polisiewerk vir u kinders emosionele stres?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Veroorsaak vir		Veroorsaak vir		Veroorsaak vir
die kinders 'n groot		die kinders 'n mate		die kinders geen
hoeveelheid stres		van stres		stres nie

4. Merk asseblief die drie (3) gevoelens wat u dink die mees kenmerkend is van hoe u kinders stres ervaar.

<input type="text"/> gespanne	<input type="text"/> angstig	<input type="text"/> verveeld
<input type="text"/> depressief	<input type="text"/> woedend	<input type="text"/> senuweeagtig
<input type="text"/> geïsoleer	<input type="text"/> bang	<input type="text"/> humeurig
<input type="text"/> prikkelbaar	<input type="text"/> hulpeloos	<input type="text"/> uitgeput

**AFDELING E (Vrou)**

Gee asseblief 'n evaluasie van u huweliksverhouding deur die toepaslike blokkie vir elk van die volgende vrae te merk.

(a) Hoe tevrede is u met u huwelik?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baie tevrede				Baie ontevrede

(b) Hoe goed, voel u, verstaan u eggenoot u?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verstaan my baie goed				Verstaan my glad nie

(c) Hoe goed, voel u, verstaan u u eggenoot?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ek verstaan baie goed				Ek verstaan glad nie

(d) Voel u dat u eggenoot werklik vir omgee?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gee baie vir my om				Gee glad nie vir my om nie

(e) Voel u u eggenoot waardeer wat u doen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Waardeer my baie				Waardeer my glad nie

(f) Hoe dikwels deel u u gevoelens met u eggenoot?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ek deel dikwels my gevoelens				Ek deel selde my gevoelens

(g) Deel u eggenoot sy/haar gevoelens met u?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deel dikwels gevoelens				Deel selde gevoelens

**AFDELING F**

Is daar enige ander aanmerkings wat u wil maak?

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Plaas asseblief die voltooide vraelys in die voorsiene koevert. Maak die koevert toe en gee dit aan u man sodat hy dit in sy retoerkoevert kan plaas. Baie dankie.

## APPENDIX G

### QUALITY OF FAMILY LIFE FACTORS

Rotated Factor Matrix

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5
QFL3	.65213	.00261	-.11807	.04525	.06616
QFL4	-.74858	.02825	.00874	-.09345	-.04607
QFL5	-.35989	.02133	.60626	.12497	.05071
QFL6	.71482	-.04806	-.07033	.07566	-.24662
QFL7	-.19244	.23023	.60617	-.20846	-.19690
QFL8	.66223	.02753	.23421	.35212	-.07393
QFL9	.63937	.04579	-.25075	-.02008	-.05886
QFL10	-.10803	-.04270	.00919	.05267	.77199
QFL11	.02837	.18990	.12210	-.33675	.72600
QFL12	.05022	.26510	.15171	.62923	-.22820
QFL13	.16963	.74950	.16792	.15669	-.08281
QFL14	.02421	-.16275	-.10997	.76701	.03772
QFL15	-.11070	.71151	-.08882	-.32246	.08548
QFL16	.07084	.55175	-.28937	.23325	.38442
QFL17	.49657	.26978	-.06548	-.19337	.21181
QFL18	.66076	.13201	.31914	-.00283	.00863
QFL19	-.10948	.22141	-.67085	-.03501	-.15965
QFL20	-.74498	.03752	.25354	.06655	.04558
QFL21	-.47563	-.04737	.11969	-.34966	-.34390

**Factor One:** QFL3 (.65), QFL6 (.71), QFL8 (.66), QFL9 (.64), QFL17 (.50), QFL18 (.66), QFL4 (-.75), QFL20 (-.74).

**Factor Two:** QFL13 (.75), QFL15 (.71), QFL16 (.55).

**Factor Three:** QFL5 (.61), QFL7 (.61), QFL19 (-.67).

**Factor Four:** QFL12 (.63), QFL14 (.77).

**Factor Five:** QFL10 (.77), QFL11 (.73).

# APPENDIX H

## COPING FACTORS

Rotated Factor Matrix

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6
COPFRQ1	.05754	-.22684	.42256	-.24336	-.02712	.54148
COPRRQ2	.12833	.24429	.72547	-.00245	.09242	-.13230
COPFRQ3	-.06454	.06481	.62804	.14555	-.48549	.06430
COPRRQ4	-.02140	.14579	-.11790	.03259	.03107	.86338
COPFRQ5	.17541	.58049	.16850	-.42213	.10419	-.22253
COPRRQ6	.78973	.00399	.05499	.00878	-.08032	.04111
COPFRQ7	.80753	.09573	.10226	-.13171	-.07168	-.02370
COPRRQ8	.57528	.35605	-.07559	.47012	.16314	-.15218
COPFRQ9	.11903	-.30860	.66633	.15647	.38607	.18739
COPRRQ10	.00749	.22489	.08745	.08395	.66282	.24877
COPFRQ11	.12987	.41420	-.07777	.25989	.07804	-.36065
COPRRQ12	.13677	-.10456	.03587	.69124	.20292	.03149
COPFRQ13	.86880	.01655	-.00805	-.03492	-.03430	-.02119
COPRRQ14	.15734	.59146	-.40824	.10116	.15441	.04638
COPFRQ15	.03581	.77874	.17945	.11461	.03684	.16045
COPRRQ16	.05039	.25472	.11603	.74801	-.06483	-.15651
COPFRQ17	-.19370	.05060	-.00060	.10859	.80985	-.23564

Factor One: COPFRQ6 (.79), COPFRQ7 (.81), COPFRQ8 (.58), COPFRQ13 (.87).

Factor Two: COPFRQ5 (.58), COPFRQ14 (.59), COPFRQ15 (.78).

Factor Three: COPFRQ2 (.73), COPFRQ3 (.63), COPFRQ9 (.67).

Factor Four: COPFRQ8 (.47), COPFRQ12 (.69), COPFRQ16 (.75).

Factor Five: COPFRQ10 (.66), COPFRQ17 (.81), 3 (-.49).

Factor Six: COPFRQ1 (.54), COPFRQ4 (.86).

# APPENDIX I: COPING FREQUENCY CORRELATIONS

COPING STRATEGY	Emotional Exhaustion	Depersonalisa-tion	Personal Accomplishment	Work-to-Home Spillover	Home-to-Work Spillover
Smoke more often	.1419	-.0761	-.2776*	-.0567	-.3450*
Change eating habits	.2060	.1684	-.2759*	-.0970	.0480
Have a drink	.1370	.1265	-.1105	.0270	-.2373
Take drugs	.0751	-.0516	-.0233	.2683*	.1401
Work harder at home	.1605	-.0066	-.0501	-.1782	-.2273
Take tranquilizers	.0890	.1203	-.1520	-.2370*	.1452
Take medicine	-.0078	-.1304	-.3699**	-.1037	-.3506*
Religious activity	-.0734	-.0201	.1191	.1280	.4198**
Get away	.3586**	.3508**	-.1548	-.0610	-.0273
Forget about it	.2959**	.1738	.2207*	-.1869	-.0815
Go shopping	-.1325	.0149	.2740*	-.0776	.1142
Activities (movies, sport)	.2153*	.1403	.1297	-.1580	.2046
Seek professional help	-.0266	.0054	-.1772	-.1498*	-.2399
Talk to spouse	-.0627	-.0262	-.0966	.2136	.1792
Talk to friends	.0859	-.0808	.0359	.1620	.2403
Groups, clubs	-.1331	-.2048	.0435	.1924	.2804*
Other	.0358	.0993	.0165	-.1515	-.0114