

AN EVALUATION OF THE “MANAGING STRESS EFFECTIVELY” PERSONNEL CAPACITY BUILDING PROGRAMME OF THE SOUTH AFRICAN POLICE SERVICE

by

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Manuscript presented for the degree

MAGISTER ARTIUM
in
SOCIAL WORK

at the
Potchefstroom University for
Christian Higher Education

Study Leader:
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Pretoria
November 2003

SUMMARY

AN EVALUATION OF THE “MANAGING STRESS EFFECTIVELY” PERSONNEL CAPACITY BUILDING PROGRAMME OF THE SOUTH AFRICAN POLICE SERVICE

Key terms:

Stress, Personnel capacity building programmes, South African Police Service (SAPS), Social work.

Background: As a result of the restructuring of the South African Police Service (SAPS) in 1996 and various other factors, Police Social Work Services decided to broaden the scope of its services by developing and introducing proactive, personnel capacity building programmes. By 1999, 15 such programmes were developed. The need subsequently arose for a comprehensive impact assessment of these programmes and the Evaluation of Personnel Capacity Building Programmes (EPCBP) study was launched in 2001. The evaluation of the Managing Stress Effectively programme formed part of this research.

Objectives: The primary aim of the study was to determine the effect of the Managing Stress Effectively Programme on SAPS personnel's knowledge, attitude and behaviour.

Method: In the research, the comparison group pretest and posttest design and triangulation were used. Six measurement scales and a presenter's evaluation questionnaire were developed and completed by 327 experimental group respondents, 57 comparison group members and 32 presenters.

Results: Through the triangulation of measurements it was determined that the Managing Stress Effectively programme had a practical significant effect on the respondent's knowledge, attitude and behaviour. It was thus an effective tool in the hands of Police Social Work Service that not only empowered SAPS personnel to lead more productive professional lives, but one that also enhanced their personal well-being.

OPSOMMING

'N EVALUASIE VAN DIE "MANAGING STRESS EFFECTIVELY" PERSONEELKAPASITEITSBOUPROGRAM VAN DIE SUID-AFRIKAANSE POLISIEDIENS

Sleuteltermes:

Stres, Personeelkapasiteitsbouprogramme, Suid-Afrikaanse Polisiediens (SAPD), Maatskaplike werk.

Agtergrond: Die herstrukturering van die Suid-Afrikaanse Polisiediens (SAPD) in 1996, asook verskeie ander faktore, het die afdeling: Polisie Maatskaplikewerkdienste laat besluit om hul dienslewering na proaktiewe personeelkapasiteitsbouprogramme uit te brei. Teen 1999 was 15 sodanige programme reeds ontwikkel. Mettertyd het daar 'n behoefte ontstaan om die impak van hierdie programme te meet en dit het in 2001 tot die loodsing van die "Evaluation of Personnel Capacity Building Programmes (EPCBP)"-navorsingsprojek aanleiding gegee. Die evaluering van die "Managing Stress Effectively" personeelkapasiteitsbouprogram was deel van hierdie omvattende projek.

Doelstellings: Die primêre doel van die ondersoek was om die effek van die "Managing Stress Effectively" program op SAPD-personeelle se kennis, houding en gedrag te bepaal.

Prosedure: In die ondersoek is daar van 'n vergelykende groep, voortoets-natoets ontwerp en triangulering gebruik gemaak. Daar is altesaam ses metingskale en 'n aanbiedersevaluasie-vraelys ontwikkel wat deur onderskeidelik 327 respondente van die eksperimentele groep, 57 lede van die vergelykende groep en 32 programaanbieders voltooi is.

Resultate: Deur middel van die triangulering van die verskillende metings is bepaal dat die "Managing Stress Effectively" program 'n praktiese betekenisvolle effek op respondente se kennis, houding en gedrag uitoefen. Daar is gevolglik bevind dat die program aan Polisie Maatskaplikewerkdienste 'n effektiewe instrument bied om personeelle in beide hul beroeps- en persoonlike lewe sinvol met stresshanteringsmeganismes te bemagtig.

ACKNOWLEDGMENTS

SOLI DEO GLORIA

All glory and recognition to my Heavenly Father for granting me the opportunity to embark on this research and the completion thereof.

A special word of appreciation to all the people who, in one way or another, contributed to the successful completion of this study.

Special acknowledgements to:

- My dear husband, Ryno, and children, Juan and Alicia, for their unequivocal love, understanding and support.
- Dir. (Dr) Erika Stutterheim, Section Head: SAPS Social Work Services for her support and expert advice.
- Prof. Mike Weyers for his dedication and passion which inspired me to complete the study.
- The 327 SAPS personnel who were willing to participate in the research by attending the programme, as well as the 57 members who completed the comparison group questionnaires.
- The 32 social workers who presented the programme. Thank you for your dedication and the quality of your presentations.
- Dr Suria Ellis, Mrs Wilma Breytenbach, Prof. H.S. Steyn (Head) and all other personnel of Statistical Consultation Services, PU for CHE for their exceptional advice and assistance. The high level of statistical analysis that this research required would not have been possible without your professional input.
- All the members of the EPCBP research team: Prof Mike Weyers, Dr Pedro Rankin, Alice Blignaut, Arnel Huisamen, Crestelle Kleingeld, Marina du Plooy, Joye Nel, Cynthia Khumalo, Motswega Montsi and Anna Janse van Vuuren.
- Prof. H.H. (Este) Vorster and Dr Annamarie Kruger of Focus Area 9.1: Preventive and Therapeutical Interventions, PU for CHE, for supporting the research financially.
- Prof. L.A. Greyvenstein, as well as Supt M. Luyt and Ms A. Joubert of SAPS Language Services, for editing the study.

The financial support of Focus Area 9.1: Preventive and Therapeutic Interventions of the PU for CHE is acknowledged with appreciation. The opinions and conclusions reflected in this research report are those of the authors and not necessarily those of the Focus Area or the PU for CHE.
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THE PRESENTATION OF RESEARCH RESULTS

This manuscript is presented in an article format in accordance with Rule A.11.5.3 and A.11.5.4 that is set out in the *Year Book* of the Potchefstroom University for CHE (2002:17). The content and technical requirements of the journal *Social Work/Maatskaplike Werk* (see Appendix 7) were used as basis to formulate the articles.

TABLE OF CONTENTS

SUMMARY	I
OPSOMMING.....	II
THE PRESENTATION OF RESEARCH RESULTS.....	IV
SECTION 1: ORIENTATION AND METHODOLOGICAL OVERVIEW	1
1. ACTUALITY OF THE RESEARCH	1
2. AIM AND OBJECTIVES	2
3. HYPOTHESIS.....	2
4. LIMITATIONS OF THE RESEARCH	2
5. THE RESEARCH DESIGN AND PROCEDURE	3
5.1 THE RESEARCH DESIGN	3
5.2 THE RESEARCH PROCEDURE.....	3
5.2.1 Step 1: Literature study.....	3
5.2.2 Step 2: Design and testing of measurement instruments.....	4
5.2.3 Step 3: Measuring the effect of the MSE PCBP	4
5.2.4 Step 4: Completion of the research report	4
5.3 THE RESEARCH GROUPS	4
5.4 THE MEASUREMENT INSTRUMENTS.....	5
5.4.1 The KAB questionnaire.....	6
5.4.2 The presentation evaluation questionnaire.....	7
5.4.3 The presenter's evaluation questionnaire	7
5.5 DATA PROCESSING	7
5.5.1 Procedures and formulas for the calculation of reliability.....	7
5.5.2 Procedures for the calculation of validity.....	7
5.5.3 Procedures and formulas for the calculation of change/effect.....	7
5.6 ETHICAL ASPECTS.....	9
6. DEFINITIONS	9
6.1 EFFECT ANALYSIS.....	9
6.2 PERSONNEL CAPACITY BUILDING PROGRAMMES.....	9
6.3 PARTICIPANTS, RESPONDENTS AND PRESENTERS	10
7. PRESENTATION OF THE RESEARCH RESULTS.....	10
SECTION 2: THE JOURNAL ARTICLES.....	11
ARTICLE 1.....	12
<i>THE NATURE OF THE “MANAGING STRESS EFFECTIVELY” PERSONNEL CAPACITY BUILDING PROGRAMME OF THE SOUTH AFRICAN POLICE SERVICE.....</i>	<i>12</i>
ABSTRACT	12
1. INTRODUCTION	12
2. THE BACKGROUND OF THE “MANAGING STRESS EFFECTIVELY” PERSONNEL CAPACITY BUILDING PROGRAMME (PCBP)	12
3. THE OUTCOMES AND STRUCTURE OF THE MANAGING STRESS EFFECTIVELY PROGRAMME.....	13
3.1 THE OUTCOMES OF THE PROGRAMME	13
3.2 THE PROGRAMME CONTENT	14
3.2.1 Part 1: The basic nature of stress	15
3.2.2 Part 2: My stress profile	16
3.2.3 Part 3: Strategies for dealing with stress	17
3.2.4 Part 4: Personal stress management programme	18
3.3 THE PROGRAMME PACKAGE.....	19
4. PRINCIPLES UNDERLYING ‘PART 1: THE BASIC NATURE OF STRESS’	21
4.1 DEFINING STRESS	21

4.2	THE ORGANIZATIONAL CAUSES OF STRESS	22
4.3	THE PHYSIOLOGY OF STRESS.....	23
5.	PRINCIPLES UNDERLYING ‘PART 2: MY STRESS PROFILE’	24
5.1	CHECKLIST 1: MY LEVEL OF STRESS.....	24
5.2	CHECKLIST 2: CAUSES OF STRESS.....	25
5.3	CHECKLIST 3: REACTIONS TO STRESS.....	25
5.4	CHECKLIST 4: TYPE A AND B PERSONALITY BEHAVIOUR PATTERNS.....	25
5.5	CHECKLIST 5: DEPRESSION AND ANXIETY.....	26
6.	PRINCIPLES UNDERLYING ‘PART 3: STRATEGIES FOR DEALING WITH STRESS’	26
6.1	SUSTAINING EMOTIONAL WELL-BEING	27
6.2	SUSTAINING PHYSICAL WELL-BEING.....	27
6.3	SUSTAINING MENTAL AND SPIRITUAL WELL-BEING.....	28
7.	PRINCIPLES UNDERLYING ‘PART 4: MY OWN STRESS MANAGEMENT PROGRAMME’ 30	
8.	PRINCIPLES UNDERLYING THE PRESENTATION OF THE PROGRAMME	30
8.1	THE PRESENTER.....	31
8.2	THE LEARNING PROCESS	31
8.3	THE LEARNING CONTEXT	31
9.	CONCLUSION	32
	REFERENCES	32
	ARTICLE 2.....	35
	<i>THE EVALUATION OF THE “MANAGING STRESS EFFECTIVELY” PERSONNEL CAPACITY BUILDING PROGRAMME OF THE SOUTH AFRICAN POLICE SERVICE</i>	<i>35</i>
	ABSTRACT	35
1.	INTRODUCTION	35
2.	BACKGROUND AND DEVELOPMENT OF THE PROGRAMME.....	36
3.	NATURE OF THE “MANAGING STRESS EFFECTIVELY” PROGRAMME.....	37
4.	RESEARCH DESIGN AND PROCEDURE	38
4.1	AIM AND OBJECTIVES	38
4.2	RESEARCH DESIGN	38
4.3	PROCEDURE.....	39
4.3.1	Step 1: Literature study.....	39
4.3.2	Step 2: Design and testing of measurement instruments.....	39
4.3.3	Step 3: Measurement of the effect of the “Managing Stress Effectively” programme.....	40
4.3.4	Step 4: Analysing and interpreting	40
4.4	THE RESEARCH GROUP	40
4.5	DATA COLLECTION INSTRUMENTS	43
4.5.1	The KAB questionnaires	44
4.5.2	The presentation evaluation questionnaire	45
4.5.3	The presenter’s evaluation questionnaire	46
4.6	PROCEDURES AND FORMULAS USED IN DATA ANALYSIS	46
4.6.1	Procedures and formulas for the calculation of reliability.....	46
4.6.2	Procedures for the calculation of validity.....	47
4.6.3	Procedures and formulas for the calculation of change/effect	47
4.7	PROBLEMS ENCOUNTERED IN THE RESEARCH.....	48
5.	THE RELIABILITY OF THE MEASUREMENT INSTRUMENTS	49
6.	THE EFFECT OF THE PROGRAM	50
6.1	THE EFFECT OF THE PROGRAMME ON RESPONDENTS’ KNOWLEDGE OF STRESS	50
6.2	THE EFFECT OF THE PROGRAMME ON RESPONDENTS’ ATTITUDES REGARDING STRESS	51
6.3	THE EFFECT OF THE PROGRAMME ON STRESS RELATED BEHAVIOUR.....	52
7.	THE VALUE OF THE PROGRAMME.....	53
8.	THE RELEVANCE OF THE PROGRAMME.....	54
9.	THE INFLUENCE OF THE QUALITY OF THE PROGRAMME PRESENTATION	56

9.1	THE INFLUENCE OF THE QUALITY OF THE PRESENTER	58
9.2	THE INFLUENCE OF THE PRESENTER'S PRESENTATION SKILLS.....	58
9.3	THE INFLUENCE OF THE LEARNING PROCESS	59
9.4	THE INFLUENCE OF THE PRESENTATION CONTEXT	59
9.5	OTHER INFLUENCES.....	59
10.	THE PRESENTER'S EVALUATION OF THE PROGRAMME.....	61
11.	FINDINGS AND IMPLICATIONS.....	67
12.	GUIDELINES FOR IMPROVING THE PROGRAMME	67
13.	CONCLUDING REMARKS.....	69
	REFERENCES	69
SECTION 3: CONCLUSIONS, GUIDELINES AND RECOMMENDATIONS		72
1.	INTRODUCTION	72
2.	CONCLUSIONS REGARDING THE RESEARCH DESIGN AND PROCEDURE	72
3.	CONCLUSIONS REGARDING THE EFFECT OF THE PROGRAMME.....	73
4.	CONCLUSIONS REGARDING THE QUALITY OF THE PRESENTATIONS.....	73
5.	FINDINGS.....	73
6.	GUIDELINES AND RECOMMENDATIONS.....	74
6.1	PROPOSED IMPROVEMENTS TO THE PROGRAMME.....	74
6.2	THE FURTHER EMPOWERMENT OF PRESENTERS.....	74
6.3	PROPOSED IMPROVEMENTS TO THE CONTEXTS OF PRESENTATIONS	74
6.4	MARKETING THE PROGRAMME	75
7.	CONCLUDING REMARKS.....	75
SECTION 4: APPENDIXES		76
APPENDIX 1: "MANAGING STRESS EFFECTIVELY" PRETEST QUESTIONNAIRE: EXPERIMENTAL GROUP		77
APPENDIX 2: "MANAGING STRESS EFFECTIVELY" POSTTEST QUESTIONNAIRE: EXPERIMENTAL GROUP		81
APPENDIX 3: "MANAGING STRESS EFFECTIVELY" PRETEST QUESTIONNAIRE: COMPARISON GROUP.....		86
APPENDIX 4: "MANAGING STRESS EFFECTIVELY" POSTTEST QUESTIONNAIRE: COMPARISON GROUP.....		90
APPENDIX 5: THE PRESENTATION EVALUATION QUESTIONNAIRE.....		94
APPENDIX 6: THE PRESENTER'S EVALUATION QUESTIONNAIRE.....		100
APPENDIX 7: INSTRUCTIONS TO AUTHORS: <i>SOCIAL WORK/ MAATSKAPLIKE WERK</i>		107
APPENDIX 8: OFFICIAL LETTER OF THE LANGUAGE EDITOR		108
APPENDIX 9: PROFILE OF SAPS PERSONNEL: APRIL 2003		109
APPENDIX 10: LIST OF PROGRAMME PRESENTERS: EPCBP-RESEARCH PROJECT.....		110
BIBLIOGRAPHY		111

LIST OF TABLES

<i>Number</i>	<i>Page</i>
SECTION 1	
Table 1: The themes and presentation of the Managing Stress Effectively PCBP.....	14
ARTICLE 1	
Table 1: The contents of the programme package.....	19
ARTICLE 2	
Table 1: The themes and presentation of the Managing Stress Effectively PCBP.....	37
Table 2: A profile of the experimental and comparison groups in terms of rank.....	41
Table 3: A profile of the experimental and comparison groups in terms of race and gender.....	42
Table 4: A profile of the experimental and comparison groups in terms of provinces.....	42
Table 5: The composition of the KAB questionnaires.....	45
Table 6: The composition of the presentation evaluation questionnaires.....	45
Table 7: Composition of the presenter's evaluation questionnaire	46
Table 8: Cronbach alpha coefficient (α) for the reliability of the measurement instruments	49
Table 9: Effect size of Scale 1: Knowledge of stress.....	51
Table 10: Effect size of Scale 2: Attitudes regarding stress	52
Table 11: Effect size of Scale 3: Stress related behaviour.....	52
Table 12: Effect size and distribution of Scale 4: The value of the programme.....	53
Table 13: Effect size of Scale 5: Relevance of the programme.....	55
Table 14: Effect size of Scale 6: Quality of programme presentation.....	57
Table 15: The length of the programme presentation.....	59
Table 16: The pace of the presentation.....	60
Table 17: The balance between the presentation of information and group participation.....	60
Table 18: The language that was used during the presentation of the programme.....	60
Table 19: The relevance of the programme	61
Table 20: The presenter's self-assessment.....	62
Table 21: The presenters evaluation of their own presentation skills.....	62
Table 22: The presenters' evaluation of the learning process	63
Table 23: The presenters evaluation of the presentation context	64
APPENDIXES	
Appendix 9a: SAPS: Total Police Act personnel in terms of rank.....	109
Appendix 9b: SAPS: Total Civil Act personnel in terms of occupational clusters	109
Appendix 9c: SAPS: Total Employees: Police Act personnel and Civil Act personnel.....	109

LIST OF FIGURES

<i>Number</i>	<i>Page</i>
SECTION 1	
Diagram 1: The manner in which triangulation was used in the study	6
ARTICLE 2	
Diagram 1: The way in which triangulation was used in the study.....	44

SECTION 1: ORIENTATION AND METHODOLOGICAL OVERVIEW

1. ACTUALITY OF THE RESEARCH

From 2000 onwards, Police Social Work Services (PSWS) developed various personnel capacity building programmes in order to meet the needs of the approximately 132 000 members of the South African Police Service (SAPS). In 2001 it was decided to embark upon the comprehensive Evaluation of Personnel Capacity Building Programmes (EPCBP) research project in order to determine the impact and cost-efficiency of all the programmes. The research documented here formed part of this project.

The development of the personnel capacity building programmes can be attributed to two main factors. The first was the policy documents and statements issued by SAPS management after April 1994 that emphasize the importance of empowering personnel to render proactive, client-centred service (cf. Stevens & Yach, 1995:6). The second was the high incidence of social problems among personnel. These problems could no longer be attended to cost-effectively with the available number of social workers. Consequently, an alternative had to be found for the individual-centred and reactive therapeutic interventions that characterised the social work services (Stutterheim & Weyers, 2002:6).

Due to the policy changes and increasing needs, an external research consultant, Ask Africa, was assigned to carry out extensive research (a) to determine the needs of personnel for social work services, (b) to determine the social workers' perception of the personnel's needs and (c) to compare the two sets of perceptions. Ask Africa completed the research in 1997 (Ask Africa, 1997). The findings pointed to a strong need for both reactive (therapeutic) and proactive (capacity building) social work services. Five priority areas for proactive services were identified. These were stress, substance dependencies, financial difficulties and personnel conflict/teamwork (Ask Africa, 1997: 28). The fact that these were areas of concern was further substantiated by Police Social Work Services' statistics (cf. PSWS, 2001). At a national conference in September 1999, all the social workers of the SAPS decided that the relevant areas should be dealt with by means of personnel capacity building programmes.

In March/April 2000, five working groups consisting of one social worker per province were established to develop the programmes. Each had to adhere to the requirements set by the South African Qualifications Authority (SAQA). Because the programme content and presentation required specialized knowledge of social work, only social workers were involved in the development process.

The researcher was a member of the working group that developed the Managing Stress Effectively Personnel Capacity Building Programme (MSE PCBP). The aim of the programme had to correlate with the overall aim of the personnel capacity building programmes, that is, to empower SAPS personnel with the knowledge, attitude and behaviour necessary to become balanced employees (PSWS, 2001:iii). It especially had to address the lack of sufficient stress management skills that led to increased stress-related problems and conflict between colleagues. These were priority issues that were identified through Ask Africa's research (1997:28). It was, therefore, envisaged that, by empowering SAPS personnel with appropriate stress management skills, they would be better enabled to deal effectively with everyday work-related and personal problems.

A start was made with the presentation of the programmes during October 2000 and by the end of October 2001, some 3 500 personnel had already attended at least one. Although basic evaluation instruments were included in some of the programme packages, they were not substantive enough to determine either the effect of the programmes on the participants or the cost-efficiency of the interventions scientifically. All these factors led to the launching of the PCBP project and the evaluation of the "Managing Stress Effectively" study in November 2001. The methodology used in this study will be explained next.

2. AIM AND OBJECTIVES

The overall aim of this study was:

- to determine the effect of the Managing Stress Effectively Capacity Building Programme on the knowledge, attitude and behaviour of SAPS personnel.

In order to achieve the aforementioned aim, three objectives were formulated. They were:

- to ascertain if the programme had a practical significant effect on personnel's knowledge, attitudes and behaviour (KAB)
- to determine what influence the quality of the presentation of the programme had on its effect
- on the basis of the aforesaid, to establish guidelines for the further improving the programme.

3. HYPOTHESIS

The study tested the hypothesis:

that the Managing Stress Effectively Capacity Building Programme has a practical significant influence on the knowledge, attitude and behaviour of SAPS personnel.

4. LIMITATIONS OF THE RESEARCH

The EPCBP project proved to be an extremely difficult task to complete successfully. In terms of scope it involved 4 157 respondents from all 10 SAPS Provinces throughout South Africa, as well as 146 social workers and 9 researchers. Some logistical problems resulted in a reasonably high percentage of spoiled questionnaires (8.54%) and a reasonably poor response rate in terms of presenter's evaluation questionnaires. These type of problems were also experienced in the "Managing Stress Effectively" study.

Using higher order statistical analysis for questionnaires which were not yet fully standardized also caused a number of minor problems. Among others, it manifested in a low Cronbach alpha and/or d-value for some of the scales/sub-scales. These problems were anticipated and circumvented with the help of triangulation.

It is standard practice in the SAPS that the same programmes must be presented to all personnel members. For the study it implied that the stress management programme had to be tested on groups whose posts or ranks ranged from cleaner to that of director. There were, however, indications that members of these groups derived differentiated value from the programmes, especially on the grounds of educational level. This issue could not be sufficiently dealt with within the ambits of this study.

5. THE RESEARCH DESIGN AND PROCEDURE

The following overview will only deal broadly with the nature of the research design and the research process. The articles that form the core of the research report (see Section 2) will, however, provide detailed information on the nature of the MSE PCBP, the research groups, the measurement instruments and related issues.

5.1 THE RESEARCH DESIGN

In the empirical research, use was made of a comparison group pretest-posttest design. This is an equivalent of the classical experiment, but according to Fouche & De Vos (1998:132), without the "... random assignment of subjects to the groups". It was deemed the most appropriate design because it makes it possible to determine the effect size of programmes statistically in circumstances where it is not possible to comply with all the prerequisites for a classic experiment (cf. Bailey, 1994:236-7; Cohen, 1977; Strydom, 1999:110).

5.2 THE RESEARCH PROCEDURE

The researcher's involvement with the original development and application of the stress management programme could, to a large degree, be viewed as the pre-study phase of the research. It served as an orientation to the research field (Strydom, 1999:47) and also enabled demarcation (Technical Language Committee, 1995:67). It was, therefore, possible to advance to the empirical verification of the programmes almost immediately. This process involved four steps.

5.2.1 Step 1: Literature study

In order to gain additional background information on the programme and to assist with the formulation of the measuring instruments, a comprehensive literature study was undertaken. This study included aspects such as the attributes of stress management, the generic nature of capacity building programmes and the requirements for programme presentations and evaluation.

Besides this, the policy documents concerning the development of capacity building and service delivery in the South African Police Service, as well as the nature of community policing and related matters, were also examined. The sources that were consulted in this regard included SAPS documentation, books and magazines from South Africa and abroad. Furthermore, appropriate

sources on the internet and literature from other related fields such as management, community policing, criminology and psychology were also consulted.

In identifying appropriate sources, the following databases were used:

- The NEXUS - RGN database for current and completed research in South Africa from 1969
- RSAT - Index of South African magazine articles from 1987
- Social Sciences Index
- Social Work Abstracts
- Psychlit - Psychology database from 1987
- ERIC - Educational Resources Information Centre
- Catalogue - Ferdinand Postma Library, PU for HCE

5.2.2 Step 2: Design and testing of measurement instruments

The second step involved the designing and testing of the six questionnaires that would be used in the study. Two of these, viz. the presentation evaluation and presenter's evaluation questionnaire were developed by the EPCBP research team. The other four were based on the content of the programme concerned and the results of the literature study. The questionnaires contained a total of six measurement scales, as well as various other questions (see Diagram 1).

The questionnaires were then applied, analysed and adapted during a series of consecutive pilot studies (see articles for details). Once it was ascertained that they possess adequate reliability and validity, the main study commenced.

5.2.3 Step 3: Measuring the effect of the MSE PCBP

During the main study, the programme was presented to 327 SAPS personnel and its effects measured with the aid of six scales. At the same time, a comparison group of 57 members were subjected to a similar type of process.

5.2.4 Step 4: Completion of the research report

After the data had been captured, analysed and interpreted, two research articles were written and additional reports drawn up.

5.3 THE RESEARCH GROUPS

In order to make both the experimental and the comparison groups as representative of the total SAPS population as possible, four main criteria were used. They were rank/position, race, gender and province. By using province as a criterion, it was possible to ensure that attributes such as language distribution, geographical location (deep rural, semi-rural, rural, urban, historical background) and different sections of the organisation would also be covered.

With regard to rank/post as criterion, it was borne in mind that the total SAPS personnel corps can be divided into two basic categories, viz. those appointed in terms of the Police Act (Act No 68 of 1995) and those appointed in terms of the Public Service Act (Act No 103 of 1994). Those who are

appointed in terms of the Police Act are divided among nine different ranks ranging from Constable to the National Commissioner. The SAPS administrative personnel corps is employed in post types such as secretary, registration clerk, data typist, administrative clerk, typist, cleaner, medico-legal official and personnel officer. For the purpose of the original total analysis, the so-called Public Service Act personnel were dealt with as a unit. In terms of both race and gender, the personnel profile of the SAPS was used as a point of reference. An attempt was then made to match the study groups as closely as possible to this profile.

By using the provinces as criterion, care was exercised to ensure that the experimental and comparison groups were as representative as possible of South Africa's geographic diversity. By implication, it also provided for other variables such as the spreading of languages, geographic context (e.g. urban, semi-urban, rural and extremely rural), historical background and various divisions in the SAPS.

The degree to which the 327 members of the experimental groups and the 57 members of the comparison groups met the criteria concerned, is set out in the respective articles.

5.4 THE MEASUREMENT INSTRUMENTS

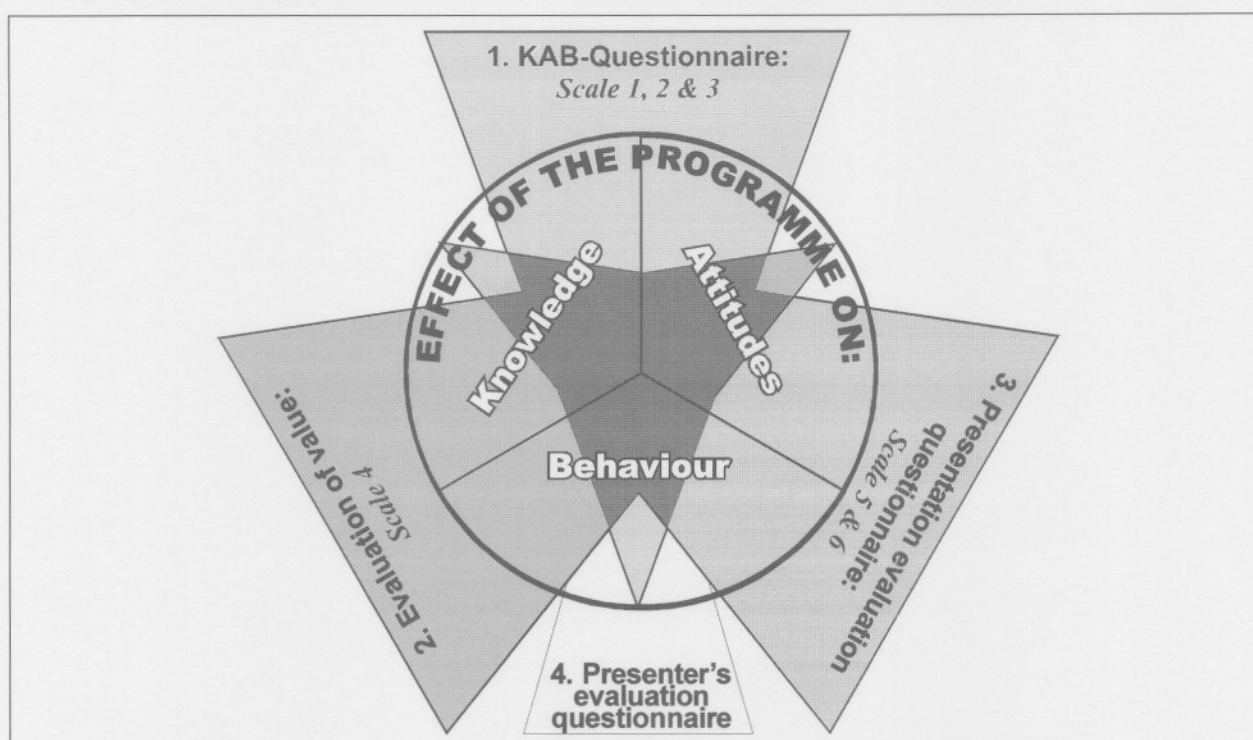
Because of the unique nature of the programmes, standardised questionnaires/scales could not be used in the study. Consequently, totally new measuring instruments had to be developed. In order to bridge potential shortcomings in the individual instruments, triangulation was used. For the purposes of the study, triangulation was seen as "... the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct" (Hilton, 2000). In this regard, the so-called 'within-method' (Bryman 2003) of triangulation was used because multiple instruments are employed to measure the same phenomenon, viz. the effect of the programme (cf. Mark, 1996:220; Patton, 2002:556, 559-560).

The following six scales were used in the study:

- the KAB questionnaire with its three primary scales (Scales 1 to 3 completed by both the experimental and comparison groups)
- the programme value scale (Scale 4 formed part of the posttest KAB questionnaire that was completed by the experimental group only)
- the programme significance scale (Scale 5 formed part of the presentation evaluation questionnaire that was only completed by the experimental groups)
- the quality of programme presentation scale (Scale 6 formed part of the presentation evaluation questionnaire that was only completed by the experimental groups).

The fit between the different questionnaires and scales is portrayed in Diagram 1.

DIAGRAM 1: THE MANNER IN WHICH TRIANGULATION WAS USED IN THE STUDY



The nature and content of the data-gathering instruments will now be viewed more closely.

5.4.1 The KAB questionnaire

The so-called KAB or KAP (Knowledge, Attitudes and Behaviour and/or Practices) analysis has for some time formed part of educationally-based research on, among others, the health, education, economic, social marketing and social development fields (Berger et al., 1994; Mitchell & Kaufman, 2002; Donati *et al.*, 2000; WPDCE, 1999; Weinreich, 1999). It is, however, still scarce in social work research.

KAB studies are based on the premise that human functioning can be divided into three dimensions, viz. the cognitive, the affective and the conative (behavioural) (Thompson, 2002: xvii). It is based on the premise that the three dimensions are connected but do not necessarily exhibit linear relationships. Change in one dimension does, therefore, not necessarily lead to change in another and the bringing about of a change in one dimension (e.g. attitudes) is not necessarily a prerequisite for change in another dimension (e.g. conduct) (Akade, 2001:248-251; McCann & Sharkey, 1998: 268-9; Elkind, 1993:171). It would, therefore, be possible, with the aid of the KAB scales, to calculate the magnitude of the effect that the programme had on each of the three dimensions individually.

Four KAB questionnaires were designed for the programme. Two of these were completed on a pre-intervention and post-intervention basis by the experimental groups (see Appendixes 1 & 2) while the comparison groups also completed two similar questionnaires during the same time period (see Appendixes 3 & 4). The questionnaires consisted of both closed questions (e.g. true/false) and Likert-type scales (e.g. strongly disagree/disagree/agree/strongly agree) (cf. Jackson, 2003:61).

5.4.2 *The presentation evaluation questionnaire*

A single presentation evaluation questionnaire was developed for the whole EPCBP project (see Appendix 5). It too went through a process of pilot testing before being administered to the members of the experimental group directly after the presentation of each programme.

The questionnaire contained 31 questions which were divided into six sections. The aim of Sections 1 to 4 together with Section 6, was to determine the influence that the quality of the presentation had on the programme's effect. These five sections each formed a subscale within the ambit of Scale 6. The experimental group's view of the relevance of the programme was measured with the aid of the questions contained in Section 5 (i.e. Scale 5).

5.4.3 *The presenter's evaluation questionnaire*

Each social worker that presented a programme was requested to complete the presenter's evaluation questionnaire (see Appendix 6). It enabled them to evaluate their own presentation abilities or skills, as well as the relevance of the programme. It also afforded them the opportunity to make recommendations regarding the improvement of the programme.

5.5 DATA PROCESSING

All the data collected by means of the triangulation of measurements were analysed in conjunction with the Statistical Consultation Services of the Potchefstroom University for CHE and with the aid of the SAS computer package (SAS Institute Inc., 1999). Before the data as such could be analysed, it was firstly necessary to determine whether the measurement scales were reliable, secondly, whether the questions were valid and thirdly, if the scales were able to measure change. The procedures and formulas that were used for this purposes will be discussed briefly.

5.5.1 *Procedures and formulas for the calculation of reliability*

In order to determine the reliability of the applicable measurement instruments, the Cronbach alpha coefficient (abbreviated as 'Cronbach alpha' or simply " α ") of each scale and subscale was calculated (Gravetter & Forzano, 2003:455). A score of 0.50 or higher was accepted as an appropriate reliability coefficient (cf. Jackson, 2003:87-91). All the scales that were used in the research complied with this criterion.

5.5.2 *Procedures for the calculation of validity*

The validity of the individual questions was initially determined by means of the pilot studies and peer-group evaluations. This procedure was necessary to increase the face, content and criteria validity of the questions (cf. Jackson, 2003:44-5; Creswell, 2003:157-8; Elmes *et al.*, 2003:55-59). The main study and its results, however, should be viewed as the most important step in this process.

5.5.3 *Procedures and formulas for the calculation of change/effect*

In order to measure practical significant *change*, use was made of Cohen's formula for the calculation of effect size. This type of effect size is also known as Cohen's d value (Cohen, 1998:20-7; Steyn, 2000:1-3). The reason for this choice consisted of the following:

- A probability sample could not be drawn in the research. It was, therefore, only possible to view the respondents as a sub-population of the planned target population. Consequently, it was not possible to, by means of inferential statistics, generalize the results to the target population.
- To determine if the programme did change the knowledge, attitudes and behaviour of SAPS personnel in practice, the standardised difference was used as effect size (cf. Gravetter & Forzano, 2003:454). This entailed dividing the difference between two averages (or averages of a given mean) by the standard deviation. According to Steyn (2003:3), this is a natural criterion for drawing conclusions regarding significance.

A four-step procedure was followed in calculating of the size of the effect that the programme had on the respondents. The first step entailed the calculation the d values of the scales and questions that were administered to the experimental group alone. The following formula was used for this purpose:

$$d = \frac{\mu_{\text{diff}}}{\sigma_{\text{diff}}}$$

Where:

d = effect size.

μ_{diff} = average difference of scores in the experimental group (abbreviated with " μ_1 ")

σ_{diff} = standard deviation of difference score.

The second step was to determine if there were any practical significant differences *between* the pretests and posttests scores of the experimental and comparison groups. In order to do so, it was first necessary to determine if the experimental groups (group 'e') and comparison groups (group 'c') were comparable before the start of the intervention programme. This was done by calculating and comparing the d values per scale of the two groups' pretest measurements. The difference had to be smaller than 0.5. In cases where there was a bigger difference, a co-variance analysis had to be performed. In the research, however, all the scales passed the test.

To compute the net difference per scale, Cohen's formula for calculating the effect size *between* two groups were used. The formula is as follows (Cohen, 1988:20-7; Steyn, 2000:1-3):

$$d = \frac{\mu_1 - \mu_2}{\sigma}$$

Where:

d = effect size

μ_1 = average difference score in the experimental group (e)

μ_2 = average difference score in the comparison group (c)

$\mu_1 - \mu_2$ = difference between average difference

σ = maximum standard deviation of difference scores.

The following guidelines can be used to judge all d values:

- d = 0.2: This indicates a small effect, implying that the research should be repeated in order to confirm if there is an effect
- d = 0.5: This indicates a medium effect, implying that the result can be viewed as significant, but also that better planned research could produce even more significant results
- d = 0.8: This indicates a large effect which is significant and of practical significance

- Because there are no absolute boundaries between the three d values, concepts such as ‘small to medium effect’ and ‘large effect’ can be used (Cohen, 1969:22-25; Spatz, 2001:74-5; Steyn, 1999:3).

The last step was to perform an effect size-analysis of the scales to determine the respondents’ experience of the value and relevance of the programme, together with the influence of the quality of the presentation. The same formula that was used to determine the effect size within the group was used for this purpose. It was:

$$d = \frac{\mu_{diff}}{\sigma_{diff}}$$

Besides effect sizes (d value), use was also made in certain scales and questions of descriptive statistics such as totals, percentages, averages and standard deviations.

5.6 ETHICAL ASPECTS

Permission was obtained from the South African Police Service to carry out the research within the organization. Besides this, the study focused on the programmes and not on the individual members of the organisation.

In order to protect the rights of participants, each potential respondent had the freedom of choice to participate in the study or not. Informed consent was obtained from the respondents and all participants remained anonymous. In order to ensure their anonymity, a system of secret numbers was used in the study (see questionnaires). In view of the fact that the study would cut across cultural boundaries, care was exercised to avoid value judgements in respect of cultural aspects (cf. De Vos, 1998:30).

6. DEFINITIONS

A number of concepts which are used continually throughout this research report require some further explanation.

6.1 EFFECT ANALYSIS

In the report, the concept ‘effect analysis’ will refer to both the process and the results obtained through the use of Cohen’s formula for the calculation of effect size. In this regard, ‘effect’ will refer to the magnitude (if any) of the *change* that was brought about by the programme (independent variable) with respect to the respondents’ knowledge, attitudes and/or behaviour.

6.2 PERSONNEL CAPACITY BUILDING PROGRAMMES

The concept “personnel capacity building programme”, “capacity building programme” or simply ‘programme’ will refer to the structured intervention mechanism that was utilized by the social workers to empower the SAPS personnel with the knowledge, attitude and behaviour that they required to become (even more) resilient (cf. Rooth, 2000:34; Thompson, 2002:xvii; Stutterheim & Weyers 2002:10). For the purpose of this research, the focus will be on the programme entitled “Managing Stress Effectively” (MSE).

6.3 PARTICIPANTS, RESPONDENTS AND PRESENTERS

It was necessary in the study to differentiate between the different types of people who were involved:

- The word 'participants' will refer to all the persons that participated in the study and that contributed to the data (Gravetter & Forzano, 2003:462). It will thus cover both the respondents and presenters of the programme
- The word 'respondent' refers only to the personnel that participated in the experimental group ("Group e") and the comparison group ("Group c") (cf. Babbie, 2001:G3)
- In the report, the word 'presenters' will refer to the social workers of the SAPS that presented one or more of the programmes.

7. PRESENTATION OF THE RESEARCH RESULTS

The presentation of the research results will be done in article format as specified in Rules A.11.5.3 and A.11.5.4 of the *Yearbook* of the Potchefstroom University for CHE (2002:17). In formulating the articles, the content and technical requirements of the South African journal *Maatskaplike Werk/Social Work* (see Appendix 7) were used as basis. The articles will, however, be shortened before submission in order to comply with the journal's length requirements.

The research report is divided into four sections:

- The first section will provide an orientation to the subject matter, as well as an overview of the research methodology that was utilised
- The second section contains two articles. Their titles are "The nature of the Managing Stress Effectively Personnel Capacity Building Programme of the South African Police Service." and "The evaluation of the Managing Stress Effectively Personnel Capacity Building Programme of the South African Police Service"
- In Section 3, the main conclusions that were reached through the research, as well as the guidelines for the improvement of the programme and recommendations will be covered
- The appendixes form the concluding section. It will, amongst others, include the various questionnaires that were utilized, a list of presenters and a profile on the SAPS population.

In order to make each article a functional unit, each will be provided with its own bibliography. For convenience sake, a combined bibliography for the whole research report will be provided at the end.

***SECTION 2:
THE JOURNAL ARTICLES***

ARTICLE 1

Williams, HM & Weyers, ML

THE NATURE OF THE “MANAGING STRESS EFFECTIVELY” PERSONNEL CAPACITY BUILDING PROGRAMME OF THE SOUTH AFRICAN POLICE SERVICE

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ABSTRACT

Background: *The work of police officials is generally regarded as highly stressful. Because of this and other factors, the Social Work Service of the South African Police Service (SAPS) developed a proactive stress management programme. This programme focused on the improvement and development of personnel's practical stress management strategies and techniques in order to enhance their resilience when faced with day-to-day challenges especially in the work context.*

Objectives: *To ascertain the degree to which the content and presentation guidelines of the Managing Stress Effectively programme adhered to existing principles on stress management and programme presentation.*

Method: *The outcomes, content and presentation of the programme were analysed and evaluated with the help of existing theory on the subject. In this regard, the focus was on each dimension of the stress management field addressed in its presentation.*

Results: *It was found that the Managing Stress Effectively programme adhered to existing principles on stress management and that the programme content and presentation bore the same traits as other successful programmes in the field. (The extent to which these characteristics translated into effective service delivery will be addressed in a following article.)*

1. INTRODUCTION

The evaluation of the Managing Stress Effectively Personnel Capacity Building Programme (abbreviated as “MSE PCBP” or simply “programme”) study formed part of a larger research project whose aim it was to determine the impact of 15 of these proactive interventions on SAPS personnel. The purpose of this article is to explain the nature and implementation of the MSE PCBP, whilst the measurement of the programme's effect will be dealt with in a follow-up article.

Before the content of the MSE programme is examined, the background of the programme, that is, from where the programme derives and what it entails, will be discussed. That will be followed by an explanation of the principles on which the different parts of the programme is based.

2. THE BACKGROUND OF THE “MANAGING STRESS EFFECTIVELY” PERSONNEL CAPACITY BUILDING PROGRAMME (PCBP)

Owing to the restructuring of the SAPS and changes to certain policies of the organisation, an external research consultant, Ask Africa, was requested to do extensive research on the rendering of social work services in the SAPS (Stutterheim & Moruane, 2002:172). The aim of the research was

to determine the need of police officials for social work services and what the perception is among police social workers regarding police officials' need for social work services. A comparison was made between these two aspects.

The research was conducted in 1997 and the final report reached the SAPS in 1998 (Ask Africa, 1997). The research clearly indicated that there was a need for both reactive (therapeutic) and proactive (capacity building) social work services within the organisation. Stress management was found to be one of the field for which there was a dire need for proactive intervention.

The need for a stress management programme in the SAPS can generally be attributed to the fact that police work is often extremely stressful and that police officials tend to suffer from a variety of stress-related physiological, psychological and behavioural effects (McCraty *et al.*, 1999:1-3). McCraty *et al.* argue that particular attention should be given to occupational stress in policing, as its potential negative consequences affect society in more direct and critical ways than stress in most other organizations. Officers operating under severe and chronic stress may well be prone to make mistakes, cause accidents and overreact and in this way compromise their professionalism and jeopardize public safety (McCraty *et al.*, 1999:1-3).

Stress management measures in police agencies traditionally tend to be reactive rather than proactive in nature. The section Police Social Work Services (PSWS), however, decided to rather emphasize the role of proactive stress management by developing a needs-based stress management programme. The programme's aim was to improve personnel's practical stress management strategies, coping skills and techniques and in this way enhance the individuals' resilience to stress.

The content of the complete programme will be discussed next. This will be followed by an overview of the theoretical principles on which it is based.

3. THE OUTCOMES AND STRUCTURE OF THE MANAGING STRESS EFFECTIVELY PROGRAMME

In order to provide a clear picture of the nature of the programme, its outcomes and structure will be discussed. The way in which these elements fit into the programme package will also be discussed.

3.1 THE OUTCOMES OF THE PROGRAMME

The programme purposefully focuses on empowering participants to grasp the importance of managing stress more effectively by utilizing stress management strategies/techniques suitable to their personalities, immediate work environments and personal lives. To achieve the desired results, it has a broad based approach coupled with a job and person specific focus.

The outcomes of the programme can be divided into an overall outcome, as well as specific outcomes.

The overall outcome of the MSE PCBP is to enable a participant:

- to *understand* the nature of stress and the importance of improving his/her stress management behaviour (knowledge)
- to be *committed* to adopt improved stress management behaviour (attitude)

- to be able to *utilize* acquired knowledge and skills to design and implement a personal stress management programme (behaviour).

The specific outcomes relate to the specific subjects that are dealt with during the programme. These outcomes entail that the participants should be able:

- to identify the core nature of stress during a small group discussion/session, and provide feedback on the issue by means of a symbolic display
- to identify the physiological aspects of stress by means of a body-drawing exercise
- to draw up a personal stress profile by completing a checklist regarding their stress levels, causes of their stress, typical stress reactions and type A or B personality styles
- to follow nutritional tips for stress reduction after participating in a group activity and receiving a handout
- to do stress reduction exercises after a demonstration of the exercises and after practicing them
- to apply stress management strategies and techniques after a facilitative group discussion/session
- to draw up a personal stress management programme on the basis of a standard format provided to participants.

The programme is structured according to these outcomes. It, therefore, enables participants to grasp the full impact of the programme, thereby preparing them to follow a suitable personal stress management programme. The programme content will be discussed next.

3.2 THE PROGRAMME CONTENT

The programme's point of departure is that stress forms part of everyday life, but that dealing with it appropriately is the challenge. It consists of four parts.

- The first focuses on the *basic nature of stress*
- the second on a person's *stress profile*
- the third deals with the *strategies to deal with stress*
- the fourth concerns the formulation of a *personal stress management programme*.

The contents and main teaching activities of the programme are summarized in Table 1.

TABLE 1: THE THEMES AND PRESENTATION OF THE MANAGING STRESS EFFECTIVELY PCBP

SUBJECT	METHODS
Part 1: What is stress? • Defining stress • The physiology of stress • The causes of stress	<i>Small group activity:</i> Symbolic drawing of the definition of stress <i>Small group activity:</i> Body drawing, indicating all the stress reactions on a physical, emotional, and behavioural level <i>Group discussion</i> on the causes of stress and whether stress is either good or bad for you
Part 2: Compiling your personal stress profile	<i>Individual activity:</i> Completing checklists regarding personal level of stress, personal causes of stress, personal reactions to stress, type A & B personality, depression and anxiety
Part 3: Strategies for dealing with stress effectively.	<i>Group activities:</i> Demonstrations, role-plays, breathing exercises <i>Individual activity:</i> Progressive muscle relaxation exercise, visualisation
Part 4: Completion of a personal stress management action plan	<i>Individual activity:</i> Completing personal stress management action plan on a given format.

The content of each of these four parts will be briefly discussed in order to create a clear overview on what the complete programme entails.

3.2.1 *Part 1: The basic nature of stress*

Part 1 of the programme focuses on the provision of basic information regarding the nature of stress. The purpose is not only to establish a general knowledge base, but also to ensure that the participants operate from the same baseline for the rest of the programme.

In Part 1, the following three questions are addressed:

- What is stress?
- What causes stress?
- What is the physiology of stress?

There are many definitions and opinions regarding the *nature of stress*. Divergent opinions about the difference between stress, burnout and tension often also spark heated debates. By allowing participants to define stress in their own words, their frame of reference is displayed. It has been found that personnel working at certain units, for example detectives stationed at serious and violent crime units, tend to recount the 'violent/aggressive' side of stress and often mistakenly incorporate the causes of and reactions towards stress as their definitions. By discussing and agreeing on a definition of stress, the participants are able to understand how they, as unique individuals, experience stress. In the formulation of such a definition, the following view of Selye (1956:15) is used as a point of departure: "Stress is the result of an imbalance between the level of demand placed on people, as they perceive it, and their perceived capability to meet the demands".

When the *causes of stress* are discussed, the point of departure is that stress is the most common occurrence in everyday life and that stress has come to characterize modern life (cf. Ross & Altmaier, 1994:1). This is also relevant to SAPS personnel, as daily challenges within law enforcement pressurize personnel to respond appropriately. However, if personnel are not equipped with basic knowledge of stress, their productivity can be impaired. People tend to ignore the real cause(s) of their stress. They sometimes even ignore the fact that they do experience stress. Therefore, the programme focuses on the variety of causes that do exist, assisting participants to determine what the causes of *their* stress really are. The participants often realize that what they experience as the main cause of their stress, is not necessarily the same for another persons. They are, therefore, made aware of the fact that each person's perception differs and that it should be respected.

After the definition and causes of stress are discussed with the group, they naturally ask the following question: 'How does stress affect me?' The participants are then assisted in clarifying the question whether stress is good or bad for a person. They usually come to the conclusion that stress can actually be good (motivational), but that if prolonged stress is ignored, it could have a detrimental physically and emotionally effect on them. Consequently, their behaviour will also be negatively affected.

The main purpose of part 1 is, therefore, to ensure that the participants are equipped with a basic knowledge of the nature of stress. This forms the basis of the next step in the programme presentation, viz. enabling them to draw up their own personal stress profile.

3.2.2 Part 2: My stress profile

In order to draw up a comprehensive stress profile, each participant receives a handout consisting of various checklists. These checklists are basically self-administered questionnaires and cover five issues. They are the individual's level of stress, the causes of their stress, their stress reactions, their personality type and a depression/anxiety checklist.

❖ Level of stress

The first checklist's aim is to determine the participants' levels of stress. The results of the checklist indicate to an individual whether his/her stress level is too high, satisfactory or too low. Participants are usually surprised at the outcome. Although some expect the results, most are unaware before completing the checklist what their level of stress was.

❖ Causes of stress

The purpose of the second checklist is to enable the participants to obtain an overview of the possible causes of stress in their lives. They are required to rate each stressor on a scale from "causing no stress" to "causing extreme stress". In terms of the checklist, causes are categorized according to:

- family stressors
- work stressors
- social and interpersonal stressors
- environmental stressors
- financial and legal stressors
- change stressors
- physical stressors.

❖ Stress reactions

In the third checklist, each participant has to determine his/her typical stress reactions. The checklist covers four types of responses viz.:

- physiological responses
- emotional responses
- cognitive responses
- behavioural responses.

When completing the checklist, participants are encouraged to reflect on the past year and not on how they reacted many years ago. The outcome of this exercise highlights for the participant the fact that certain behavioural traits they have accepted as a natural part of their lives, may in effect be stress-related reactions.

❖ Type A and B personalities

There are separate checklists to determine if a person has a Type A or Type B personality. Both cover the dimensions of sense of time, feelings of self-worth and generalized feelings. By completing the two checklists, participants become more aware of the Type A and B personality

traits that may form part of their own personality make-up. In describing these traits, participants often come to the conclusion that it is normal to display traits of one or both personality types. But a tendency towards either type increases or decreases stress-related behaviour. Type A personalities are especially more prone to stress-related illnesses (cf. Brehm, 1998:297-299).

❖ *Depression and anxiety*

Because untreated and prolonged stress commonly results in depression, participants were made aware of the symptoms of depression and that anxiety may overlap with depression. Checking whether symptoms of depression and/or anxiety are evident in participants' conduct enables them to do something about this condition.

The completion of all the checklists can be an emotionally and physically draining process. Therefore, the presenter creates a soothing and relaxing atmosphere by, for example, playing relaxing music. Participants are usually somewhat exhausted after this session. Therefore, at this point they take a "body break" during which refreshments are served. After the participants have had time to relax, a debriefing session is held where they can discuss their thoughts and feelings about this part of the programme. They are usually astounded by the nature of their stress profiles.

After completing Part 2, participants realize that, with the knowledge they have acquired regarding their experience of personal stress, the next step should be to learn more about techniques and strategies for dealing effectively with it. This topic is one of the core elements of the complete "Managing Stress Effectively" programme and will be discussed next.

3.2.3 *Part 3: Strategies for dealing with stress*

Participants usually show the greatest interest in learning more on how to cope with stress. Stress is, after all, an ongoing process that can be worsened by people's inability to control the problems that causes their stress or their reactions to these problems. After participants have completed their own personal stress profiles, it, therefore, becomes a natural progression to focus on the stress-coping strategies that would empower them with the strategy(s) that is most relevant to their personal situations.

There is a tendency in literature and programmes to only focus on a single stress management strategy or mechanism. These are often not relevant to the unique circumstances of SAPS personnel. The programme, therefore, exposes participants to a variety of strategies and techniques in order to enable them to choose the strategy(s)/techniques that will fit their personality and personal style of stress management the best. These strategies, which are contained in Part 3 of the programme, focus on emotional, physical, spiritual and mental well-being.

❖ *Physical well-being*

The aim of presenting this topic is to ensure that the participants are exposed to a variety of strategies/techniques that are beneficial to the physical management of stress. The areas that are highlighted include diet, rest and relaxation. The participants are encouraged to come up with as many practical ways as possible to improve their diet, to apply rest and relaxation techniques and exercises, to partake in sport activities and to utilize breathing/relaxation exercises. The programme

is especially successful in convincing participants to apply these techniques in the execution of their daily duties, whether they are on their way to investigate a serious crime scene or merely by doing their daily administrative work or even while attending a meeting.

❖ *Emotional well-being*

In covering emotional well-being strategies, emphasis is placed on emotional support, releasing emotions and emotional distance. In this regard, participants are encouraged to find practical ways to improve these facets of their lives. SAPS personnel do acknowledge that it tends to be difficult to deal effectively with the variety of emotions they do experience in the line of duty. The participants practice techniques which are relevant to improve emotional well-being and are often quite excited by the effect that it has on their mood/emotional stance.

❖ *Mental and spiritual well-being*

The third strategy concerns mental and spiritual well-being. Its aim is to encourage participants to adopt a positive attitude to life stance. This strategy is particularly helpful if a person tends to be worn-out by stress. Participants often make practical and relevant suggestions on how to adopt a positive attitude. Another strategy is to harbour realistic expectations. People must be aware of their personal needs, expectations and the reality, because they may knowingly or unknowingly harbour unrealistic expectations, which in itself can cause stress.

In the programme, the concept of self-management also receives attention. It enables a person to achieve balance in his/her life. The mental and spiritual well-being strategies epitomize self-management which is crucial in effective stress management. If a person cannot apply these strategies, he/she will be unable to manage his/her stress effectively.

Part 3 of the programme exposes the participants to a variety of stress management. By practising these techniques, they are enabled to select the most suitable techniques when compiling their personal stress management plan.

3.2.4 *Part 4: Personal stress management programme*

The final part of the programme is aimed at enabling participants to draw up their own personal stress management programme or plan. The reason for this practical focus is because, according to Murphy (1984) in Ross & Altmaier (1994:89), many of the current stress management programmes are nothing more than mere 'band aids' because they do not address the real problem of stress. Instead of waiting for employees to experience too much stress, a more proactive approach should be followed. In such an approach, the formulation of a personalised management plan is an imperative. The plan is thus a tangible tool in the hands of each participant.

In drawing up a stress management programme, each participant receives a handout with an outline of a tree on it. The tree has branches, but where the leaves are supposed to be, are little blocks representing all the possible causes of stress (as covered in the checklist in Part 2) that can occur in a person's life. Participants are required to complete a goal and action steps for each area that causes stress for them. In this regard, the results of Parts 2 and the techniques of Part 3 (strategies in dealing with stress) are utilized to draw up their personal stress management plans.

After completing the plan, each participant pledges to put the plan fully into practice. They have to display it in such a way that it also serves as a constant reminder, hopefully motivating them to persevere with the process of continually improving their stress management behaviour.

In conclusion, the MSE PCBP operates on the basis of a proactive approach. The purpose of letting employees participate in and practice stress management techniques/strategies during the presentation of the programme, is to expose them to experiential learning methods so that they can become comfortable with and committed to applying the techniques by themselves. It should also make it easy for them to compile their personal stress management programmes, knowing which techniques will possibly work best for them.

The format of the personal stress management programme ultimately provides an individualised, practical action plan for each participant. Many participants in the programme actually come back to provide feedback on the fact that they did change their stress management behaviour (with excellent results) by applying the techniques they had learnt and practiced during a SME workshop. The techniques they applied also proved to be applicable within their strenuous work environments. Anecdotal information, therefore, indicates that the programme does succeed in strengthening SAPS personnel to become resilient, productive and well-balanced employees.

3.3 THE PROGRAMME PACKAGE

All the material elements that are required for the presentation of the Managing Stress Effectively programme are contained in a single programme package. The package's contents are summarised in Table 1.

TABLE 1: THE CONTENTS OF THE PROGRAMME PACKAGE

NO.	SECTION	CONTENT OF SECTION
1.	The module	The module contains the comprehensive content of the programme The 'need to know' theory for the presenter is presented chronologically
2.	The presenter's guide	This section includes the title page, timetable, preliminary list and important matters to be discussed at the commencement of the presentation and the presenter's plan
3.	The presentation plan	This section provides guidance for the presenter on each part of the programme, including how the programme should be conducted, which training aids should be used, when and where the programme should be conducted and the time allocation
4.	The transparencies	The transparencies are numbered The presenter's plan indicates when and where to use the transparencies
5.	The handouts	The handouts are the questionnaire books that contain all the checklists that participants have to complete
6.	The workbook	Every participant receives a workbook The chronological framework of the programme is set out in the workbook Participants complete the workbook as the programme progresses

The contents of each section will be briefly looked at.

❖ *Section 1: The module*

This section contains the background information presenters need on the subject matter in question. Presenters are also encouraged to ensure that they understand the content and to also take responsibility for expanding their knowledge on the subject. The module contains a comprehensive overview of the applicable theoretical principles to ensure that presenters possess sufficient knowledge to present the programme successfully.

❖ *Section 2: The presenter's guide*

The presenter's guide covers the preliminary preparation that a presenter must make before commencing with the actual presentation. The preparation includes arranging the venue, arranging refreshments, ensuring the venue is accessible to physically disabled persons, ensuring the necessary training material is available, checking if the training aids are in a working condition, preparing the time table, drawing up a list of attendance and making photocopies.

❖ *Section 3: The presentation plan*

Section 3 contains a complete presenter's plan. It is essential that a presenter prepares thoroughly for the programme. The presenter's plan sets out how the programme should be presented, starting with the address of welcome, introductions, anecdotes and stories to break the ice, et cetera. The presenter's plan is constructed chronologically and includes directions regarding handouts, transparencies, exercises and activities. The presenter's plan helps to ensure the successful presentation of the programme.

❖ *Section 4: The transparencies*

All the transparencies that should be used in the presentation of the programme are numbered and placed in a separate section. These transparencies were developed professionally and assist a presenter in accentuating important aspects, to visually represent difficult concepts or to summarize a certain topic that is covered.

❖ *Section 5: The handouts*

This section is called the handouts but is actually a booklet containing all the checklists that the participants will utilize when completing their stress profiles. The booklets (handouts) are returned to the presenter, preventing unsupervised usage of the checklists.

❖ *Section 6: The workbook*

Section 6 is the workbook that every participant receives at the commencement of the programme presentation. This valuable tool covers the complete sequence of the programme and enables a participant to make notes on the content of each part of the programme that is presented/discussed.

In conclusion, each SAPS social worker that presents the programme receives a complete programme package. The programme, however, is copyrighted and stays the property of the SAPS Social Work Services.

It is imperative to align the complete Managing Stress Effectively Capacity Building Programme with stress-related theoretical principles as found in the literature. However, the uniqueness of the organisation also influenced the compilation of the programme. Nevertheless, Part 1(*the basic nature of stress*), 2 (*my stress profile*), 3 (*strategies in dealing with stress*) and 4 (*my personal stress management programme*) of the programme will now be aligned with the relevant theoretical principles.

4. PRINCIPLES UNDERLYING 'PART 1: THE BASIC NATURE OF STRESS'

Because there are many divergent opinions about the causes and nature of stress, the implications of the concept are thoroughly explored and defined at the beginning of the programme. No room is thus left for uncertainty which could negatively affect the planned overall purpose of the programme, namely to enable participants to compile personal stress management programmes.

4.1 DEFINING STRESS

Stress is a very difficult concept to define. In this regard, Ross & Altmaier (1994:1-2) state that "The term 'stress' is so ubiquitous that it is used as a noun when we talk about being under stress, as a verb when events are 'stressing' us and as an adjective when modern life has become 'stressful' while Williams (1994:13-14) is of the opinion that "stress is a confusing and imprecise term.". Many experts from different academic fields, for example, medicine, psychology and sociology, to name a few, also seem to differ from each other on the subject.

For the purpose of establishing an unanimous understanding of what is meant by the term 'stress', the well-known Selye's definition of stress is provided to participants at the beginning of the programme. He states that "Stress is the result of an imbalance between the level of demand placed on people, as they perceive it, and their perceived capability to meet the demands" (Selye, 1956:15).

The MSE PCBP is based on the premise that people tend to play an interactive role in dealing with stress. They often weigh up the demands of the situation in which they find themselves and appraise their own capability to meet these demands. Different people perceive a specific situation and the intenseness thereof differently. The same person can perceive the same situation as more or less intense in different circumstances. This interactional approach provides the most comprehensive view of stress management and runs like a golden thread through the programme.

The following questions often raised by participants are linked to the definition of stress: "Does stress influence performance? Is stress good or bad for you? and What causes stress?" According to Cranwell-Ward (1990:2-3), people tend to view stress as a negative aspect in their daily conduct. However, learning to manage stress effectively can be beneficial, because it will enhance energy levels, performance and self-development. The less stress a person experiences, the lower his/her performance, but the higher the level of stress, the better a person will perform. But ignoring continual high stress levels will have a detrimental effect on a person and cause his/her productivity to drop as he/she moves into a motion of distress (Jude, 1999:32-33). The conclusion made in the programme is that stress can be both good and bad, depending on how an individual experiences it and how knowledgeable an individual is of his/her personal experience and reaction to stress and stressful situations.

Although causes of stress can occur in different forms and spheres of a person's life, the programme mainly focuses on the job related causes of stress. This is especially due to the uniqueness of the organisation and its job requirements.

4.2 THE ORGANIZATIONAL CAUSES OF STRESS

The SAPS deals with many aspects of law enforcement. Apart from basic policing, the organisation renders various specialized services such as detective services, forensic analysis, murder and robbery studies, crime prevention and crime intelligence, as well as personnel and logistical services. The result is that police officials in the different units of the SAPS experience their own unique spectrum of stressors. The programme content, therefore, only focuses on the general causes of occupational stress, but allows for individualisation. Regarding the general causes of occupational stress, the views of especially Cohen *et al.* (2001:192-193) and Auerbach & Gramling (1998:213-218) are relevant to the organizational setting of the SAPS.

The first cause of occupational stress which Auerbach & Gramling (1998:213-214) discuss are the **factors intrinsic to the job**. Factors such as physical surroundings, physically unpleasant working conditions, level of noise, unpleasant smells, temperature, lighting and social isolation produce increased stress, physical problems and lower job satisfaction. Wainwright & Calnan (2002:27) argue that "virtually any adverse experience at work can be defined as a cause of work stress." The SAPS consists of a diverse group of experts or specialists that experience the stated factors in varying degrees of intensity in their work environment.

The second cause of occupational stress mentioned by Auerbach & Gramling (1998:218) and Cohen *et al.* (2001:193) is **uncertainty or ambiguity**. An employee may be uncertain about the job objectives and the expectations of his/her supervisor and colleagues regarding the individuals' responsibilities in achieving the organization's objectives. Measures such as performance evaluation plans can be introduced to address ambiguity regarding job objectives. However, change is an inevitable part of daily life and causes stress as a result of the uncertainty or ambiguity that accompanies it. Some people have a greater tolerance for ambiguity than others. Consequently, some people find the turbulent work environment of the SAPS stimulating and challenging, while the transforming organisation is a great source of uncertainty and ambiguity for others.

The third cause of occupational stress is **interpersonal relations** (Auerbach & Gramling, 1998:217). It is expected of police officials and civilian personnel of the SAPS to relate appropriately to colleagues and superiors, especially in view of the rank structure of the organisation. People who struggle to maintain sound relations with colleagues or with people in authoritarian positions, easily experience stress and often creates stress for others. This cause is especially relevant within the context of the MSE PCBP, as police officials need to trust and rely on each other. If they do not maintain sound relations, the consequences might be fatal for them, especially when they are on duty.

The fourth cause of occupational stress is **fatigue and overwork**. Stress can build up over a long period when a person tries to achieve too much in too little time, or does not use effective time management strategies. With regard to work overload, Cartwright & Cooper (1997:16) differentiate between quantitative work overload, that is when a person has too much work to do, and a

qualitative overload, when the work is too difficult for a person to execute. Both these types of overload are present in the SAPS with its approximately 132 000 employees that are expected to meet a wide variety of job requirements and above all serve the entire South African population, which is currently approximately 45 million people.

In conclusion, it became apparent that the MSE PCBP caters for a diverse group of employees and that the effect of the causes of stress are experienced so much deeper within an organisation such as the SAPS. It is inevitable that the causes of stress will affect people in different manners, the next point will cover the physiology of stress.

4.3 THE PHYSIOLOGY OF STRESS

The next subject, viz. the **physiology of stress**, naturally follows after the discussion on the causes of stress. This is especially due to the fact that, when participants realize what causes stress in their work life, they generally wonder how it affects them on a physiological level.

According to Auerbach & Gramling (1998:7), stress reactions can be determined on a behavioural, emotional and physiological level. People, however, tend to ignore these stress reactions. In the programme participants are, therefore, made aware of these reactions and how they relate to stress and the management thereof.

Both Cranwell-Ward (1990:58) and Posen (1995:10-11) are of the opinion that people react differently to stress. Some people respond positively with feelings of exhilaration and alertness, indicating that stress is positive to them, but some experience stress so negatively that it totally impairs their normal functioning. Ross & Altmaier (1994:59-60) also argue the importance of focusing on signs and symptoms of stress as a proactive strategy, assisting individuals to avoid stress if they become aware of events or symptoms that lead to a stress reaction in good time.

All the symptoms and signs of stress and reactions to stress are a normal, human reaction to a threat. According to Williams (1994:38-39), the main question is how a person manages this reaction in order to produce positive instead of negative outcomes. For the purpose of the MSE PCBP, reactions to stress are grouped in terms of emotional, physical and behavioural responses. The following discussion of each group or cluster of symptoms is based on the viewpoints of Williams (1994:38), Fineman in Newton (1995:122), Powell & Enright, (1990:20-21), Auerbach & Gramling, (1995:6-7) and Cranwell-Ward (1990:58-62).

❖ *Disruption of thought processes*

One of the warning signs of excessive stress is the inability to think clearly, that is, the disruption of thought processes. Specific examples range from a loss of concentration to indecision and loss of memory. These manifestations of stress have important implications for a person's overall effectiveness. The problem is exacerbated by a decrease in performance which causes more stress, and traps a person in a vicious circle (cf. Beech *et al.*, 1982:72).

❖ *Emotional reactions*

The way people respond emotionally to stress varies according to their personality make-up, early upbringing and life experiences. The Type A and B personality traits are especially relevant as well. Some people remain relaxed and easygoing, even when exposed to excessive pressure, whereas others manage to transform even a trivial problem into a practical disaster (Cranwell-Ward, 1990:62-63, Fineman in Newton, 1995:122).

❖ *Physical reactions*

Research has shown that chronic stress lowers resistance to illness which intensifies its impact (Cranwell-Ward, 1990:67). Some stress-related illnesses such as coronary disease are life threatening. Other physical effects of chronic stress are less severe. A person may experience non-specific pain or simply feel unwell in general. The impact of stress depends on the severity and duration of the pressure and a person's vulnerability. Most people have one or two weak spots in their bodies. Prolonged stress can trigger a specific physical response, depending on a person's point of weakness (Cranwell-Ward, 1990:68; Williams, 1994: 36-38).

❖ *Behavioural reactions*

Behavioural reactions include changes that can be observed and recognized more easily by others, as well as those of a more subtle nature. If a person is over-stressed, his/her behaviour, for example, avoiding contact with people, could suggest a desire to escape. This may manifest overtly in more subtle behaviour such as excessive eating or drinking as an attempt to console himself/herself (Williams, 1994:38).

In covering the physical, behavioural and emotional manifestations of stress, only the general warning signs of 'negative stress' are highlighted. Participants identify with these reactions quite easily and develop insight in the role that the physiology of stress plays in their lives. In order to individualise these signs, each participant is required to draw up their personal stress profile.

5. *PRINCIPLES UNDERLYING 'PART 2: MY STRESS PROFILE'*

Before participants can determine their stress profile, they first have to be exposed to the nature of stress and its effects on them as individuals, therefore topics such as defining stress, causes of stress and the physiology of stress were covered.

During the presentation of Part 2, my stress profile, participants are enabled to draw up a profile on their level of stress, the causes of their stress and their stress reactions. The checklists that are used for this purpose, as well as the theory on which they are based, will be discussed briefly.

5.1 *CHECKLIST 1: MY LEVEL OF STRESS*

The first checklist is especially based on the principle that certain life events causes change and increase an individual's susceptibility to stress-related illness. The purpose of this checklist is to indicate to participants how life events impact on their functioning. In the checklist, a certain value is attributed to each life event. If a participant finds that they have high life-change scores, it will be

an indication that he or she will be more likely than others to suffer from a stress-related illness (Powell & Enright, 1990:6-7; Williams, 1994:28) or other side-effects.

5.2 CHECKLIST 2: CAUSES OF STRESS

The checklist on the causes of stress was compiled from different sources. Because both functional (police officials) and civilian personnel participate in the programme, a variety of stressors are covered. They include those of an environmental, intrapsychic, interpersonal, organizational and family nature (cf. Koortzen, 1996:56), as well as typical policing environmental stressors (cf. Peltzer, 2001:52-55). It is important for the success of the MSE PCBP to ensure that personnel indicate the true causes of their personal stress and not project what they 'think' the causes of their stress are. They are, therefore, encouraged during the presentation of this part to be as truthful as possible and not blame others for their discomfort.

5.3 CHECKLIST 3: REACTIONS TO STRESS

The checklist on reactions to stress that is used in the programme is basically a combination of those of Ross & Altmaier (1994:142-143) and Cranwell-Ward (1990:58-61). The checklist covers four types of responses viz.:

- physiological responses
- emotional responses
- cognitive responses
- behavioural responses.

Participants are expected to indicate the intensity with which they experience the relevant stress responses. Not all responses are applicable to everyone, so they indicate those applicable to them.

5.4 CHECKLIST 4: TYPE A AND B PERSONALITY BEHAVIOUR PATTERNS

The checklists that would enable the participant to determine if he/she has a Type A or B personality, are included in the programme package. The reason for this is that a personality type does have an influence on stress-related behaviour patterns. It is, therefore, vital to determine if participants are Type A or B prone.

Research has proved that Type A personality behaviour patterns are directly linked to coronary morbidity (Cooper & Payne 1991:34-35). The identified behavioural patterns relating to a Type A personality are:

- an exaggerated sense of time urgency
- excessive competitiveness and achievement striving
- hostility and aggressiveness (Friedman in Cooper & Payne, 1991:35).

According to Powell & Enright (1990:13), people with Type B personality traits tend to be more relaxed, less hurried, and less inclined to compete. They are less likely to suffer from work overload and may not "push themselves" as hard as Type A person (Williams, 1994:48).

It is essential to incorporate this checklist in the MSE PCBP to convey the personality traits that can increase or decrease stress, especially taking into account the diverse work environment of SAPS and

the fact that most performance expectations of SAPS personnel are task orientated, pushing the human side on the background.

5.5 CHECKLIST 5: DEPRESSION AND ANXIETY

Calitz & Weyers (1998:33-34) argue that stress and anxiety can impair the social and occupational functioning of a person. A certain level of anxiety is quite normal and tends to be a common reaction to stressful events.

According to Cranwell-Ward (1991:65), a person could be suffering from depression if he/she experiences prolonged feelings of pessimism, despair and despondency. Identifying depression is a matter of degree. A person may have the occasional bout of 'the blues', but when this reaction occurs regularly the person may be depressed. A common feeling associated with depression is inadequacy, resulting in loss of self-esteem.

The MSE PCBP assists the participants to draw up a valuable profile of their experience of stress and the effect that stress has on them. The challenge here is to familiarize participants with a variety of stress management strategies/techniques, finding ways for them to be comfortable with these techniques and instilling in them an eagerness to use the strategies and techniques that suit their unique personalities and circumstances. Effective strategies for dealing with stress are discussed next.

6. PRINCIPLES UNDERLYING 'PART 3: STRATEGIES FOR DEALING WITH STRESS'

It is known that stress is not something a person can touch or see. Rather, it is a physical response that a person creates within himself/herself as a result of the way that person chooses to react to events and situations in his/her life. The only way to overcome this kind of mental response is through a stress management strategy that not only helps people change their attitudes and behaviour, but also helps them to bring their bodies back into a state of rest and balance through conscious relaxation.

Just as people can modify their behaviour and attitudes, it is possible to evoke the relaxation response through conditioning and habit formation. If a person has spent a lifetime conditioning himself/herself negatively, he/she will regard a stress response as the only 'normal' response to stress in nature. However, the relaxation response is just as natural and equally as sensitive to conditioning and habit formation as a stress response. The goal is to develop the ability to evoke the relaxation response so that it becomes instantly and automatically available to a person whenever it is needed (Goliszek, 1987:155-156).

Stress management strategies in the different dimensions are discussed with participants of the MSE PCBP. They are given an opportunity to practise these strategies, enabling them to apply them confidently in everyday life. The strategies dealt with in the MSE PCBP are as follows, starting with sustaining emotional well-being.

6.1 SUSTAINING EMOTIONAL WELL-BEING

Many people react emotionally to stress. They should adopt a strategy that helps to restore emotional well-being. Emotional well-being provides protection against excessive stress. Furthermore, emotions play a very important role in determining how a person will react to stressful situations. The MSE PCBP concentrates on three strategies for managing emotional well-being:

❖ *Releasing emotions*

People who do not fully express their feelings often become anxious, listless and troubled. Pent-up emotions do not disappear, but go underground and gnaw away at a person's well-being. People sometimes need the help of an experienced counsellor to vent buried feelings surrounding deep emotional pain. However, there is much a person can do himself/herself to release buried emotions. The principle is simple: A person should allow himself/herself to express deep feelings without inhibition (cf. Cranwell-Ward, 1990:103-104; Govender & Grundling, 1999:17).

❖ *Establishing emotional distance*

According to Cranwell-Ward (1990:104-105), adopting a strategy deriving from the ancient philosophy of Stoicism will help a person to rise above a situation, instead of reacting emotionally and becoming a part of the problem. The stoical approach requires a person to be less affected by the trials and tribulations of ordinary life. A person can do this by building an inner reservoir of peace within himself/herself and conditioning himself/herself to expect periodic setbacks. In terms of this approach, a person must see events like he/she would see the weather - sometimes it is sunny, sometimes rainy - and accept that this is how things are and always will be (Williams, 1994:112).

❖ *Emotional support*

An emotional support network at home and at work is like a suit of armour that helps a person to withstand excessive negative stress (Ross & Altmaier, 194:80). Cooper & Payne (1991:219-220) also state that people under stress tend to make an effort to recruit social support and research indicates that people with a low level of social support are prone to disrupted immune functioning.

Emotional support comes from having people around you who are positive and appreciative of your individuality and identity. Everyone has a need to be recognized and accepted for the person that they really are. True emotional support comes from being both known and loved (Posen, 1995:8). Support can be obtained by going to peer support groups, group meetings and pep talks where people have a common goal (Blank, 1996:156).

The MSE PCBP acknowledges that participants should be exposed to various activities that promote emotional well-being.

6.2 SUSTAINING PHYSICAL WELL-BEING

Various experts contend that by applying instant activity when stress occurs can be beneficial in relieving stress immediately. Humphrey (1986:54) states that Dr Richard Lazarus, a distinguished

psychologist from the University of California, reported that “being engaged in activity instead of remaining passive, is preferable in most individuals in most stressful situations and can be highly effective in reducing threat and distress.”

According to Humphrey (1986:57) and Posen (1995:3), the relaxation response can bring the body back to a healthier state when a person is overstressed. Therefore, an effective diet, relaxation and exercise plan will increase a person’s resilience towards stress that is experienced. According to Cranwell-Ward (1990:110), exercises can be incorporated into the work environment, ensuring a change of behaviour for stress relief. Beech *et al.* (1982: 54) state that an individual can benefit from practicing 20 minutes of relaxation daily. The ultimate goal for that individual is to use relaxation skills to control tension in any area of his/her life. Just as an individual learns (over a period of time) to become tense, so the process can be reversed and relaxation skills become habitual.

The programme includes a discussion on the value of proper diet and exercise in preparing people for dealing with stress, whatever its source. Many people who are under pressure fail to take care of themselves, generating a cycle that result in poor sleep, fatigue and a low tolerance for doing the tasks that would relieve the feelings of stress. Once recognized, the physical aspect of coping with stress is easily attended to (Humphrey, 1986:52-69).

When a person is physically fit, his/her body is able to counteract the demands placed upon it. The programme strives to provide participants with information on physical activities, diet, rest and exercise, assisting them to determine which activities are the most beneficial for them. Participants in the programme are assisted in working out a plan to reach physical well-being (Cranwell-Ward, 1990:110). Once the participants understand the value of physical exercise, they are eager to engage in physical activities.

6.3 SUSTAINING MENTAL AND SPIRITUAL WELL-BEING

The following strategies deal with mental and spiritual well-being that assists in sustaining inner strength:

- adopting a positive stance to life
- achieving inner balance by means of realistic expectations
- developing an organized approach to life by improving self-management.

❖ *A positive stance to life*

Some people adopt a negative stance to life. People usually make such decisions early in life when they feel that it is safer to be negative than positive. After all, if a person is negative then he/she cannot be disappointed easily. However, this negative approach is unsatisfactory. What begins as a protection mechanism results in a lifestyle which is a source of insidious and debilitating stress (Cranwell-Ward, 1990:116).

A positive stance is particularly helpful if a person tends to be negative. He/she will need to assess his/her current stance and consciously become more positive. Positive attitudes are life-enhancing and become self-fulfilling, leading to greater contentment (Williams, 1994:65-66).

❖ *Realistic expectations*

People need to adopt realistic expectations of themselves, their job and the people around them. Needs and desires are fundamental to the way a person's life evolves. People need to re-evaluate their needs and set more realistic expectations at different stages in their lives to enable them to deal with stress effectively (Williams, 1994:138-140; Posen, 1995:6).

❖ *Self-management*

If a person observes other people, he/she will realize that each person's perception of the concept 'time' differs. Some operate in a frenzy of activity, always time driven and never having any time to spare; others seem to do very little. The successful self-manager has learned to create time for work and for leisure, time for activity and for reflection. This strategy is useful for people who lack peace of mind because they are disorganized, overloaded or lack direction.

To achieve effective self-management, a person should consider the following strategies:

- Creating a clear overall plan by setting personal goals
- Drawing up action plans to convert goals into action
- Formulating a clear system of priorities, which includes proactive and reactive steps
- Using his/her time effectively by avoiding, for example, interruptions, procrastination and disorganization
- Delegating tasks, if necessary.

A great factor that wears a person down is not inherent in events that take place in his/her life, but in his/her mental interpretation of the events. Usually, a person can gain control over his/her emotions before acting by simply taking a few deep breaths. The deep breaths will quickly lower the level of circulating stress hormones and clear the person's mind so that he/she can plan what action to take. If a person tries to think and plan in an agitated state, he/she may impulsively rush into a more stressful situation. A person can find more lasting relief from stress by taking a timeout for five or ten minutes, isolating himself/herself for a short while or doing relaxation exercises (Cranwell-Ward, 1990:121).

These dimensions provide an excellent framework for any person to deal with his/her stress more effectively. The MSE PCBP strives to match a person's stress profile with stress management strategies which will suit him/her the best. Furthermore, participants are given the opportunity to practice stress management strategies in accordance with experiential learning techniques. Participation enhances experiential learning, that is, it provides an opportunity for individuals to engage in activities that lead to learning (Weil & McGill, 1989:195). A successful change of behaviour occurs when a person consistently applies the improved behaviour and experiences the result thereof, but too much change too fast can create unnecessary additional stress.

Part 1 to 3 covered all the information necessary for participants to enable them to compile their own stress management programme. The principles underlying Part 4 will now be highlighted.

7. PRINCIPLES UNDERLYING 'PART 4: MY OWN STRESS MANAGEMENT PROGRAMME'

The main purpose of the programme is to assist participants to draw up and implement their own stress management plan. Such a plan should consist of both goals and the action steps that will be followed to achieve these goals. Sometimes it is, however, better to work on one goal at a time, especially if it is large and complex in nature (Brehm, 1998:84).

According to Brehm (1998:84-85), stress management is a lifelong journey towards self-actualization and optimal well-being. Everyone is continually formulating and reformulating goals, observing themselves, dreaming up action plans for change and then assessing personal progress. It is a never-ending cycle of assessment, intervention and reassessment. If people look at this as an enormous chore, they are doomed. If people remember that wellness is a way of living, not a destination, only then will they be able to create an exciting journey for themselves (cf. Brehm, 1998:84-85).

Most behaviour is learned and can, therefore, be unlearned and replaced with desirable habits. One of the principles of the MSE PCBP is that the change in certain behaviour patterns is critical to stress management and can improve a person's stress tolerance (Goliszek, 1987:61). Stress management entails that a person should intervene in his/her own stress cycle. They should change the sources of stress, cope with problems more effectively, change the way they respond to stressors and improve their resistance to stress by building a meaningful and healthful lifestyle. (Brehm, 1998: 80-81).

Effective stress management programmes exhibit certain traits (cf. Auerbach & Grumling, 1998:164). The first is a focus on prevention. Prevention in stress management involves behavioural techniques to preclude stressors from occurring, helping persons to lower the damage if certain stressors occur (Auerbach & Grumling, 1998:164-165). Murphy (1998:52-56) describes another trait that is found in the US Army combat unit's stress management programme. It entails that "participants identify their own stress levels, based on reflection on their personal experiences, causes of stress, and individual reactions to stress. Participants in the programme formulate action plans, enabling them to manage future stress" (Murphy, 1998:52-56). The same trait is also found in a programme that is described by Kantor *et al.* (1997:17) which enables clients to identify their own levels of stress, the sources of their stress, and to proactively plan and implement a way to deal with stress. The Managing Stress Effectively programme of the SAPS exhibits the same traits that are found in other successful programmes, although the sequence of issues that are covered might differ.

8. PRINCIPLES UNDERLYING THE PRESENTATION OF THE PROGRAMME

The effectiveness of a personnel capacity building programme does not only depend on the programme itself, but also on the competence of the presenter. It especially requires a fair amount of knowledge regarding the subject matter, the programme contents, the learning process, and the relevance of the programme. The principles that form the basis of some of these requirements will be discussed briefly.

8.1 THE PRESENTER

The primary role of the presenter is to guide each participant through the process of learning. A good presenter must especially understand what goes on during each phase and facilitate the learning process accordingly (SANDF, 2002). In the case of the stress management programme where adults form the target group, presenters must be able to operationalize at least the following principles of adult learning:

- People learn best when they can devote most of their energy to the learning
- People learn best when the learning is attended by positive satisfaction, that is, when it is successful and rewarding
- People learn best when they are actively involved in the learning process
- People learn best if the content is meaningfully presented (SANDF, 2002:8/2).

8.2 THE LEARNING PROCESS

The stress management programme basically adheres to principles contained in the model of the four-stage learning cycle (cf. Osland & Colb, 2001:42). This process, also known as Kolb's learning cycle (Hardingham, 1998:148-149), consists of the following stages:

- concrete experience is followed by
- observation and reflection, which lead to
- the formation of abstract concepts and generalizations, which lead to
- hypotheses to be tested in future actions, which in turn lead to new experiences.

In order to be effective, the process must enable participants to create, acquire and transfer knowledge, and to reflect on the new knowledge and insights they have gained (cf. Osland *et al.*, 2001:43). They must understand how people generate the concepts, rules and principles that guide their behaviour in new situations and how they modify these concepts to improve their effectiveness.

The learning cycle model is, to a large extent, operationalized in the stress management programme. It exposes participants to a sound knowledge base, enabling them to identify their personal stress profiles. Through the practical application of stress management strategies and techniques, they are also empowered to apply these mechanisms in their daily lives.

8.3 THE LEARNING CONTEXT

A third important determinant of the effectiveness of any personnel capacity building programme is the context within which it is presented. On the one hand it involves the 'concrete' context such as the quality of the learning material, the effectiveness of the teaching media and the suitability of the venue. On the other hand it has to do with the relevance of the issues that are addressed.

The mere fact that a programme has been developed and presented does not necessarily make it a relevant intervention instrument. It is, therefore, important to take cognisance of a recent review of research into interpersonal skills training conducted by an Oxford psychologist, Michael Argyle (Hardingham, 1998:135). He cited various pieces of research that showed that such training of managers, supervisors and other staff significantly increased productivity and sales for companies, raised job satisfaction and reduced absenteeism. It is, however, still an unanswered question

whether the Managing Stress Effectively Personnel Capacity Building Programme had the same effect on SAPS personnel. This issue will be addressed in the next article.

9. CONCLUSION

As was the case with personnel capacity building programmes in general, the stress management programme was developed to fulfil unmet needs in the SAPS and to correct certain deficiencies in its social work services. Its ultimate goal was to improve the well-being of all SAPS personnel, ensuring that they are fully equipped to deal with and become resilient to many daily challenges.

From an analysis of its content and presentation guidelines, it became clear that the programme was well-conceived and that it complied with the principles contained in available theory. It ought, therefore, to contribute significantly to improved SAPS personnel's productivity and professional service rendering to the communities of South Africa.

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ARTICLE 2

Williams, H M & Weyers, M L

THE EVALUATION OF THE “MANAGING STRESS EFFECTIVELY” PERSONNEL CAPACITY BUILDING PROGRAMME OF THE SOUTH AFRICAN POLICE SERVICE

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ABSTRACT

Background: *In view of the restructuring of the South African Police Service in 1996, as well as other factors, Police Social Work Services decided to broaden the scope of its services to include proactive, capacity building interventions. This resulted in the development of 15 personnel capacity building programmes by 1999. The need arose for a comprehensive impact assessment of these programmes and the Evaluation of Personnel Capacity building Programmes (EPCBP) study was subsequently launched in 2001. The evaluation of the Managing Stress Effectively Capacity Building Programme formed part of this research.*

Aim: *The primary aim of the study was to determine the effect of the Managing Stress Effectively Programme on SAPS personnel's knowledge, attitude and behaviour.*

Method: *In the research, a comparison group, a pretest and posttest design and triangulation were used. Six measurement scales and a presenter's evaluation questionnaire were developed and used. The research involved 327 experimental group respondents, 57 comparison group members and 32 presenters.*

Results: *The programme had a significant effect on the respondents' behaviour and changed their personal and professional lives in a very positive manner.*

1. INTRODUCTION

The need for personnel capacity building programmes in the South African Police Service (SAPS) arose from two factors. The first was the SAPS policy documents and reports that emphasised the importance of the empowerment of personnel to render an effective service within the context of a changing organization and community. After April 1994, this change formed part of the organisation's new focus on a proactive, client-centred service to the community (cf. Stevens & Yach, 1995:6). The second factor was the high prevalence of social problems among personnel. These problems could not be dealt with cost-effectively with the available social workers and predominant approach. Consequently, an alternative had to be found to the therapy centred service delivery paradigm that had been prevalent previously.

As the result of the identified needs, various personnel capacity building programmes were developed and implemented by Police Social Work Services (where applicable abbreviated by PSWS) from 1999 to 2001. This led to the start of the Evaluation of Personnel Capacity Building Programmes (EPCBP) research project in 2001. The research pertaining to the Managing Stress Effectively programme formed part of this project. In order to put this part of the research into perspective, three issues will first have to be addressed. They are the background of the

development of the programme, important aspects of the programme and the research procedure that was followed to measure the outcomes and the quality of the presentation of the programme.

2. BACKGROUND AND DEVELOPMENT OF THE PROGRAMME

As a result of restructuring in the SAPS and changes to certain of its policies, an external research consultant, Ask Africa, was requested to conduct extensive research into the nature of social work services in the organisation (Stutterheim & Moruane, 2002:172). The main aim was to determine the personnel's service delivery needs, as well as police social workers' perceptions of these needs. Ask Africa also had to draw a comparison between these two sets of expectations. The research was conducted in 1997 and the final report presented to the SAPS in 1998 (Ask Africa, 1997). The research results clearly showed a need for both reactive (therapeutic) and proactive (capacity building programmes) social work services.

Various priority areas were identified. These included: stress, substance dependency, financial problems and personnel conflict/cooperation (Ask Africa, 1998:28). The relevance of these areas was borne out by statistics kept by Police Social Work Services (PSWS) (cf. PSWS, 2001). It was, therefore, decided at a PSWS national conference held in September 1999 that the priority areas should be addressed by the development and widespread implementation of personnel capacity building programmes (PSWS, 1999:2).

For the development of the programmes, various project teams were established. Each team consisted of social workers representing every SAPS province and their task was to evaluate best practices and come up with standardized capacity building programmes. They produced six comprehensive programmes respectively titled "Managing Stress Effectively", "Substance Dependency", "Be Money Wise", "HIV/AIDS Awareness", "Colleague Sensitivity" and "Life Skills" (covering subjects such as self-knowledge, conflict management, anger management, assertiveness, planning of goals and problem-solving). A start was immediately made with the implementation of these programmes.

In 2001 it was decided to undertake a comprehensive research project to determine the impact of the programmes on all of the organization's personnel. It thus had to include staff that had been appointed in terms of both the South African Police Service Act (Act No 68 of 1995) and the Public Service Act (Act No 103 of 1994). The latter mainly covers employees rendering support services (logistics, finances, administration, etc.) that have not been trained as police officials but, due to the fact that they work in a police environment, are also subjected to specific types of work related stress.

The specific aim of evaluation of the Managing Stress Effectively PCBP was to determine the programmes' impact on personnel's knowledge, attitudes and behaviour. It had to focus especially on behavioural change due to the fact that this type of change is the primary purpose of this particular programme. Before the research design and procedure used for this purpose is explained, a more in-depth look will first be taken at the contents and presentation of the programme.

3. NATURE OF THE “MANAGING STRESS EFFECTIVELY” PROGRAMME

The need for a stress management programme in the SAPS can generally be attributed to the fact that police work is often extremely stressful and that police officials tend to suffer from a variety of stress-related physiological, psychological and behavioural effects (McCraty *et al.*, 1999:1-3). McCraty *et al.* (1999:1-3) argue that particular attention should be given to occupational stress in policing, as its potentially negative consequences affect society in more direct and critical ways than in most other organizations. Officers operating under severe and chronic stress may well be prone to making mistakes, causing accidents and overreacting and in this way, compromising their professionalism and jeopardising public safety. It was, therefore, crucial to determine whether the “Managing Stress Effectively” PCBP had a positive effect on police personnel or not.

In the development and testing of the programme, it was important to acknowledge the fact that just about any work situation could be a potential source of stress. It was also taken as a point of departure that an employee’s response to job-related stress could be either negative or positive, depending on how they elect to perceive and interpret stress and ultimately choose to deal with it (Goliszek, 1987:65). The programme was, therefore, designed to be as broad-based and all-inclusive as possible.

The Managing Stress Effectively programme is divided into four parts. They are the following:

- Part 1 focuses on defining stress, the physiology of stress and the causes of stress
- Part 2 enables individuals to compile their personal stress profile
- Part 3 focuses on the various strategies/techniques to be used in dealing with stress effectively
- Part 4 deals with the participant designing his/her personal stress management programme.

Due to its comprehensiveness and nature, a police social worker first has to undergo thorough training before being allowed to present the programme. Issues that are covered include the theory on stress, the programme plan and the procedure to be followed in its presentations. The programme runs over two working days and is preferably presented to no more than 20 people at a time.

The contents and main teaching activities of the programme are summarized in Table 1.

TABLE 1: THE THEMES AND PRESENTATION OF THE MANAGING STRESS EFFECTIVELY PCBP

SUBJECT	METHODS
Part 1: What is stress? • Defining stress • The physiology of stress • The causes of stress	<i>Small group activity:</i> Symbolic drawing of the definition of stress <i>Small group activity:</i> Body drawing, indicating all the stress reactions on a physical, emotional and behavioural level <i>Group discussion</i> on the causes of stress and whether stress is either good or bad for you

Part 2: Compiling your personal stress profile	<i>Individual activity:</i> Completing checklists regarding personal level of stress, personal causes of stress, personal reactions to stress, type A & B personality, depression and anxiety
Part 3: Different strategies and techniques for dealing with stress effectively	<i>Group activities:</i> Demonstrations, role-plays, breathing exercises <i>Individual activity:</i> Progressive muscle relaxation exercise, visualisation
Part 4: Completion of a personal stress management action plan	<i>Individual activity:</i> Completing personal stress management action plan on a given format.

The purpose of the Managing Stress Effectively programme is to expose participants to different techniques, exercises and strategies relating to effective stress management. It enables them to discover and practise the stress management activities and then design their personal stress management plan or programme. This plan is a visible and tangible form of commitment towards changing or improving their stress management behaviour.

The specific procedures that were followed to ascertain the programme's effect will be discussed next. In this regard, the focus will be on the research design and procedures.

4. RESEARCH DESIGN AND PROCEDURE

The research was targeted at the total South African Police Service (SAPS). Male and female personnel from the various racial groups in all ranks/positions in all ten provinces (Head Office is also an SAPS province) were included in the study.

4.1 AIM AND OBJECTIVES

The primary aim of the study was to determine the effect of the Managing Stress Effectively PCBP on the knowledge, attitudes and behaviour of SAPS personnel.

In order to achieve this aim, three objectives were pursued. They were:

- to measure the "Managing Stress Effectively" PCBP's *effect* on SAPS personnel's knowledge, attitudes and behaviour
- to determine the *influence* that the *quality of the presentation* of the programme had on its impact
- to formulate *guidelines* for improving the programme and its presentation.

4.2 RESEARCH DESIGN

In the empirical research, a comparison group pretest-posttest design was used. This is an equivalent of a classical experiment, but according to Fouche & De Vos (1998:132), without the "random assignment of subjects to the groups". It is deemed the most appropriate design because it makes it possible to statistically determine the effect of programmes in circumstances where it is not possible to comply with all the prerequisites of a classical experiment (cf. Bailey, 1994:236-7; Cohen, 1977; Strydom, 1999:110).

4.3 PROCEDURE

The research procedure consisted of four basic steps. They were a literature study, the designing and testing of the measuring instrument, the measurement of the effect of the Programme and analysing and interpreting the data.

4.3.1 Step 1: Literature study

An extensive literature study was conducted into (1) the qualities, features and requirements of stress management, (2) the generic attributes of capacity building programmes and (3) the attributes of impact analysis. The available policy documents of the South African Police Service regarding capacity development, community service rendering, as well as community policing were also covered. The resources utilized included SAPS documentation, books and magazines of both South African and international origin. Other relevant resources such as the Internet and literature from related areas such as management, community policing, criminology, education, sociology and psychology were also studied.

4.3.2 Step 2: Design and testing of measurement instruments

Three types of questionnaires were used in the research. They were a KAB questionnaire, a presentation evaluation questionnaire and a presenter's evaluation questionnaire.

The four KAB questionnaires, which were designed by the researcher, were based on the unique contents of the programme, as well as relevant theory. They comprised of a pretest and a posttest questionnaire for both the experimental and the comparison groups. Each consisted of 12 mostly closed and Likert-type questions that were specifically aimed at measuring the respondents' knowledge, attitudes and behaviour (KAB). In the case of the posttest questionnaire for the experimental group, four items were added to enable the respondents to evaluate the contents of the programme.

Before the start of the empirical research, the KAB-questionnaires were first tested during three consecutive pilot studies. These studies were done in Soweto, Krugersdorp and Pretoria. They were structured in such a way that the male and female respondents were from different racial groups and rank/position levels and represented different urban and rural settings. After each pilot study, questions were adapted and changed until the measurement package showed acceptable levels of validity and reliability.

The presentation evaluation questionnaire was developed by the ECPBP research team. It was based on the evaluation instruments that were contained in the programme, as well as those of various training institutions (cf. Academic Services, 2000) and theoreticians (cf. Kirkpatrick, 1998:26-28). The instrument consisted of 31 items and focused on the respondents' experience of the presenters and their presentation skills, as well as the learning experience, the relevance of the programme and the presentation context. By using the Cronbach's alpha coefficient (Jackson, 2003:42-3; Gravetter & Forzano, 2003:391) during piloting, it was ascertained that the instrument had a high reliability factor.

A third questionnaire was also included that had to be completed by the presenters after they had presented the programmes. It enabled presenters to rate their own performance, preparation and use of training aids. It also gave them the opportunity to make recommendations, to specify the themes that could be dropped from or added to the programme and to identify the material that was most and least helpful in the presentation. Because this questionnaire was based on the presentation evaluation questionnaire, there was no need to pilot test it beforehand.

4.3.3 Step 3: Measurement of the effect of the “Managing Stress Effectively” programme

The main empirical study commenced once the results of the pilot-testing phase had been analysed and the questionnaires had been finally adjusted.

During the main study, the various experimental groups were identified and mobilized. The respondents completed a KAB questionnaires directly before and after the intervention (the independent variable) took place. Afterwards, the respondents also completed the presentation evaluation questionnaire and the presenters also had the opportunity to complete the presenter’s evaluation instrument.

4.3.4 Step 4: Analysing and interpreting

The fourth step entailed the analysing and interpreting of all the data.

4.4 THE RESEARCH GROUP

A total of 4 303 participants were involved in the overall EPCBP research project. It consisted of 3 437 respondents for the experimental groups, 720 respondents of the comparison groups, and the 146 social workers who had presented the programmes. The participants represented 3,25% of the workforce of the SAPS, which totalled 132 482 at the time. This is more than the required minimum sample size of 1% to 2% recommended by Stoker (in Strydom & De Vos, 1998:102). All the SAPS personnel in South Africa who attended the programmes from 3 February 2003 to 28 May 2003 formed part of the experimental groups. The different provinces were also requested to simultaneously submit comparison groups to the equivalent of the pretests and posttests. As the comparison groups were relatively small, basic guidelines were provided for the rank, gender and race composition of these groups. These guidelines were based on the personnel profile of the SAPS at the time. Because it was impossible to form the comparison groups randomly, they could only be viewed as the result of an availability sample.

In order to make both the experimental and the comparison groups as representative of the total SAPS population as possible, four main criteria were used. They were rank/position, race, gender and province. By using province as a criterion, it was possible to ensure that attributes such as language distribution; geographical location (deep rural, semi-rural, rural, urban, historical background) and different sections of the organisation would also be covered.

Note must be taken of the fact that SAPS consist of personnel appointed in terms of both the South African Police Service Act (Act No 68 of 1995) and the Public Service Act (Act No 103 of 1994). The personnel appointed in terms of the Police Service Act are at ten different rank levels, ranging

from constable to the rank of national commissioner. For the purposes of the research, the ranks of constable, sergeant and inspector were dealt with separately, as they had distinctive training needs. The other ranks, from captain onwards, were combined into one category, namely officers. This distinction was drawn mainly because these ranks form part of the managerial cadre. For the purposes of the study, all the Public Service Act personnel were initially clustered into only one category. No distinction was, therefore, drawn between the 40-odd post levels and types that they could be divided into.

In the evaluation of the Managing Stress Effectively program, the experimental and comparison groups respectively consisted of 327 and 57 members. The composition of these groups in terms of rank/post, is contained in Table 2.

TABLE 2: A PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF RANK

GROUPS	CONSTABLE	SERGEANT	INSPECTOR	OFFICERS	CIVIL ACT PERSONNEL	NOT DETERMINED	TOTAL (n) ¹
Experimental group	23 (7.10%)	43 (13.27%)	117 (36.11%)	37 (11.42%)	103 (31.80%)	1* (0.31%)	324 (100%)
Comparison groups	0	8 (14.03%)	28 (49.12%)	7 (12.28%)	14 (24.56%)	-	57 (100%)
Total SAPS population	13936 (10.52%)	17478 (13.19%)	56671 (42.78%)	15008 (11.33%)	29304 (22.11%)	85* (0.06%)	132482 (100%)

*Undetermined: Unspecified ranks/ posts on data basis

The composition of both research groups were generally in line with that of the total SAPS population. There were, however, two notable deviations. In number of inspectors were lower in the experimental and higher in the comparison group than the norm and no constables were included in the comparison group. From the analysis of the data it did not seem as though these deviations had any marked negative impact on the outcome of the research.

The race and gender distribution of the experimental and comparison groups, as well as that of the total SAPS population, is contained in Table 3.

¹ The total (n) may vary depending on the total number of respondents that completed each question/item on the questionnaires.

TABLE 3: A PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF RACE AND GENDER

GROUPS	BLACK MALE	BLACK FEMALE	COLOURED MALE	COLOURED FEMALE	WHITE MALE	WHITE FEMALE	INDIAN MALE	INDIAN FEMALE	TOTAL (n) ²
Experimental group	126 (39.62%)	69 (21.70%)	20 (6.29%)	27 (8.49%)	32 (10.06%)	37 (11.64%)	6 (1.89%)	1 (0.31%)	318 (100%)
Comparison groups	17 (31.48%)	3 (5.56%)	6 (11.11%)	2 (3.70%)	10 (18.51%)	15 (27.78%)	1 (1.85%)	-	54 (100%)
Total SAPS population	63466 (47.91%)	17150 (12.95%)	9006 (6.80%)	4392 (3.32%)	20429 (15.42%)	12753 (9.63%)	3516 (2.65%)	1343 (1.01%)	132482 (100%)

The distribution of race and gender compared relatively well with that in the entire SAPS population. However, it seems that white males and females, as well as coloured males, were overrepresented and black females were underrepresented in the comparison groups. The possibility that this may affect the outcome of the research was investigated. It was found that the programme does not discriminate between the genders and race groups and that it can be presented to all SAPS personnel.

The final primary criterion that was used to determination of the representivity of the experimental and comparison groups, were the provinces from where the respondents originated. The results, together with the total number of presenters, are summarized in Table 4.

TABLE 4: A PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF PROVINCES

PROVINCE	TOTAL PERSONNEL IN EXPERIMENTAL GROUP	%	TOTAL PERSONNEL IN COMPARISON GROUPS	%	TOTAL PRESENTERS	%
Gauteng	24	7.43	6	10.71	6	18.75
Western Cape	30	9.29	5	8.93	3	9.38
Eastern Cape	31	9.60	6	10.71	2	6.25
Northern Cape	24	7.43	5	8.93	1	3.13
Kwazulu-Natal	27	8.36	5	8.93	7	21.88
Freestate	34	10.53	6	10.71	2	6.25
Northwest	45	13.93	5	8.93	6	18.75
Limpopo	29	8.98	5	8.93	2	6.25
Mpumalanga	27	8.36	5	8.93	1	3.13
Head Office	52	16.10	8	14.29	2	6.25
TOTAL	323	100	56	100	32	100

The results indicated that the total number of respondents of both the experimental and comparison groups were relatively representative of the total population of each province. The indication is that

² The total (n) may vary depending on the total number of respondents that completed each question/item on the questionnaires.

national coverage and the inclusion of respondents in the research were representative of the entire population of the SAPS in South Africa.

The data collection instruments will now be discussed in more detail.

4.5 DATA COLLECTION INSTRUMENTS

Standardized questionnaires/measurement instruments could not be used for the research owing to the uniqueness of the programme. Consequently, entirely new measurement instruments had to be developed and standardised during the pilot studies and the main research. This process proved to be extremely difficult and was not successful in all respects. Although all the scales had a satisfactory reliability coefficient, it was found during data analysis that some were formulated in such a way that they could not measure change effectively. In these cases it was not possible to prove that change actually took place or not (cf. Elmes *et al.* 2003:59-60, 144-5; Zechmeister & Posavec, 2003:194-7). Triangulation was employed to ensure that deficiencies of this kind were dealt with.

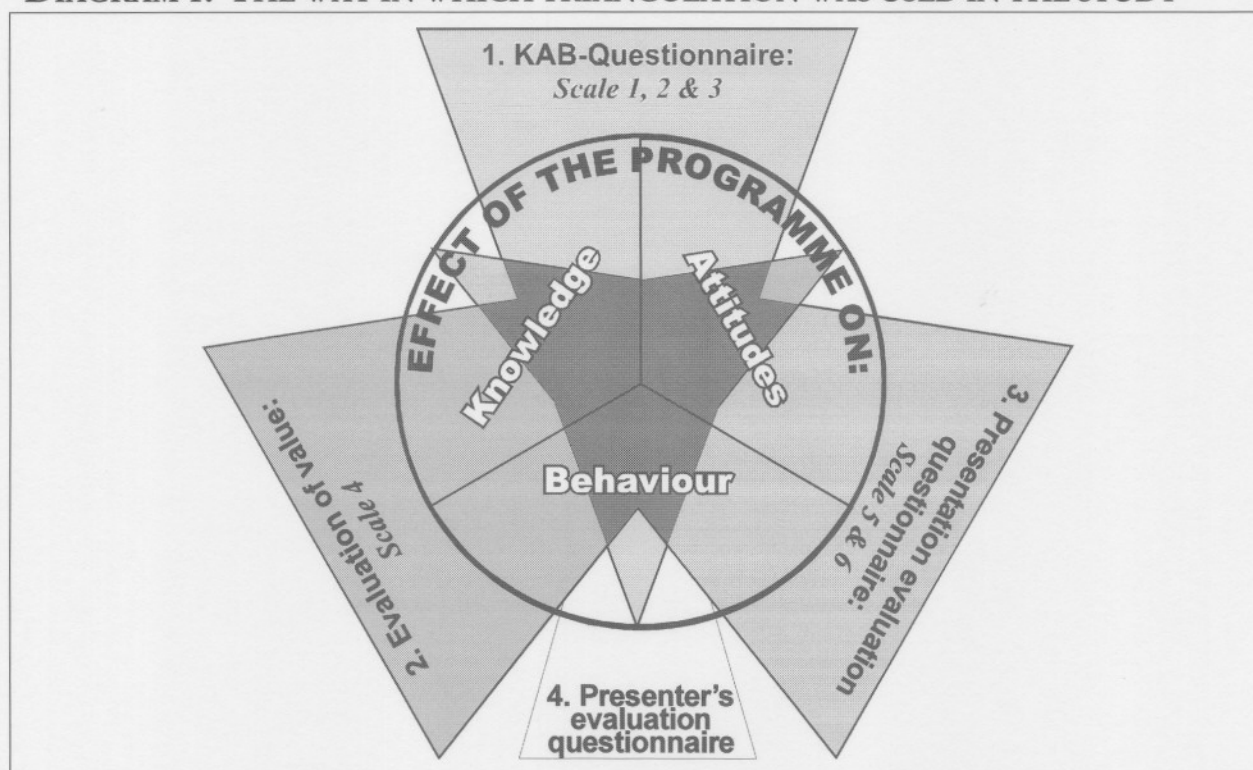
The following definition of triangulation by Hilton (2003) was used as a starting point for the purpose of this research: "Triangulation in research refers to the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct." In this case, the so-called "intra-method" (Sarantakos, 1998:186) or "within-method" (Bryman, 2003) of triangulation was used. It entailed the use of multiple instruments to measure the same phenomenon, viz. the different types of changes that the programme brought about (cf. Mark, 1996:220; Patton, 2002:556, 559-560). The purpose was "[to] capture a more complete, holistic and contextual portrayal and reveal the varied dimensions of a given phenomenon" (Hilton, 2003), and to test the constancy of measurement (Patton, 2002:248).

In the research, the within-method was basically applied by using three primary measurement instruments. They were:

- the KAB questionnaire with its three primary scales (completed by both the experimental and comparison groups),
- the value scale (formed part of the posttest KAB questionnaire that was completed by the experimental group only) and
- the programme significance scale (formed part of the presentation evaluation questionnaire that was only completed by the experimental groups).

The presenters' evaluation questionnaire was only used as a secondary measurement instrument and was thus not subjected to the same high-level statistical analysis as in the case of the others. The fit between the different questionnaires and scales is portrayed in Diagram 1.

DIAGRAM 1: THE WAY IN WHICH TRIANGULATION WAS USED IN THE STUDY



4.5.1 The KAB questionnaires

KAB or KAP (Knowledge, Attitudes and Behaviour or Practices) analyses are used quite widely in education-oriented research in fields such as health, educational, economics, social marketing and social developmental (Berger *et al.*, 1994; Mitchell & Kaufman, 2002; Donati *et al.*, 2000; WPDCE, 1999; Weinreich, 1999). Their use is, however, still scarce in the field of social work. This type of research is based on the premise that human functioning can be divided into three interrelated but not necessarily linearly dependent dimensions. They are the cognitive (thinking), the affective (feeling) and conative (behaviour/doing) dimensions (Thompson, 2002:xvii).

A number of studies have indicated that a change in one dimension does not necessarily bring about a change in another dimension (for example, an increase in knowledge does not necessarily change attitudes), or the accomplishment of change in one dimension (for example, attitudes) is not necessarily a prerequisite for change in another dimension (for example, behaviour) (Akade, 2001: 248-251; McCann & Sharkey, 1998: 268-9; Elkind, 1993:17). Some researchers also find it necessary to divide behaviour into certain categories or types such as skills, role acceptance, customs and especially, practices (Babbie, 2001:275-7; WPDCE, 1999:16).

In the research, the programme content and available literature were used to develop KAB questionnaires that consisted of two sections. The first section consisted of 12 questions that dealt with the participants' knowledge, attitudes, and existing/intended behaviour. Its structure and focus are summarised in Table 5.

TABLE 5: THE COMPOSITION OF THE KAB QUESTIONNAIRES

<i>DIMENSION</i>	<i>SCALE NO.</i>	<i>FACETS THAT WERE MEASURED</i>
Knowledge	Scale 1	☐ Knowledge of stress
Attitude	Scale 2	☐ Attitudes regarding stress
Behaviour	Scale 3	☐ Stress related behaviour
	Scale 4	☐ Value of the programme

The questionnaires were made up of closed questions (e.g. true or false) and Likert-type questions (e.g. strongly disagree, disagree, agree, strongly agree) (cf. Jackson, 2003:61). They were formulated in such a way that they would determine the respondents' existing (in terms of the pretest) and newly acquired (in terms of post-test) knowledge, attitudes and behaviour. The questionnaires were, in the case of the experimental groups, administered immediately before and directly after the presentation of the programme. Simultaneously, comparative questionnaires were administered to the comparison groups. This made it possible to discount any environmental influences when determining the effect of the programme (intervention/independent variable) on the experimental groups.

A second section was added to the post-test questionnaire that was administered to the experimental groups. It consisted of five questions whereby the respondents could evaluate the overall value of the programme and the value of each of the four parts of the programme. In the text this data will be referred to as Scale 4.

4.5.2 The presentation evaluation questionnaire

A presentation evaluation questionnaire was developed for the whole EPCBP research project. It was based on a literature study as well as an analysis of existing measurement instruments. The questionnaire was tested and standardised during the piloting phase of the research. It consists of 31 questions and was divided into six sections (see Table 6).

TABLE 6: THE COMPOSITION OF THE PRESENTATION EVALUATION QUESTIONNAIRES

<i>SECTION</i>	<i>FACETS THAT WERE COVERED</i>	<i>QUESTIONS</i>
Section 1	Evaluation of the presenter	☒ Question 1 to 5
Section 2	Evaluation of the presenter's presentation skills	☐ Question 6 to 10
Section 3	Evaluation of the learning process	☐ Question 11 to 17
Section 4	Evaluation of the context within which the programme was presented	☐ Question 18 to 21
Section 5	Evaluation of the relevance of the programme (<i>Scale 5</i>)	☐ Question 22 to 27
Section 6	General (<i>Length of the programme, tempo of presentation, balance between presentation and group participation, language which was used the most in the presentation</i>)	☐ Question 28 to 31

The respondents of the experimental groups completed the relevant questionnaire immediately after the stress management programme had been presented. The aim of sections 1 to 4 and 6 was to

determine the extent to which the nature and quality of the presentation influenced the effect of the programme. Section 5, which formed part of the triangulation of measurements, determined the relevance of the programme and is referred to as Scale 5.

4.5.3 *The presenter's evaluation questionnaire*

Each social worker that presented a programme was requested to complete the presenter's evaluation questionnaire. It enabled them to evaluate their own presentation abilities or skills and the relevance of the programme and to make recommendations regarding the improvement of the programme (see Table 7). The questionnaire was based on the presentation evaluation questionnaire and comparisons could, therefore, be drawn between the two sets of data.

TABLE 7: COMPOSITION OF THE PRESENTER'S EVALUATION QUESTIONNAIRE

SECTIONS	FACETS THAT WERE COVERED	QUESTIONS
<i>Section 1</i>	Self-evaluation (of knowledge, enthusiasm, capability to create participation by attendees, explain difficult material and to relate according to knowledge-base of attendees)	☐ Question 1 to 5
<i>Section 2</i>	Self-evaluation of presenter's presentation skills	☐ Question 6 to 10
<i>Section 3</i>	Evaluation of the learning process	☐ Question 11 to 17
<i>Section 4</i>	Evaluation of the context within which the programme was presented	☒ Question 18 to 21
<i>Section 5</i>	Evaluation of the relevance of the programme	☐ Question 22 to 27
<i>Section 6</i>	General (Length of the programme, tempo of presentation, balance between presentation and group participation, language which was used the most during the presentation, subjects that need to be added or taken away, aspects that need more attention, elements of the programme that were the most/least of value and explanatory notes)	☐ Question 28 to 36

4.6 PROCEDURES AND FORMULAS USED IN DATA ANALYSIS

All the data collected by means of the triangulation of measurements were analysed in conjunction with the Statistical Consultation Services of the Potchefstroom University for CHE and with the aid of the SASS computer package (SAS Institute Inc., 1999). Before the data as such could be analysed, it was firstly necessary to determine whether the measurement scales were reliable, secondly whether the questions were valid and thirdly, if the scales were able to measure change. The procedures and formulas that were used for this purpose will be discussed briefly.

4.6.1 *Procedures and formulas for the calculation of reliability*

In order to determine the reliability of the applicable measurement instruments, the Cronbach alpha coefficient (from now on abbreviated as 'Cronbach alpha' or simply " α ") of every scale and subscale were calculated. (Gravetter & Forzano, 2003:455). A score of 0.50 or higher was accepted as an appropriate reliability coefficient (cf. Jackson, 2003:87-91). All the scales that were used in the research complied with this criterion.

4.6.2 Procedures for the calculation of validity

The validity of the individual questions was initially determined by means of the pilot studies and peer-group evaluations. This procedure was necessary to increase the face, content and criteria validity of the questions (cf. Jackson, 2003:44-5; Creswell, 2003:157-8; Elmes *et al.*, 2003: 55-59). The main study and its results, however, should be viewed as the most important step in this process.

4.6.3 Procedures and formulas for the calculation of change/effect

In order to measure practical significant *change*, use was made of Cohen's formula for the calculation of effect size. This type of effect size is also known as Cohen's d value (Cohen, 1988:20-7; Steyn, 2000:1-3). The reason for this choice entailed the following:

- A probability sample could not be drawn in the research. It was, therefore, only possible to view the respondents as a sub-population of the planned target population. Consequently, it was not possible to, by means of inferential statistics, generalize the results to the target population.
- To determine if the programme did change the knowledge, attitudes and behaviour of SAPS personnel in practice, the standardized difference was used as effect size (cf. Gravetter & Forzano, 2003:454). This entailed dividing the difference between two averages (or averages of a given mean) by the standard deviation. According to Steyn (2003:3), this is a natural criterion for drawing conclusions regarding significance.

A four-step procedure was followed in calculating the size of the effect that the programme had on the respondents. The first step entailed the calculation of the d values of the scales and questions that were administered to the experimental group alone. The following formula was used for this purpose:

$$d = \frac{\mu_{\text{diff}}}{\sigma_{\text{diff}}}$$

Where:

d = effect size

μ_{diff} = average difference of scores in the experimental group (abbreviated with " μ_1 ")

σ_{diff} = standard deviation of difference score.

The second step was to determine if there were any practical significant differences *between* the pretests and posttests scores of the experimental and comparison groups. In order to do so, it was first necessary to determine if the experimental groups (group 'e') and comparison groups (group 'c') were comparable before the start of the intervention programme. This was done by calculating and comparing the d values per scale of the two groups' pretest measurements. The difference had to be smaller than 0.5. In cases where there was a bigger difference, a co-variance analysis had to be performed. In the research, however, all the scales passed the test.

To compute the net difference per scale, Cohen's formula for calculating the effect size *between two groups* were used. The formula is as follows (Cohen, 1988:20-7; Steyn, 2000:1-3):

$$d = \frac{\mu_1 - \mu_2}{\sigma}$$

Where:

d = effect size

μ_1 = average difference score in the experimental group (e)

μ_2 = average difference score in the comparison group (c)

$\mu_1 - \mu_2$ = difference between average difference

σ = maximum standard deviation of difference scores.

The following guidelines can be used to judge all d values:

- $d = 0.2$: This indicates a small effect, implying that the research should be repeated in order to confirm if there is an effect
- $d = 0.5$: This indicates a medium effect, implying that the result can be viewed as significant, but also that better planned research could produce even more significant results
- $d = 0.8$: This indicates a large effect which is significant and of practical significance
- Because there are no absolute boundaries between the three d values, concepts such as 'small to medium effect' and 'large effect' can be used (Cohen, 1969:22-25; Spatz, 2001:74-5; Steyn, 1999:3).

The last step was to perform an effect size-analysis of the scales to determine the respondents' experience of the value and relevance of the programme, together with the influence of the quality of the presentation. The same formula that was used to determine the effect size within the group was used for this purpose. It was:

$$d = \frac{\mu_{diff}}{\sigma_{diff}}$$

Besides effect sizes (d value), use was also made in certain scales and questions of descriptive statistics such as totals, percentages, averages and standard deviations.

4.7 PROBLEMS ENCOUNTERED IN THE RESEARCH

Various smaller problems were encountered during the EPCBP research project as a whole. Most of these were also prevalent in the evaluation of the stress management programme.

The EPCBP project was carried out in all nine provinces and at the SAPS Head Office (which structurally forms the tenth province). It involved a total of 4 157 respondents, 146 social workers and nine researchers. A study of this magnitude caused various logistical problems. One result was a relatively high percentage of spoiled questionnaires (8.18%) and a reasonably poor response rate in respect of the presenters' evaluation questionnaires. The 1 039 spoiled questionnaires (out of a total of 11 658) were mostly caused by the respondents' faulty completion of secret codes. This made the matching of their pretest and posttest questionnaires impossible. Consequently, the total of usable questionnaires from some provinces was somewhat low. If it is, however, taken into account that

the total project produced 10 619 usable questionnaires involving 322 166 individual measurements/items, the relatively high percentage of spoiled questionnaires was not expected to have any significant influence on the outcome of the research.

In the case of the evaluation of the stress management programme, the experimental groups consisted of a total of 327 respondents while the comparison groups were made up by 57 personnel members. This was more than enough to determine the effect of the programme scientifically.

Another problem was caused by the fact that a high order of statistical analysis had to be used for questionnaires that were not yet fully standardized. In a few instances, such as was the case with the stress management programme, it resulted in scales whose Cronbach alpha coefficient and/or d values were below the set minimum. However, this had been anticipated and was eliminated through the use of triangulation.

A third general problem was caused by the fact that existing practices required that the same programme should be presented to all SAPS personnel. It, therefore, targeted personnel from the lowest job levels such as cleaners up to senior staff such as directors. During data analysis some indicators were found that the stress management programme had a different effect on respondents from different post or educational levels. This may have had a negative influence on the results that were obtained for the programme as a whole.

In spite of minor shortcomings, the research results showed that the Managing Stress Effectively PCBP still had a significant effect on the respondents. These results will be discussed in more detail after the following point.

5. THE RELIABILITY OF THE MEASUREMENT INSTRUMENTS

The formula for the calculation of Cronbach alpha coefficients (Gravetter & Foranzo, 2003:455) was used to determine the reliability of the different scales and subscales that were utilized in the research. Table 8 provides a summary of the results of this process, as well as the questions that were used in some of the scales.

TABLE 8: CRONBACH ALPHA COEFFICIENT (α) FOR THE RELIABILITY OF THE MEASUREMENT INSTRUMENTS

SCALES AND QUESTIONS	α^3
Scale 1: Knowledge of stress 1. I can do on the job exercises while attending a complaint 2. I can do on the job exercises while attending a meeting 3. I what will be the result if you apply stress management skills... 4. In order to promote emotional well-being, a person needs to...	0.50*
Scale 2: Attitudes regarding stress 5. It is a sign of weakness if a person develops too high levels of stress 6. If it is found that I suffer from stress, it will have a negative impact on my career 7. I am the only cause of my stress	0.60*

³ α = Cronbach alpha coefficient

8. Pessimistic policemen tend to experience too much stress	
9. I am supposed to take responsibility for my colleague's work if he/she experiences too much stress	
Scale 3: Stress related behaviour	0.50*
10. How did you deal with your stress in the past	
11. What did you do about your pent-up emotions in the past	
12. Up till now, what was your first emotional reaction when you had to face a difficult situation	
Scale 4: The value of the programme	0.82*
• How would you rate the overall value of the "Managing stress effectively" programme?	
Scale 5: The Relevance of the programme	0.85*
Scale 6: Quality of the programme presentation	-
Subscale 6.1: Evaluation of the presenter	0.83*
Subscale 6.2: Evaluation of the presenter's presentations skills	0.84*
Subscale 6.3: Evaluation of the learning process	0.88*
Subscale 6.4: Evaluation of the presentation context	0.78*

*Reliable measurement instrument

Table 8 shows that all the scales, including those that were aimed at determining changes in respect of knowledge (Scale 1), attitudes (Scale 2) and behaviour (Scale 3) had an expectable Cronbach alpha coefficient. However, in the case of the first three scales this coefficient tended to be on the low side. In spite of this, all the scales were shown to be reliable (but not necessarily valid).

The next section focuses on the effect of the programme that was measured by means of these scales.

6. THE EFFECT OF THE PROGRAM

In measuring the effect of the programme, the focus was placed on the cognitive, affective and behavioural dimensions of the functioning of the respondents (cf. Thompson, 2002:xvi-xvii). It was assumed that the respondents had already developed a certain level of knowledge and had fixed attitudes, behaviour practices and skills before the start of the programme. These levels were determined by means of the pretest, while actual effect of the intervention (the programme) would be determined by analysing the difference in the scores between the pretests and posttests. The results of this process are discussed next.

6.1 THE EFFECT OF THE PROGRAMME ON RESPONDENTS' KNOWLEDGE OF STRESS

The questions of 'Scale 1: Knowledge of stress management' focused on determining the respondents' level of knowledge about stress and what it entails (cf. Dainow, 1988:3). The different scores that were obtained for the experimental and comparison groups, as well as the eventual effect size, is summarised in Table 9.

TABLE 9: EFFECT SIZE OF SCALE 1: KNOWLEDGE OF STRESS

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	Effect size (d value)
n	μ_1	n	μ_2		
327	-0.14	57	-0.14	0.360	0.4

The d value for Scale 1 indicates that the programme had a medium to small effect on the respondents' level of knowledge. Within the context of the nature and aim of the programme, this result could be viewed as important. However, if Spatz's (2001:74-5) recommendations are taken into account, some further study would be required to confirm the extent to which this result was of practical significance.

The possible reasons for the medium effect were further investigated. From the analysis of the individual responses it became clear that the respondents already had substantial knowledge of the nature of stress. For example: in the pretests of both the experimental and comparison groups, an average of 52.2 % of the knowledge questions was answered correctly the first time. This phenomenon could, amongst others, be attributed to the 'contamination' effect of various other SAPS programmes (e.g. suicide prevention) that include stress as a subject. SAPS publications such as the *SAPS Journal* and *Servamus* also from time to time give coverage to stress and stress related issues and, because of its very controversial nature within the organisation, it forms the subject matter of various TV talk shows and media articles.

The data analysis brought another important trend to the fore. It was, namely, that officers tended to exhibit more knowledge on the subject than those of lower rank. This could be attributed to the fact that they have had more practical experience of stress and had been exposed to more information on the subject. This trend, to some extent, also confirms the contamination effect of other programmes and the media.

In the light of the factors discussed above, the effect of the programme on the respondents' stress related knowledge was more than one would originally have expected. It, therefore, showed that there was room in the organisation's programmes to improve the personnel's' knowledge of the subject even further.

6.2 THE EFFECT OF THE PROGRAMME ON RESPONDENTS' ATTITUDES REGARDING STRESS

The questions of 'Scale 2: Attitude regarding stress' were partly based on Barker's (1995:290) view of an attitude as a "... mental predisposition or inclination to act or react in a certain way". They focused on the respondents' particular view of stress and what it entails, as well as their willingness to allow new experiences to modify their attitude (cf. Dianow, 1988:3). The scores obtained with the questions, as well as the eventual effect size, are summarised in Table 10.

TABLE 10: EFFECT SIZE OF SCALE 2: ATTITUDES REGARDING STRESS

<i>EXPERIMENTAL GROUP (e)</i>		<i>COMPARISON GROUP (c)</i>		σ	<i>Effect size (d)</i>
n	μ_1	n	μ_2		
298	0.054	51	0.054	0.538	0.1

From Table 10 it is clear that there were no significant differences between the pretest and posttest results. This result contradicts those that were achieved by means of the other measurement instruments used in triangulation. The only conclusion that could be drawn from this particular outcome was that the questions that were used in the scale were seriously flawed. Further research and development is, therefore, required to determine the true effect of the programme on respondents' attitudes to stress.

6.3 THE EFFECT OF THE PROGRAMME ON STRESS RELATED BEHAVIOUR

One of the main aims of the Managing Stress Effectively programme was to change respondents' stress related behavioural. The questions that were used in 'Scale 3: Stress-related behaviour' to ascertain if this result was achieved, focused on three issues. They were the way in which the respondents dealt with stress, what they did with their pent-up emotions and what their first reactions were when confronted with a difficult situation (see Table 8). The results that were achieved with these questions are summarized in Table 11.

TABLE 11: EFFECT SIZE OF SCALE 3: STRESS RELATED BEHAVIOUR

<i>EXPERIMENTAL GROUP (e)</i>		<i>COMPARISON GROUP (c)</i>		σ	<i>Effect size(d)</i>
n	μ_1	n	μ_2		
327	0.21	57	0.21	0.421	0.5

Scale 3 produced a d value of 0.5 (see Table 11). As in the case of Scale 1 (see Paragraph 6.1), this result can be viewed as important and significant, but as such, not necessarily conclusive enough. It was, therefore, necessary to investigate the reasons for this result even further.

From an analysis of the questions with which the data were obtained, it became apparent that they did not cover all the relevant components of stress related behaviour. Especially the required skills were not sufficiently dealt with. This could have had a negative impact on the results of the particular scale.

A second trend seemed to have been the presence of some type of Hawthorne effect (cf. Babbie, 2001:220). It was especially evident that members of the comparison group expressed the desire in the posttest questionnaire to change their stress management behaviour without even having had the benefit of the programme. The questions in this scale were formulated in such a manner that it would have been quite easy to guess the most appropriate answer.

There are two main conclusions that could be drawn from the application of the three KAB scales. The first was that, in the case of the respondents' knowledge and intended behaviour, the programme did bring about a significant change. It, however, never went beyond the medium effect

level. These results are contradicted by the high levels that were measured by means of the other measurement instruments (see paragraphs 7 and 8). The second conclusion and the reasons for the relatively low impact levels were that the questions and scales that were used in the KAB questionnaire were somewhat flawed. This is, to some extent, substantiated by the lower Cronbach alpha coefficients of the three scales (see Table 8).

In spite of their apparent deficiencies, the KAB scales also give an indication that the programme was of particular value to the respondents and relevant to their personal and professional lives. These two issues received special attention in two other scales.

7. THE VALUE OF THE PROGRAMME

The post-test questionnaire that was administered to the experimental group contained five additional Likert type questions. These were specifically aimed at determining the value that the programme had for the respondents. They rated the value of the programme as a whole and its four constituent parts on a four point scale that ranged from "It had no or little value" to "It had a lot of value". The data that was collected is summarised in Table 12.

TABLE 12: EFFECT SIZE AND DISTRIBUTION OF SCALE 4: THE VALUE OF THE PROGRAMME

QUESTIONS	n	CHOICES AND REPNSES				μ_{diff}	σ_{diff}	EFFECT SIZE (d)
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>			
22. What was the overall value of the programme/ course?	306	6 (1.96%)	14 (4.58%)	66 (21.57%)	220 (71.90%)	3.633	0.665	1.7
23. What value did the following component have for you: "What is stress/ what causes stress and the physiology of stress?"	304	6 (1.97%)	20 (6.58%)	84 (27.63%)	194 (63.82%)	3.532	0.707	1.5
24. What value did the following component have for you: "The compilation of your personal stress profile?"	303	7 (2.31%)	35 (11.55%)	111 (36.63%)	150 (49.50%)	3.333	0.770	1
25. What value did the following component have for you: "The different strategies in dealing with stress?"	303	5 (1.65%)	16 (5.28%)	109 (35.97%)	173 (57.10%)	3.485	0.675	1.5
26. What value did the following component have for you: "The compilation of your own personal stress management programme?"	306	9 (2.94%)	19 (6.21%)	81 (26.47%)	197 (64.38%)	3.522	0.742	1.4
<i>Average</i>		7	21	90	187	3.501	0.711	1.4

Table 12 firstly indicates that the programme as a whole received an exceptionally high positive evaluation (see Question 22). This is reflected in the far above average d value of 1.7. Such an effect size is viewed by Cohen (1969:22-25) and others as indicative of a large effect that is of

practical significance. This finding is further substantiated by the fact that 93.47% of the respondents were of the opinion that it had either an “above average” or “a lot of value”.

The same trend as above was also found as far as the other questions were concerned. Some of the conclusions that could be drawn from them were the following:

- Question 23 dealt with the issue of the nature, causes and physiology of stress and, therefore, focused on the knowledge dimension of the programme. It was somewhat surprising to find that it had a high effect size of 1.5. This contradicts the medium to small effect that was measured with Scale 1 (see Table 9) and lends further credence to the findings regarding flaws in the particular scale. In addition, the fact that 91.45% of the respondents were of the opinion that the particular component was of significant value showed that it formed an important part of the programmes.
- Of all the components, the one pertaining to the compilation of a personal stress profile (see Question 24) had the smallest *d* value of 1.0. Even in this case, the effect size was of such a nature that it had practical significance (i.e. was above 0.8). (The further analysis of the data did not provide any clear reason why this component was rated lower than the rest.)
- Question 25 covered the different strategies in dealing with stress and thus dealt with one of the facets of stress related behaviour. It also showed an exceptionally high effect size of 1.5 and received an above average value rating by 93.07% of the respondents. This, to some extent, contradicts the medium effect ($d = 0.5$) that was derived from Scale 3 (see Table 11) and proves that the programme had a practical significant effect on intended behaviour.
- The final question (Question 26) partially dealt with the willingness or desire (i.e. attitude) to draw up a personal stress management programme and partially with the form that the intended behaviour will take. With its practical significant effect size of 1.4 it, therefore, contradicted the findings of both Scale 2 (see Table 10) and Scale 3 (see Table 11). The particular effect size, coupled with the fact that only 9.15% of the respondents gave it a below average value rating, proves the fact that the programme had a significant effect on behaviour. This finding is of extreme importance due to the fact that the main purpose of the programme is to empower and to encourage participants to draw up and implement a personal stress management plan. It enables every participant to leave the programme with a concrete plan of action and with the determination to put that plan into action, consequently leading to behaviour change regarding personal stress management.

The results of Scale 4 conclusively proved that all the components of the Managing Stress Effectively programme were of great value to the respondents and did have a significant effect especially on their knowledge and behaviour.

8. THE RELEVANCE OF THE PROGRAMME

The experimental group's view of the relevance of the programme was the fifth aspect that was measured during the research. The reason for also focusing on this facet was the fact that any given programme could have a large effect on its participants, but compared to other available capacity building and general training programmes, not be deemed a main priority. It was, therefore,

necessary to ascertain whether the stress management programme had any relevance to the SAPS personnel's professional and personal lives. This measurement also formed part of the triangulation process.

The relevance scale (hereafter sometimes referred to as Scale 5) formed part of the presentation evaluation questionnaire and consisted of six questions. These questions dealt with issues such as the extent to which the programme stimulated the respondents' creative thinking and the extent to which they could use the newly gained knowledge and insights in their jobs. The collected data were subjected to the same type of statistical analysis that was used for the measurement of effect size within groups (see 4.6.3).

In order to put the results that were achieved with Scale 5 into perspective, a look will also be taken at the equivalent results from the EPCBP project as a whole (see Table 13). It is not the purpose of this comparison to show which personnel capacity building programme was most or least relevant, but to provide additional criteria against which different dimensions of relevance could be measured.

TABLE 13: EFFECT SIZE OF SCALE 5: RELEVANCE OF THE PROGRAMME

<i>MANAGING STRESS EFFECTIVELY PROGRAMME</i>						<i>CAPACITY BUILDING PROGRAMMES AS A WHOLE</i>		
<i>Scales/ questions</i>	<i>n</i>	<i>μ</i>	<i>σ</i>	<i>Effect size (d)</i>	<i>α</i>	<i>n</i>	<i>Effect size (d)</i>	<i>α</i>
<i>Scale 5</i>	289	3.512	0.400	2.53*	0.85 ■	2326	2.19*	0.88 ■
22. The course/programme stimulated my creative thinking.	284	3.415	0.528	1.73*		2298	1.57*	
23. I will be able to apply the new knowledge and insights that I have gained in my job.	287	3.473	0.546	1.78*		2310	1.65*	
24. I feel that the course/programme will help me do my job better.	283	3.487	0.521	1.89*		2303	1.55*	
25. I will be able to apply the new knowledge and insights that I have gained in my daily life.	289	3.453	0.532	1.79*		2311	1.76*	
26. I feel that the course/programme will help me to live my life in a better way.	287	3.505	0.534	1.88*		2313	1.77*	
27. All SAPS personnel should receive this course/programme.	288	3.763	0.464	2.72*		2308	2.28*	

■ *Reliable scales according to CA (Cronbach alpha coefficient)*

* *Practical significant*

With an effect size of 2.53, it is clear that the stress management programme had an extremely high relevancy value. This is further substantiated by the fact that it also had a noticeably higher rating than that of the capacity building programmes as a whole ($d = 2.53$ vs. $d = 2.19$). There could be two possible reasons for this showing. The first is that the programme addresses an issue that represents a felt need within the organization. This conclusion is substantiated by the fact that the

effect size in the case of Question 27: “All SAPS personnel should receive this course/programme” is a remarkable 2.72 (see Table 13). The second reason for the programme’s success could be that, in itself, it is of a very high quality.

There are a number of additional conclusions that could be drawn from the effect size generated by the other questions and their relationship to the results for the capacity building programmes as a whole. These include the following.

- The relation to the PCBP’s as a whole, the stress management programme generally scored higher in all questions. This indicates that its relevance cannot be attributed to only one factor, but to the combined effect of all its components.
- If the two questions that relate to the effect of the programme on a person’s job performance (questions 23 & 24) are compared to those that focus on their personal lives (questions 25 & 26), no clear differences comes to the fore. This implies that the programme should not only be seen as a job enrichment instrument, but as a personal empowerment tool as well.
- Questions 23 to 26 *inter alia* also deal with knowledge, attitudes and behaviour change. In terms of triangulation, their extremely high effect size further vindicates the conclusions reached regarding flaws in Scales 1 to 3. It is, therefore, clear that the stress management programme must have had a practical significant effect on respondents knowledge, attitudes and behaviour.

9. THE INFLUENCE OF THE QUALITY OF THE PROGRAMME PRESENTATION

Apart from the measurement of the direct effect of the programme, it was also necessary to determine the influence that the quality of the programme presentation had on its impact. In this regard, it was assumed that possible differences in quality could have been caused by the fact that it was presented under varying circumstances in all 10 SAPS provinces by a total of 32 different social workers.

In order to determine the overall quality of the programme presentation, a specific scale was developed and included in the presentation evaluation questionnaire. This scale, titled “Scale 6: Quality of the programme presentation”, consists of four subscales. Subscales 6.1 and 6.2 were used to assess the presenters and focused on both their expertise and presentation skills. According to Rooth (2000:89), these are two of the qualities that are essential for effective programme presentation. Subscale 6.3 dealt with the quality of the learning process and Subscale 6.4 with the presentation context. The latter included the quality of the venue, learning material and teaching media.

The data that was generated by Scale 6 are summarized in Table 14. In order to put these results into perspective, a look will also be taken at the equivalent results from the EPCBP project as a whole.

TABLE 14: EFFECT SIZE OF SCALE 6: QUALITY OF PROGRAMME PRESENTATION

MANAGING STRESS EFFECTIVELY PROGRAMME						CAPACITY BUILDING PROGRAMMES AS A WHOLE		
<i>Subscale/ questions</i>	<i>n</i>	<i>μ</i>	<i>σ</i>	<i>Effect size (d)</i>	<i>α</i>	<i>n</i>	<i>Effect size (d)</i>	<i>α</i>
<i>Subscale 6.1: Evaluation of the presenter</i>	290	3.434	0.468	1.99*	0.83■	2354	2.06*	0.85■
1. The presenter is knowledgeable about the subject that he/she taught.	290	3.527	0.577	1.77*		2334	1.84*	
2. The presenter could link the material to the participants' level of knowledge.	290	3.382	0.601	1.46*		2337	1.57*	
3. The presenter was able to explain difficult and abstract concepts.	290	3.393	0.636	1.40*		2339	1.53*	
4. The presenter succeeded in keeping me interested in the subject.	287	3.470	0.583	1.66*		2337	1.71*	
5. The presenter was enthusiastic about the subject he/she taught.	285	3.400	0.640	1.40*		2308	1.62*	
<i>Subscale 6.2: Evaluation of the presenter's presentation skills</i>	290	3.699	0.507	2.36*	0.84■	2354	2.27*	0.86■
6. I could clearly hear what the presenter was saying (e.g. it was loud enough and in an accent that I could understand).	289	3.515	0.595	1.70*		2346	1.75*	
7. The presenter was skilful in the use of the teaching media (e.g. transparencies and or writing on newsprint/the blackboard).	289	3.460	0.582	1.64*		2340	1.60*	
8. The presenter encouraged participant involvement (e.g. by asking questions and or promoting discussions).	287	3.557	0.569	1.85*		2340	1.96*	
9. The presenter prepared himself/herself thoroughly for the presentation.	285	3.494	0.642	1.54*		2330	1.74*	
10. What is your overall rating of the presenter's presentation skills?	288	4.482	0.751	2.63*		2324	2.77*	
<i>Subscale 6.3: Evaluation of the learning process</i>	290	3.471	0.445	2.18*	0.88■	2353	2.06*	0.91■
11. In the beginning, the presenter gave a clear overview of what we could expect during the course/programme.	290	3.362	0.641	1.34*		2351	1.48*	
12. The presenter made sure that participants understood a	289	3.470	0.552	1.75*		2350	1.75*	

subject before continuing on to a next subject.								
13. At the end, the presenter gave a summary of the material that was covered.	290	3.427	0.573	1.61*		2332	1.54*	
14. The presenter was able to communicate on my level.	290	3.524	0.595	1.72*		2335	1.76*	
15. It was easy to understand the material that was presented.	290	3.486	0.565	1.74*		2342	1.72*	
16. The material that was covered will be useful.	287	3.547	0.532	1.96*		2334	1.68*	
17. The course stimulated my interest in the subject.	290	3.493	0.577	1.72*		2349	1.69*	
Subscale 6.4: Evaluation of the presentation context	289	4.304	0.569	2.29*	0.78■	2326	2.49*	0.81■
18. How would you rate the venue?	285	4.091	0.887	1.22*		2308	1.36*	
19. How would you rate the quality of the learning material that was presented?	288	4.319	0.689	1.91*		2317	2.41*	
20. How would you rate the quality of the teaching media (e.g. transparencies and or handouts)?	289	4.384	0.624	2.21*		2316	2.36*	
21. How well was the course/ programme organised?	285	4.431	0.676	2.11*		2311	2.34*	

■ Reliable scales according to CA (Cronbach alpha coefficient)

* Practical significant

The implication of each subscale will be discussed individually.

9.1 THE INFLUENCE OF THE QUALITY OF THE PRESENTER

The overall rating of the presenter's level of expertise was a very high 1.99 (see Table 14). There was no discernable difference between this rating and the effect size of 2.06 for the capacity building programmes as a whole. It is, therefore, clear that the presenters' expertise regarding stress and stress management is in line with that of other programmes. The only effect size with a difference of more than 0.2 (i.e. a small effect) pertains to the presenters' enthusiasm (see Question 5, Table 14). It seems at though this is an issue that should receive further attention during presenter training.

9.2 THE INFLUENCE OF THE PRESENTER'S PRESENTATION SKILLS

The effect size of 2.36 for Subscale 6.2 compares favourably with that of the combined PCBP's (i.e. 2.37) (see Table 14). As far as individual questions are concerned, only one differed by more than 0.2. This involves the extent to which presenters prepared themselves for the presentation (see Question 9, Table 14). Although small, the difference is still of particular concern for the stress management programme because its very nature requires a high level of expertise. In future, presenters would, therefore, have to prepare even more thoroughly for the presentation, even if they are already familiar with the specific subject matter.

9.3 THE INFLUENCE OF THE LEARNING PROCESS

The overall effect size of 2.18 for Subscale 6.3 is exceptionally high and is basically in line with the effect size of 2.06 for the capacity building programmes as a whole. It would seem that the programme's strongest point rests with the usefulness of the material that is covered (see Question 16, Table 14). The difference of 0.28 reaffirms the exceptionally high value rating accorded to the programme (see Section 7).

9.4 THE INFLUENCE OF THE PRESENTATION CONTEXT

Although the presentation context received a very positive *d* value of 2.29 and contributed significantly to the overall positive effect of the programme, its rating is markedly lower than the 2.49 of the combined PSCP's (see Table 14). The reason for this discrepancy can be attributed largely to the somewhat low rating of the quality of the learning material (i.e. *d* = 1.91 vs. *d* = 2.41). This issue should be addressed in the further development of the programme. No reasons could be found why the organising of the stress management programmes was not always on par with that of the other programmes (see Question 21, Table 14).

9.5 OTHER INFLUENCES

The presentation evaluation questionnaire also covered a number of other issues that could have had a positive or a negative influence on the programme's effect. These entailed the length (duration) of the programme, its pace, the balance between presentation and group involvement and the language in which the programme was conducted. Because of the type of questions that were used, it is only possible to interpret the data by means of descriptive statistics.

The respondents rated the length of the programme by completing a five-point scale. The results of the rating are reflected in Table 15.

TABLE 15: THE LENGTH OF THE PROGRAMME PRESENTATION

QUESTION 28	HOW WILL YOU RATE THE LENGTH OF THE COURSE/PROGRAMME?					AVERAGE OF MANAGING STRESS EFFECTIVELY	AVERAGE OF CAPACITY BUILDING PROGRAMMES AS A WHOLE
Response (n = 289)	1. It was much too long	2. It was a little too long	3. The length was just right	4. It was a little too short	5. It was much too short		
Frequency	13	14	209	27	26	3.13	3.15
Percentage	4.50%	4.84%	72.32%	9.34%	9.00%		

The length of the programme seems not to affect the programme negatively as a whole. The average measurement of 3.13 is in line with the average (3.15) of the combined PCBP's and falls squarely in the category of "just right."

The respondents were also requested to complete Question 29 in which they had the opportunity to judge the pace of the presentation with the help of a five-point scale. The results are depicted in Table 16.

TABLE 16: THE PACE OF THE PRESENTATION

QUESTION 29	HOW WILL YOU RATE THE PACE OF THE PRESENTATION?					AVERAGE OF MANAGING STRESS EFFECTIVELY	AVERAGE OF CAPACITY BUILDING PROGRAMMES AS A WHOLE
Response (n = 297)	1. The pace was much too slow	2. The pace was a little slow	3. The pace was just right	4. The pace a little too fast	5. The pace was much too fast		
Frequency	5	15	255	8	4	2.96	3.07
Percentage	1.74%	5.23%	88.85%	2.79%	1.39%		

Although the average of 2.96 is slightly lower than that of the PCBP's as a whole, it still basically falls in the "just right" category.

Respondents were also required to complete a scale on the balance between the presentation of information and group participation (see Table 17).

TABLE 17: THE BALANCE BETWEEN THE PRESENTATION OF INFORMATION AND GROUP PARTICIPATION

QUESTION 30	HOW WILL YOU RATE THE BALANCE BETWEEN THE TIME SPENT ON THE PRESENTATION AND TIME SPENT ON GROUP INVOLVEMENT?				AVERAGE OF MANAGING STRESS EFFECTIVELY	AVERAGE OF CAPACITY BUILDING PROGRAMMES AS A WHOLE
Response (n = 289)	1. Too much time was spent on the presentation	2. A good balance	3. Too much time was spent on group involvement	4. There was no group involvement		
Frequency	8	360	19	2	2.05	2.08
Percentage	2.77%	89.97%	6.57%	0.69%		

From Table 17 it is clear the respondents were satisfied that a good balance had been maintained. The average of 2.05 is also in line with the average of 2.08 for the combined PCBP's. It is striking that an overwhelming 89.97% of the respondents awarded "A good balance" rating to this issue, indicating that this aspect had a positive influence on reaching the outcomes of the programme.

The final aspect that was covered in the particular questionnaire was the language in which the presentations took place. In accordance with the SAPS's Education, Training and Development Policy (3/34/2 dated 2003-07-02), every personnel capacity building programme should be available in English only. It was, therefore, necessary to determine whether this state of affairs could have had either a positive or negative influence on the effect of the stress management programme. The results that were obtained are reflected in Table 18.

TABLE 18: THE LANGUAGE THAT WAS USED DURING THE PRESENTATION OF THE PROGRAMME

QUESTION 31	WHICH LANGUAGE WAS USED THE MOST IN THE PRESENTATION OF THE COURSE/PROGRAMME?					
Response (n = 286)	Afrikaans	English	Sotho	Tswana	Zulu	Others
Frequency	22	253	7	3	-	1
Percentage	7.69%	88.46%	2.45%	1.05%	-	0.35%

Although 88.46% of the presentations were conducted in English, that still leaves 11.51% where another language featured predominantly. This is a matter of concern, because it indicates that at least 34 respondents could not enjoy the complete potential value of the programme. It should also be taken into account that if any other languages are used during a programme, the length/duration of the programme will be affected negatively and that most handouts, transparencies, checklists et cetera will be irrelevant. Consideration should, therefore, be given to addressing this issue.

10. THE PRESENTER'S EVALUATION OF THE PROGRAMME

The presenters of the programme also had to complete the presenter's evaluation questionnaire. This questionnaire, which was similar to the presentation evaluation questionnaire, enabled them to evaluate their own expertise and presentation skills, as well as the learning process, the learning context, and the relevance of the programme. A number of open-ended questions such as "what should be added to/dropped from the programme?" and "what was the most/least helpful?" also featured in the questionnaire. Presenters could write their comments on subjects that should be covered in greater detail and recommendations on improving the programme.

Although the required data could not be subjected to higher order statistical analysis, it was still possible to draw comparisons between these results and those of the presentation evaluations. The results that were obtained regarding the relevance of the programme are contained in Table 19.

TABLE 19: THE RELEVANCE OF THE PROGRAMME

QUESTIONS	PRESENTERS (N = 21)					RESPONDENTS (n = 2326)
	CHOICES AND RESPONSES				MANAGING STRESS EFFECTIVELY PROGRAMME	
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Average	Average
22. The programme stimulated the participants' creative thinking.	-	4.76%	71.42%	23.80%	3.19	3.38
23. The participants will be able to apply the new knowledge and insights that they have gained in their jobs.	4.76%	-	61.90%	33.33%	3.23	3.43
24. I feel that the programme will help the participants do their jobs better.	-	4.76%	71.42%	23.80%	3.19	3.42
25. The participants will be able to apply the new knowledge and insights that they have gained in their daily lives.	-	-	71.42%	28.57%	3.28	3.46
26. I feel that the programme will help participants to live their lives in a better way.	-	-	66.66%	33.33%	3.33	3.5
27. All SAPS personnel should receive this programme.	-	-	25.00%	75.00%	3.75	3.7

The presenters indicated that the programme is relevant for the SAPS and that all personnel should attend it. This notion correlates with the respondents' opinion (see Table 13) and with the findings that the programme is applicable to all races, genders and ranks/positions. The presenters also supported the notion that personnel who attend the programme will be able to improve their productivity and lead better personal lives.

The following table (Table 20) refers to the results of the presenters' assessment of themselves in terms of knowledge, ability to link material to respondents' level of knowledge, ability to explain difficult concepts et cetera.

TABLE 20: THE PRESENTER'S SELF-ASSESSMENT

QUESTIONS	PRESENTERS (N = 21)*					RESPONDENTS (n = 2354)
	CHOICES AND RESPONSES				PROGRAMME	
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Average	
1. I am knowledgeable about the subject that I taught.	-	-	52.38%	47.61%	3.47	3.55
2. I was able to link the material to the participants' level of knowledge.	-	-	47.61%	52.38%	3.52	3.43
3. I was able to explain difficult and abstract concepts.	-	-	71.42%	28.57%	3.28	3.45
4. I succeeded in keeping participants interested in the subject.	-	-	52.38%	47.61%	3.47	3.49
5. I was enthusiastic about the subject that I taught.	-	-	57.14%	42.85%	3.42	3.46

In general, the presenters were of the opinion that they are knowledgeable on the subject and that they are able to link the material to the level of the respondents' knowledge and to keep them interested in the subject. Their ratings in respect of explaining difficult and abstract concepts and their enthusiasm are similar to the results from the respondents' evaluation. It can, therefore, be concluded that, in the main, they were able to make an accurate self-assessment.

Table 21 contains the results of the presenters' evaluation of their presentation skills. It also includes their overall self-rating.

TABLE 21: THE PRESENTERS EVALUATION OF THEIR OWN PRESENTATION SKILLS

QUESTIONS	PRESENTERS (N = 21)*					RESPONDENTS (n = 2354)
	CHOICES AND RESPONSES				PROGRAMME	
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Average	
6. Participants could clearly hear what I was saying	-	-	28.57%	71.42%	3.71	3.52
7. I am skilful in the use of the teaching media.	-	-	52.38%	47.61%	3.47	3.45
8. I encouraged participant involvement.	-	-	33.33%	66.66%	3.66	3.58

9. I prepared myself thoroughly for the presentation.	-	-	38.09%		61.90%	3.61	3.54
QUESTION 10	Poor (%)	Fair (%)	Average (%)	Good (%)	Very good (%)	Average	Average
10. What is your overall rating of your presentation skills?	-	-	9.52%	71.42%	19.04%	4.09	4.18

In the case of the stress management programme, the presenters tended to give themselves a lower rating than the respondents when it came to the use of the teaching media, preparation and the overall presentation skills. This could either be result of setting extremely high standards for themselves or a little lack of self-confidence.

The presenters were also requested to evaluate the learning process. The results are contained in Table 22.

TABLE 22: THE PRESENTERS' EVALUATION OF THE LEARNING PROCESS

QUESTIONS	PRESENTERS (N = 21)*					RESPONDENTS (n = 2353)
	CHOICES AND RESPONSES				PROGRAMME	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	<i>Average</i>
11. In the beginning I gave a clear overview of what participants could expect during the course/ programme.	-	-	52.38%	47.61%	3.47	3.38
12. I made sure that participants understood a subject before continuing on to a next subject.	-	-	57.14%	42.85%	3.42	3.48
13. At the end I gave a summary of the material that was covered.	-	-	76.19%	23.80%	3.23	3.42
14. I was able to communicate on the participants' level.	-	-	52.38%	47.61%	3.47	3.51
15. It was easy for participants to understand the material that was presented.	-	9.52%	57.38%	38.09%	3.19	3.48
16. The material that was covered will be useful. *	-	9.52%	38.09%	52.38%	3.42	3.49
17. The course stimulated participants' interest in the subject.	-	-	60.00%	40.00%	3.25	3.5

The presenters' evaluations of most facets of the learning process were in line with those of the respondents. They succeeded in setting an overall goal at the start of the process and summarized the material covered at the end of the programmes. They also made sure that the respondents

understood the information before moving on to the next topic. It was also apparent that they were of the opinion that the respondents could use the information that was provided.

There was, however, one facet where the views of the presenters and respondents differed markedly. It concerned the material's level of difficulty (see Question 15, Table 22). From an analysis of the data, it became apparent that the presenters tended to underestimate the respondents' ability to comprehend the material. There could be multiple possible causes for this trend. These include the language question, the quality of the learning material or simply the potentially complicated nature of the subject matter.

Both the presenters' and respondents' evaluation of the presentation context is contained in Table 23.

TABLE 23: THE PRESENTERS EVALUATION OF THE PRESENTATION CONTEXT

QUESTIONS	PRESENTERS (N = 21)*						RESPONDENTS (n = 2326)
	CHOICES AND RESPONSES					PROGRAMME	
	Very bad (%)	Bad (%)	Average (%)	Good (%)	Very good (%)	Average	
18. How would you rate the venue?	-	19.04%	33.33%	19.04%	28.57%	3.57	3.92
19. How would you rate the quality of the learning material that you presented?	-	-	23.80%	38.09%	38.09%	4.14	4.23
20. How would you rate the quality of the teaching media?	-	-	14.28%	52.38%	33.33%	4.19	4.28
21. How well was the programme organised?	-	-	15.00%	45.00%	40.00%	4.05	4.30

The biggest discrepancy between the presenters' and respondents' evaluations concerns the venues where the programmes were presented. This could be due to the fact that deficiencies in teaching infrastructure (e.g. overhead projectors) often inconvenience presenters more than they do recipients. Although not so markedly, the presenters also tended to rate the other elements of presentation context at a lower level.

The presenters' questionnaire included a section of open-ended questions where they could make recommendations regarding subjects that should be added to/dropped from the programme, subjects that should be covered in greater detail and the most and least helpful elements ("things") of the programme. Space was also provided for suggestions on how the programme could be improved. The following exposition contains the gist of the responses to these questions:

❖ *Question: I want to clarify the following responses to the presenters' evaluation of presentation questionnaire*

One presenter encapsulated some of the problems that were experienced with the venues with the following comment: "The venue was not suitable for a stress management programme. It was a boardroom, which is suitable for meetings. It was difficult to practise the relaxation techniques."

❖ *Question: Topics that need to be added to the programme*

The presenters recommended that the following topics should be added to the programme:

- time management
- how to manage work-related stress
- team building
- detailed (stress management) exercises.

❖ *Question: Topics that need to be covered in greater depth in the programme*

There were divergent opinions with regard to the topics that are already covered by the programme but that should receive more attention. It seemed as though there was a need especially for the following topics to be covered in more depth:

- reframing thinking patterns
- nutritional value and exercise
- effects of stress
- strategies for dealing with stress
- dynamic well-being
- the relationship between managers and subordinates
- on-the-job exercises
- stress profiling.

All the suggestions are valid and should be taken into consideration in the further development of the programme. In this regard it would be important to remember that the extent to which each subject is dealt with mainly depends on the type and size of the target groups and the extent to which the stress management programme could be linked to other personnel capacity building programmes. A mechanism should, therefore, be found to determine each target group's needs in advance and to tailor the programme presentation accordingly.

❖ *Question: Topics that should be dropped from the programme*

Various suggestions were made regarding topics that could be dropped from the programme. These were:

- stress statements,
- the video: "Stress – A Personal Challenge"
- tranquillity
- the 'tree format' of the personal stress management programme
- dynamic well-being
- some of the breathing exercises.

There were, however, a number of smaller issues that seem to require further attention. These will be taken into account in the guidelines for the improvement of the programme.

11. FINDINGS AND IMPLICATIONS

In discussing the findings and their implications, only the most prominent issues will be dealt with. These will include the research design and procedure, as well as the results that were achieved with the different measurement instruments and questionnaires.

The experimental and comparison groups that were used during the research correlated well with the profile of the total SAPS population. Where differences did occur, they were not of such a magnitude as to effect the outcome of the research in any fundamentally negative way. It could, therefore, be concluded that the findings of the research would be applicable to all SAPS personnel, irrespective of their rank/post, race, gender or province of origin.

During the research, a total of six measurement scales and a presenters' evaluation questionnaire were utilized. Due to the uniqueness of the programmes, the scales could not be constructed from standardised measurement instruments. Efforts were, therefore, made to create and standardise the scales by means of various pilot studies. In the case of the KAB scales, this process was not completely successful. They did, however, succeed in proving that the programme had at least a medium effect on the respondents' knowledge and behaviour.

In the research design, provision was made for possible problems with the standardisation of some of measurement scales. It was, therefore, decided to augment the KAB scales with the development and use of three other scales. These covered issues of programme value, programme relevance and the effect of the programme presentation. Together, the six scales constituted the triangulation of measurements that was utilised in the research.

From all the measurements it could be concluded that the Managing Stress Effectively personnel capacity building programme has a practical significant effect on participants' knowledge, attitudes and especially stress-related behaviour. It was also abundantly clear that it not only improved their job performance and functioning, but also benefited them personally. If both the respondents' and presenters' recommendations are accepted, the organization should commit itself to ensuring that all SAPS personnel attend this programme.

The content and presentation of the stress management programme is, however, not without its shortcomings. The research results were, therefore, also used as a basis to formulate guidelines for its further improvement.

12. GUIDELINES FOR IMPROVING THE PROGRAMME

The following guidelines will be divided into two components. The first will contain those that pertain to the contents of the programme and the second to its presentation.

❖ *Guidelines for improving the contents of the programme*

Due to a number of smaller problems that the presenters experienced with the programme, as well as deficiencies that came to the fore through the measurement scales, the following four steps could be taken to improve its contents even more.

- The presenters' recommendations should be utilised in the next revision of the Managing Stress Effectively programme. In this regard, special attention should be given to the elements of the programme that they found least helpful and most cumbersome.
- It should secondly become standard practice to revise and to update the programme every 12 to 18 months. This will ensure that it stays at the cutting edge of new developments in the field of stress management.
- The possibility of the modularisation of the programme should be further investigated. This could be done in such a way that it could be targeted at different types of groups (e.g. management vs. cleaners) without losing its core functionality.
- In order to comply with the principles of experiential learning, all the activities, exercises, checklists and examples should be re-evaluated and improved in order to make them even more relevant and effective.

❖ *Guidelines for improving the presentation of the programme*

The measures that could be taken to improve the presentation of the programme cover a wide variety of issues. They include the following.

- Stricter guidelines should be set concerning the requirements of a suitable venue, as this aspect definitely impacts negatively on the effect of the programme.
- The nature and presentation of the stress management programme makes it an imperative that that only suitably qualified social workers from Police Social Work Services should present the programme. The research data gave a strong indication that the programme would be a "dangerous weapon" in the hands of the wrong person.
- In order to ensure a high presentation standard, the continuous and further training of presenters should receive a priority rating. All presenters should complete a train-the-trainer programme and an advanced facilitation and presentations skills course before being allowed to present the Managing Stress Effectively programme.
- Presenters should attend a work session every 12 to 18 months to assist with the evaluation and updating of the programme and to ensure that they are up to date with new developments.
- An effective marketing strategy should be put into operation to ensure that all SAPS personnel attend at least one presentation of the stress management programme. The feasibility of presenting the programme on a more regular basis to sections or areas that have a high incidence of stress reactions should also be investigated.
- The KAB scales should be developed and standardised further and used on a continual basis to determine the effect of each programme presentations. This will help to ensure that all SAPS personnel receive the same high standard of service delivery.

13. CONCLUDING REMARKS

The Evaluation of Personnel Capacity Building Programmes (EPCBP) research project was the most comprehensive study ever undertaken by Police Social Work Services and, as such, important for the credibility of the social work profession, in particular in the SAPS. The evaluation of the Managing Stress Effectively programme formed a core part of this project. It was, therefore, quite significant that the research proved that this programme is a highly effective intervention mechanism that not only enables SAPS personnel to lead more productive professional lives, but also one that improves their personal well-being. Through this empowerment process they are enabled to render a better service to all communities of South Africa.

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SECTION 3: CONCLUSIONS, GUIDELINES AND RECOMMENDATIONS

1. INTRODUCTION

The research originated from the changes that took place during 1996 in the South African Police Service. These changes necessitated Social Work Services to embrace an alternative approach towards service delivery. Several personnel capacity building programmes, including the Managing Stress Effectively PCBP, were consequently developed and put into operation. In November 2001, as part of the EPCBP research project, a study was embarked on to determine the impact of the Managing Stress Effectively programme.

The overall aim of the study was to determine the effect that the programme had on SAPS personnel's knowledge, attitudes and behaviour, as well as to ascertain what influence the quality of the presentation had on its effect. The third aim was, on the basis the research results, to provide guidelines and recommendations for the further improvement of the programme. The hypothesis that was to be tested, was that the Managing Stress Effectively Capacity Building Programme had a practical significant influence on the knowledge, attitude and behaviour of SAPS personnel.

The nature of the programme and the results obtained via the empirical research has already been quite extensively covered in two articles (see Section 2). Therefore, only the main conclusions and recommendations that have been reached will be discussed next.

2. CONCLUSIONS REGARDING THE RESEARCH DESIGN AND PROCEDURE

The research results showed that the choice of a comparison group, pretest and posttest design was an appropriate departure point in determining the effect of the stress management programme. Its combination with triangulation ensured that the risks that are inherent in the use of non-standardised measurement instruments could be dealt with successfully. An important conclusion that could be reached is that this type of procedure can be effectively applied in the measurement of the effect of any type of intervention programme.

3. CONCLUSIONS REGARDING THE EFFECT OF THE PROGRAMME

The effect of the programme mainly refers to the changes that it brought about in participants' knowledge, attitudes and behaviour, as well as the participants' experience of the value and relevance of the intervention.

Although the structure of the Managing Stress Effectively programme differed from those of other successful programmes in the field, it bore the same basic traits as these programmes. The differences that did exist can be ascribed to the unique circumstances and needs of SAPS personnel, as well as a uniquely structured organisation and service delivery system. From the analysis it became clear that the programme ought, in principle, to have a significant effect on its target group. This hypothesis was empirically tested with the help of six scales and a presenter's evaluation questionnaire.

From all the measurements, it could be concluded that the Managing Stress Effectively personnel capacity building programme had a practical significant effect on participants' knowledge, attitudes and especially stress-related behaviour. It was also abundantly clear that it not only improved their job performance and functioning, but also benefited them personally.

4. CONCLUSIONS REGARDING THE QUALITY OF THE PRESENTATIONS

The results of the empirical research indicated that the presentations were generally of a very high standard. There were, however, some deficiencies.

Some of the venues where presentations took place were not up to standard. There were also indications that elements of the learning material and teaching aids needed some upgrading.

Presenters needed to pay more attention to explaining difficult and abstract concepts and be more fully conversant with the subject matter for the programme. The presenters' level of enthusiasm could also receive some attention. Enthusiasm sells, and a lack of enthusiasm on the side of the presenters could lessen the impact of the programme.

It was concluded that the presenters were already highly efficient but that they should undergo advanced training to improve their presentation skills even more.

5. FINDINGS

All the research data brought the following three main findings to the fore.

- The first was that the Managing Stress Effectively Capacity Building Programme did have a practical significant effect on SAPS personnel's knowledge, attitude and behaviour and that it enhanced both their professional and personal functioning. The programme, therefore, succeeded fully in the purpose for which it was originally designed.
- The second finding was that the presentation of the programme was of such a high quality that it enhanced the programme's effect.

- Thirdly, it was thirdly proven beyond reasonable doubt that the stated hypothesis was indeed correct.

On the basis of these findings, it could be concluded that the “Managing Stress Effectively” study succeeded in its main aim.

6. GUIDELINES AND RECOMMENDATIONS

The content and presentation of the stress management programme is, in spite of its success, not without shortcomings. The research results were, therefore, also used as a basis to formulate guidelines and recommendations for its further improvement. These will be summarised next.

6.1 PROPOSED IMPROVEMENTS TO THE PROGRAMME

- The programme should be adjusted to suit different groupings of participants. For instance, if the target group consists of civilian personnel only, the activities and examples should be compatible with their frame of reference. The same principle is applicable to any other target group in the SAPS such as detectives, sergeants and officers.
- The content of the programme should be updated annually.
- The practical application of the programme should be more fully based on the principles of adult and experiential learning.
- A comprehensive package of exercises, demonstrations, role-plays, relaxation exercises, brain teasers, ice breakers and case studies should be designed and added to the programme. This will enable presenters to choose activities that best suit a specific group.

6.2 THE FURTHER EMPOWERMENT OF PRESENTERS

- The level of each presenter’s facilitation and presentation skills should be more fully assessed. In this regard, a distinction could then be made between those that function on a basic and on an advanced level. Further training packages could then be developed accordingly.
- All presenters should be enabled to undergo advanced training in facilitation and presentation skills. This will ensure that all SAPS social workers meet the required presentation standards.
- A monitoring guideline in terms of standard requirements for presenters should be developed.
- Presenters should be assessed at least twice in a twelve-month period and the assessments should be linked with presenters’ performance evaluation plans.
- Presenters should participate in an annual revision session of the programme.

6.3 PROPOSED IMPROVEMENTS TO THE CONTEXTS OF PRESENTATIONS

- It should be seen as a prerequisite for the presentation of the stress management programme that venues meet minimum standards. They should especially form a calm and relaxed setting and preferably be located away from the participants’ work environment.

- The language in which the programme is presented to a specific group of participants should be determined beforehand. The presentation should be in line with the policy on the use of language for educational purposes in the SAPS.

6.4 MARKETING THE PROGRAMME

- The personnel capacity building programmes are interlinked with each other. Therefore, a marketing strategy that promotes all the programmes and simultaneously defines the unique elements and benefits of each programme should be developed.
- The marketing strategy should be constructed so that prospective participants will be excited about the benefits that the programmes have in store for them.
- The results achieved by presenting/attending personnel capacity building programmes should be reported regularly to personnel members. This could be done by means of official communication channels such as SAPS magazines, circulars, the media and management.

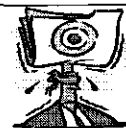
7. CONCLUDING REMARKS

Research of this magnitude has never been attempted by the SAPS Social Work Services before. The success of this endeavour should ultimately influence the strategic principles of Police Social Work Services and contribute to the continual refinement of this specialized service. This will benefit all SAPS personnel and result in even more professional service rendering to all citizens of South Africa.



SECTION 4: APPENDIXES

APPENDIX 1:
"MANAGING STRESS
EFFECTIVELY" PRETEST
QUESTIONNAIRE:
EXPERIMENTAL GROUP



A QUESTIONNAIRE RE: *THE "MANAGING STRESS EFFECTIVELY" PROGRAMME* [1]

THIS QUESTIONNAIRE MUST BE COMPLETED **BEFORE** THE START OF THE “MANAGING STRESS EFFECTIVELY” PROGRAMME

1. Introduction

You are about to complete the “Managing Stress Effectively” Programme. This programme forms part of a large and expensive initiative; therefore we must know how effective it is in meeting your needs and interests. For this we need your input. Please complete the following questionnaire *honestly* and *in full*, and please *don't guess*. We need your personal views – it will help us to serve you better.

2. Instructions for the completion of this Questionnaire

The following “Managing Stress Effectively” Questionnaire covers various issues relating to stress and its management.

- 2.1 This questionnaire must be completed **BEFORE** the programme is presented.
- 2.2 Mark all answers on this questionnaire by making a **cross [x]** in the appropriate blocks.
- 2.3 Mark only **one** answer per question and answer **all** questions.
- 2.4 Do not make your cross outside of the block.
- 2.5 Complete the questionnaire **quickly** and **on your own**. Give your honest opinions.

This questionnaire contains several personal questions. *Don't write your name anywhere on the questionnaire.* However, for research purposes we need you to generate a **secret identification (ID) code**. This code will be used to *match this questionnaire to others* that you will of have completed. *It will not identify you as a person.* When you have completed the questionnaire, please seal the answer sheet in an envelope, write the title of the programme and the date/dates of the programme on the envelope and return it to the Presenter who gave it to you.

3. How to start

Part I to Part VII is designed to link you with a specific programme, a province, etc. In addition, these answers will be used to generate your **secret identification (ID) code** that only *you* will know.

PART I: PROGRAMME PARTICULARS

- In the first row, write the initials and surname of the person/persons presenting this programme.
- In die second row, write the date/dates on which the programme is presented.
- In the third row, write the venue where the programme is presented.

Presenters/s

Date(s)

Venue

For office use



PART II: PROVINCE & SECRET CODE [A]

In the next row, indicate the Province in which the programme was presented. Each Province is allocated a number - ranging from 0 to 9. Make a cross (X) in the block of the appropriate province.

0 Gauteng	1 Western Cape	2 Eastern Cape	3 Northern Cape	4 Kwazulu - Natal	5 Free State	6 North West	7 Limpopo Province	8 Mpumalanga	9 Head Office
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PART III: PART OF SECRET CODE [B]

In the next two blocks, indicate the last two numbers of your *Persal number*, that is the number *before* and the number *after* the *dash* ("-"). For example, if your number is 319326-4, write 6 and 4.

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PART IV: PART OF SECRET CODE [C]

In the last blocks, indicate the last two numbers of the year of your birth. For example, if you were born in 1968, write 6 and 8.

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PART V: GENDER AND SECRET CODE [D]

Next, indicate your gender.

1. Male	2. Female
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PART VI: RACE

Information regarding your race is required for statistical purposes only. Please mark the appropriate block.

1. Indian	2. African	3. Coloured	4. White
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PART VII: RANK/POSITION

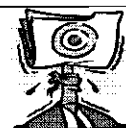
Please write your rank on the block that is provided. In the case of Civil Act personnel, please write your position.

Rank/Position

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For office use

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NEXT: Write your choice of answers to the following questions/statements by making a cross [x] in the appropriate blocks. Give only one (1) answer per question. Please don't guess.

PART VIII: PROVIDE THE CORRECT ANSWER FOR EACH OF THE FOLLOWING STATEMENTS

1 I can do on the job exercises while attending a complaint.

1	2	3
True	False	I am not certain

2 I can do on the job exercises while attending a meeting.

1	2	3
True	False	I am not certain

3 What will be the result if you apply stress management skills?

1	2	3	4
I don't know	I will become passive	My stress level will stabilize	My stress level will decrease

PART IX: DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS?

6 It is a sign of weakness if a person develops too high levels of stress.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

7 If it is found that I suffer from stress, it will have a negative impact on my career.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

8 I am the only cause of my own stress.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

9 Pessimistic Policemen tend to experience too much stress.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

10 I am suppose to take responsibility for my colleague's work if he/she experiences too much stress.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

PART X: YOUR TYPICAL STRESS BEHAVIOUR

11. How did you deal with your stress up till now?

1	2	3	4
I accepted that stress was a normal part of life	I took something (e.g. medicine or a drink) to relieve my stress	I exercised in order to relieve my stress	I identified the causes of my stress and then did something about them

12. What did you do about your pent-up emotions up till now?

1	2	3	4
I ignored it	I took something (e.g. medicine or a drink) to relieve my feelings	I got rid of my feelings by laughing it off or by crying	I talked to somebody about my feelings

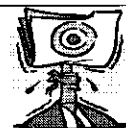
13. Up till now, what was your *first emotional reaction* when you had to face a difficult situation?

1	2	3	4
I ignored my discomfort	I tried to avoid difficult situations	I would see it as a challenge	I felt like addressing the difficult situation

THANK YOU FOR COMPLETING THIS "MANAGING STRESS EFFECTIVELY" QUESTIONNAIRE"



APPENDIX 2:
"MANAGING STRESS
EFFECTIVELY" POSTTEST
QUESTIONNAIRE:
EXPERIMENTAL GROUP



QUESTIONNAIRE RE: *THE "MANAGING STRESS EFFECTIVELY" PROGRAMME [2]*

THIS QUESTIONNAIRE MUST BE COMPLETED *AFTER* THE "MANAGING STRESS EFFECTIVELY" PROGRAMME

1. Introduction

You have just completed the “*Managing Stress Effectively*” Programme. This programme forms part of a large and expensive initiative; therefore we must know how effective it is in meeting your needs and interests. For this we need your input. Please complete the following questionnaire *honestly* and *in full*, and please *don't guess*. We need your personal views – it will help us to serve you better.

2. Instructions for the completion of this Questionnaire

The following “*Managing Stress Effectively*” Questionnaire covers various issues relating to stress and its management.

- 2.1 This questionnaire must be completed *AFTER* the programme was presented.
- 2.2 Mark all answers on this questionnaire by making a *cross [x]* in the appropriate blocks.
- 2.3 Mark only *one* answer per question and answer *all* questions.
- 2.4 Do not make your cross outside of the block.
- 2.5 Complete the questionnaire *quickly* and *on your own*. Give your honest opinions.

This questionnaire contains several personal questions. *Don't write your name anywhere on the questionnaire*. However, for research purposes we need you to generate a *secret identification (ID) code*. This code will be used to *match this questionnaire* to *others* that you will of have completed. *It will not identify you as a person*. When you have completed the questionnaire, please seal the answer sheet in an envelope, write the title of the programme and the date/dates of the programme on the envelope and return it to the Presenter who gave it to you.

3. How to start

Part I to Part VII is designed to link you with a specific course, a province, etc. In addition, these answers will be used to generate your *secret identification (ID) code* that only *you* will know.

PART I: PROGRAMME PARTICULARS

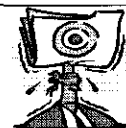
- In the first row, write the initials and surname of the person/persons that presented this programme.
- In die second row, write the date/dates on which the programme was presented.
- In the third row, write the venue where the programme was presented.

Presenters/s

Date(s)

Venue

For office use	



PART II: PROVINCE & SECRET CODE [A]

In the next row, indicate the Province in which the programme was presented. Each Province is allocated a number - ranging from 0 to 9. Make a cross X in the block of the appropriate province.

0 <i>Gauteng</i>	1 <i>Western Cape</i>	2 <i>Eastern Cape</i>	3 <i>Northern Cape</i>	4 <i>Kwazulu - Natal</i>	5 <i>Free State</i>	6 <i>North West</i>	7 <i>Limpopo Province</i>	8 <i>Mpumalanga</i>	9 <i>Head Office</i>
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PART III: PART OF SECRET CODE [B]

In the next two blocks, indicate the last two numbers of your *Persal number*, that is the number *before* and the number *after* the dash ("-"). For example, if your number is 319326-4, write 6 and 4.

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PART IV: PART OF SECRET CODE [C]

In the last two blocks, indicate the last two numbers of the year of your birth. For example, if you were born in 1968, write 6 and 8.

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PART V: GENDER AND SECRET CODE [D]

Next, indicate your gender.

1. <i>Male</i>	2. <i>Female</i>
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PART VI: RACE

Information regarding your race is required for statistical purposes only. Please mark the appropriate block.

1. <i>Indian</i>	2. <i>African</i>	3. <i>Coloured</i>	4. <i>White</i>
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PART VII: RANK/POSITION

Please write your rank on the block that is provided. In the case of Civil Act personnel, please write your position.

Rank/Position

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<i>For office use</i>	



NEXT: Write your choice of answers to the following questions/statements by making a cross [x] in the appropriate blocks. Give only one (1) answer per question. Please don't guess.

PART VIII: PROVIDE THE CORRECT ANSWER FOR EACH OF THE FOLLOWING STATEMENTS

1	I can do on the job exercises while attending a complaint.	1 True	2 False	3 I am not certain	
2	I can do on the job exercises while attending a meeting.	1 True	2 False	3 I am not certain	
3	What will be the result if you apply stress management skills?	1 I don't know	2 I will become passive	3 My stress level will stabilize	4 My stress level will decrease

PART IX: DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS?

6	It is a sign of weakness if a person develops too high levels of stress.	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
7	If it is found that I suffer from stress, it will have a negative impact on my career.	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
8	I am the only cause of my own stress.	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
9	Pessimistic Policemen tend to experience too much stress.	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
10	I am suppose to take responsibility for my colleague's work if he/she experiences too much stress.	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree

PART X: YOUR TYPICAL STRESS BEHAVIOUR

11. How do you intend to deal with your stress in future?

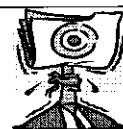
1 I will accept that stress is a normal part of life	2 I will take something (e.g. medicine or a drink) to relieve my stress	3 I will exercise in order to relieve my stress	4 I will identify the causes of my stress and then do something about them
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12. What do you intend to do about your pent-up emotions in the future?

1 I will ignore it	2 I will take something (e.g. medicine or a drink) to relieve my feelings	3 I will get rid of my feelings by laughing it off or by crying	4 I will talk to somebody about my feelings
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13. In future, what will be your first emotional reaction when you have to face a difficult situation?

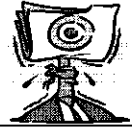
1 I will ignore my discomfort	2 I will try to avoid difficult situations	3 I will see a difficult situation as a challenge	4 I will address the difficult situation
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PART XII: EVALUATION OF THIS COURSE

14	What was the overall value of the programme/ course?	1 <i>It had no or little value</i>	2 <i>It had below average value</i>	3 <i>It had above average value</i>	4 <i>It had a lot of value</i>
15	What value did the following component have for you: <i>"What is stress/ what causes stress and the physiology of stress?"</i>	1 <i>It had no or little value</i>	2 <i>It had below average value</i>	3 <i>It had above average value</i>	4 <i>It had a lot of value</i>
16	What value did the following component have for you: <i>"The compilation of your personal stress profile - stress level, causes, reactions?"</i>	1 <i>It had no or little value</i>	2 <i>It had below average value</i>	3 <i>It had above average value</i>	4 <i>It had a lot of value</i>
17	What value did the following component have for you: <i>"The different strategies in dealing with stress?"</i>	1 <i>It had no or little value</i>	2 <i>It had below average value</i>	3 <i>It had above average value</i>	4 <i>It had a lot of value</i>
18	What value did the following component have for you: <i>"The compilation of your own Personal Stress Management Programme?"</i>	1 <i>It had no or little value</i>	2 <i>It had below average value</i>	3 <i>It had above average value</i>	4 <i>It had a lot of value</i>

THANK YOU FOR COMPLETING THIS "MANAGING STRESS EFFECTIVELY" QUESTIONNAIRE"



APPENDIX 3: "MANAGING STRESS EFFECTIVELY" PRETEST QUESTIONNAIRE: COMPARISON GROUP



QUESTIONNAIRE RE: *THE "MANAGING STRESS EFFECTIVELY" PROGRAMME [A]*

THIS QUESTIONNAIRE FOR THE COMPARISON GROUP MUST BE COMPLETED *FIRST*.

1. Introduction

You are part of a comparison group for the research on the "Managing stress effectively" Programme. This programme forms part of a large and expensive initiative; therefore we must know how effective it is in meeting your needs and interests. For this we need your input. Please complete the following questionnaire *honestly and in full*, and please *don't guess*. We need your honest and personal views – it will help us to serve you better.

2. Instructions for the completion of this Questionnaire

The following “Managing Stress Effectively” Questionnaire covers various issues relating to stress and its management.

- 2.1 Mark all answers on this questionnaire by making a cross [x] in the appropriate blocks.
- 2.2 Mark only *one* answer per question and answer *all* questions.
- 2.3 Do not make your cross outside of the block.
- 2.4 Complete the questionnaire *quickly* and *on your own*. Give your honest opinions.

This questionnaire contains several personal questions. *Don't write your name anywhere on the questionnaire*. However, for research purposes we need you to generate a *secret identification (ID) code*. This code will be used to *match this questionnaire to others* that you will of have completed. *It will not identify you as a person*.

When you have completed the questionnaire, please seal the answer sheet in an envelope, write the title of the programme and the date/dates of completion of the questionnaire on the envelope and return it to the Presenter who gave it to you.

3. How to start

Part I to Part VII is designed to link you with a specific course, a province, etc. In addition, these answers will be used to generate your *secret identification (ID) code* that only *you* will know.

PART I: PROGRAMME PARTICULARS

- In the first row, write the initials and surname of the person/persons who issued this questionnaire.
- In die second row, write the date/dates on which the questionnaire was completed.
- In the third row, write the venue where the questionnaire was completed.

Presenters/s

Date(s)

Venue

For office use



PART II: PROVINCE & SECRET CODE [A]

In the next row, indicate the Province in which the programme was presented. Each Province is allocated a number - ranging from 0 to 9. Make a cross X in the block of the appropriate province.

0 <i>Gauteng</i>	1 <i>Western Cape</i>	2 <i>Eastern Cape</i>	3 <i>Northern Cape</i>	4 <i>Kwazulu - Natal</i>	5 <i>Free State</i>	6 <i>North West</i>	7 <i>Limpopo Province</i>	8 <i>Mpumalanga</i>	9 <i>Head Office</i>
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PART III: PART OF SECRET CODE [B]

In the next two blocks, indicate the last two numbers of your *Persal number*, that is the number *before* and the number *after* the *dash* (“-”). For example, if your number is 319326-4, write 6 and 4.

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PART IV: PART OF SECRET CODE [C]

In the last two blocks, indicate the last two numbers of the year of your birth. For example, if you were born in 1968, write 6 and 8.

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PART V: GENDER AND SECRET CODE [D]

Next, indicate your gender.

1. <i>Male</i>	2. <i>Female</i>
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PART VI: RACE

Information regarding your race is required for statistical purposes only. Please mark the appropriate block.

1. <i>Indian</i>	2. <i>African</i>	3. <i>Coloured</i>	4. <i>White</i>
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PART VII: RANK/POSITION

Please write your rank on the block that is provided. In the case of Civil Act personnel, please write your position.

Rank/Position

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<i>For office use</i>	



NEXT: Write your choice of answers to the following questions/statements by making a cross [x] in the appropriate blocks. Give only one (1) answer per question. Please don't guess.

PART VIII: PROVIDE THE CORRECT ANSWER FOR EACH OF THE FOLLOWING STATEMENTS

- | | | | |
|--|------------------|-------------------|------------------------------|
| 1 I can do on the job exercises while attending a complaint. | 1
<i>True</i> | 2
<i>False</i> | 3
<i>I am not certain</i> |
| 2 I can do on the job exercises while attending a meeting. | 1
<i>True</i> | 2
<i>False</i> | 3
<i>I am not certain</i> |
-
- | | | | | |
|--|--------------------------|-----------------------------------|--|---|
| 3 What will be the result if you apply stress management skills? | 1
<i>I don't know</i> | 2
<i>I will become passive</i> | 3
<i>My stress level will stabilize</i> | 4
<i>My stress level will decrease</i> |
|--|--------------------------|-----------------------------------|--|---|

PART IX: DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS?

- | | | | | |
|---|-------------------------------|----------------------|-------------------|----------------------------|
| 6 It is a sign of weakness if a person develops too high levels of stress. | 1
<i>Strongly disagree</i> | 2
<i>Disagree</i> | 3
<i>Agree</i> | 4
<i>Strongly agree</i> |
| 7 If it is found that I suffer from stress, it will have a negative impact on my career. | 1
<i>Strongly disagree</i> | 2
<i>Disagree</i> | 3
<i>Agree</i> | 4
<i>Strongly agree</i> |
| 8 I am the only cause of my own stress. | 1
<i>Strongly disagree</i> | 2
<i>Disagree</i> | 3
<i>Agree</i> | 4
<i>Strongly agree</i> |
| 9 Pessimistic Policemen tend to experience too much stress. | 1
<i>Strongly disagree</i> | 2
<i>Disagree</i> | 3
<i>Agree</i> | 4
<i>Strongly agree</i> |
| 10 I am suppose to take responsibility for my colleague's work if he/she experiences too much stress. | 1
<i>Strongly disagree</i> | 2
<i>Disagree</i> | 3
<i>Agree</i> | 4
<i>Strongly agree</i> |

PART X: YOUR TYPICAL STRESS BEHAVIOUR

11. How did you deal with your stress up till now?

- | | | | |
|--|--|---|--|
| 1
<i>I accepted that stress was a normal part of life</i> | 2
<i>I took something (e.g. medicine or a drink) to relieve my stress</i> | 3
<i>I exercised in order to relieve my stress</i> | 4
<i>I identified the causes of my stress and then did something about them</i> |
|--|--|---|--|

12. What did you do about your pent-up emotions up till now?

- | | | | |
|--------------------------|--|--|--|
| 1
<i>I ignored it</i> | 2
<i>I took something (e.g. medicine or a drink) to relieve my feelings</i> | 3
<i>I got rid of my feelings by laughing it off or by crying</i> | 4
<i>I talked to somebody about my feelings</i> |
|--------------------------|--|--|--|

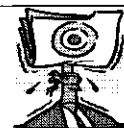
13. Up till now, what was your first emotional reaction when you had to face a difficult situation?

- | | | | |
|-------------------------------------|---|---|--|
| 1
<i>I ignored my discomfort</i> | 2
<i>I tried to avoid difficult situations</i> | 3
<i>I would see it as a challenge</i> | 4
<i>I felt like addressing the difficult situation</i> |
|-------------------------------------|---|---|--|

THANK YOU FOR COMPLETING THIS "MANAGING STRESS EFFECTIVELY QUESTIONNAIRE"



APPENDIX 4: "MANAGING STRESS EFFECTIVELY" POSTTEST QUESTIONNAIRE: COMPARISON GROUP



QUESTIONNAIRE RE: *THE "MANAGING STRESS EFFECTIVELY" PROGRAMME [B]*

THIS QUESTIONNAIRE FOR THE COMPARISON GROUP MUST BE COMPLETED *SECOND*

1. Introduction

You are part of a comparison group for the research on the "Managing stress effectively" Programme. This programme forms part of a large and expensive initiative; therefore we must know how effective it is in meeting your needs and interests. For this we need your input. Please complete the following questionnaire *honestly* and *in full*, and please *don't guess*. We need your honest and personal views – it will help us to serve you better.

2. Instructions for the completion of this Questionnaire

The following “Managing Stress Effectively” Questionnaire covers various issues relating to stress and its management.

- 2.1 Mark all answers on this questionnaire by making a cross [x] in the appropriate blocks.
- 2.2 Mark only one answer per question and answer all questions.
- 2.3 Do not make your cross outside of the block.
- 2.4 Complete the questionnaire quickly and on your own. Give your honest opinions.

This questionnaire contains several personal questions. *Don't write your name anywhere on the questionnaire.* However, for research purposes we need you to generate a *secret identification (ID) code*. This code will be used to *match this questionnaire to others* that you will of have completed. *It will not identify you as a person.* When you have completed the questionnaire, please seal the answer sheet in an envelope, write the title of the programme and the date/dates of the course on the envelope and return it to the Presenter who gave it to you.

3. How to start

Section I to Section VII is designed to link you with a specific course, a province, etc. In addition, these answers will be used to generate your *secret identification (ID) code* that only *you* will know.

PART I: PROGRAMME PARTICULARS

- In the first row, write the initials and surname of the person/persons who issued this questionnaire.
- In die second row, write the date/dates on which the questionnaire was completed.
- In the third row, write the venue where the questionnaire was completed.

Presenters/s

Date(s)

Venue

For office use	



PART II: PROVINCE & SECRET CODE [A]

In the next row, indicate the Province in which the training course was presented. Each Province is allocated a number - ranging from 0 to 9. Make a cross X in the block of the appropriate

0	1	2	3	4	5	6	7	8	9
Gauteng	Western Cape	Eastern Cape	Northern Cape	Kwazulu - Natal	Free State	North West	Limpopo Province	Mpumalanga	Head Office

PART III: PART OF SECRET CODE [B]

In the next two blocks, indicate the last two numbers of your *Persal number*, that is the number *before* and the number *after* the dash ("-"). For example, if your number is 319326-4, write 6 and 4.

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PART IV: PART OF SECRET CODE [C]

In the last two rows, indicate the last two numbers of the year of your birth. For example, if you were born in 1968, write 6 and 8.

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PART V: GENDER AND SECRET CODE [D]

Next, indicate your gender.

1. Male	2. Female
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PART VI: RACE

Information regarding your race is required for statistical purposes only. Please mark the appropriate block.

1. Indian	2. African	3. Coloured	4. White
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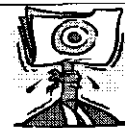
PART VII: RANK/POSITION

Please write your rank on the block that is provided. In the case of Civil Act personnel, please write your position.

Rank/Position

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For office use	



NEXT: Write your choice of answers to the following questions/statements by making a cross [x] in the appropriate blocks. Give only one (1) answer per question. Please don't guess.

PART VIII: PROVIDE THE CORRECT ANSWER FOR EACH OF THE FOLLOWING STATEMENTS

- | | | | | | |
|---|--|-------------------|----------------------------|-------------------------------------|------------------------------------|
| 1 | I can do on the job exercises while attending a complaint. | 1
True | 2
False | 3
I am not certain | |
| 2 | I can do on the job exercises while attending a meeting. | 1
True | 2
False | 3
I am not certain | |
| 3 | What will be the result if you apply stress management skills? | 1
I don't know | 2
I will become passive | 3
My stress level will stabilize | 4
My stress level will decrease |

PART IX: DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS?

- | | | | | | |
|----|--|------------------------|---------------|------------|---------------------|
| 6 | It is a sign of weakness if a person develops too high levels of stress. | 1
Strongly disagree | 2
Disagree | 3
Agree | 4
Strongly agree |
| 7 | If it is found that I suffer from stress, it will have a negative impact on my career. | 1
Strongly disagree | 2
Disagree | 3
Agree | 4
Strongly agree |
| 8 | I am the only cause of my own stress. | 1
Strongly disagree | 2
Disagree | 3
Agree | 4
Strongly agree |
| 9 | Pessimistic Policemen tend to experience too much stress. | 1
Strongly disagree | 2
Disagree | 3
Agree | 4
Strongly agree |
| 10 | I am suppose to take responsibility for my colleague's work if he/she experiences too much stress. | 1
Strongly disagree | 2
Disagree | 3
Agree | 4
Strongly agree |

PART X: YOUR TYPICAL STRESS BEHAVIOUR

11. How do you intend to deal with your stress in future?

- | | | | |
|---|--|--|--|
| 1
I will accept that stress is a normal part of life | 2
I will take something (e.g. medicine or a drink) to relieve my stress | 3
I will exercise in order to relieve my stress | 4
I will identify the causes of my stress and then did something about them |
|---|--|--|--|

12. What do you intend to do about your pent-up emotions in the future?

- | | | | |
|-----------------------|--|--|--|
| 1
I will ignore it | 2
I will take something (e.g. medicine or a drink) to relieve my feelings | 3
I will get rid of my feelings by laughing it off or by crying | 4
I will talk to somebody about my feelings |
|-----------------------|--|--|--|

13. In future, what will be your first emotional reaction when you have to face a difficult situation?

- | | | | |
|----------------------------------|---|--|---|
| 1
I will ignore my discomfort | 2
I will try to avoid difficult situations | 3
I will see a difficult situation as a challenge | 4
I will address the difficult situation |
|----------------------------------|---|--|---|

THANK YOU FOR COMPLETING THIS "MANAGING STRESS EFFECTIVELY QUESTIONNAIRE"

APPENDIX 5: THE PRESENTATION EVALUATION QUESTIONNAIRE



Presentation Evaluation Questionnaire

All SAPS personnel that participated in one of the Capacity Building Programmes should complete this questionnaire *directly after each programme*.

1. INTRODUCTION

You have just completed one of the Personnel Capacity Building Programmes. These programmes are a large and expensive initiative; therefore we must know how effective they are in meeting your needs and interests. For this we need your input. Please complete the following questionnaire honestly and in full – it will help us to serve you better.

2. GENERAL INSTRUCTIONS

This questionnaire contains various questions regarding the *presentation* and *contents* of the programme that you have just attended.

- 2.1 Mark *all answers* on this questionnaire by making a *cross [x]* in the appropriate blocks.
- 2.2 Mark only *one* answer per question and answer *all* questions.
- 2.3 Please make your cross *inside* the block.
- 2.4 Complete the questionnaire *quickly* and on *your own*. Give your *honest opinions*.

The questionnaire contains several personal questions. *Don't write your name anywhere on the questionnaire*. However, for research purposes we need you to generate a *secret identification (ID) code*. This code will be used to *match this questionnaire* to others that you will or have completed. *It will not identify you as a person*.

When you have completed the questionnaire, place it in the envelope that will be provided and return it to the Presenter who gave it to you.

3. HOW TO START

Section 1 to Section 8 of the questionnaire is designed to link you with a specific programme, a province, etc. In addition, some of the answers will generate your *secret identification (ID) code* that only *you* will know.

SECTION 1: COURSE PARTICULARS

- In the first row below, write the initials and surname of the person or persons that presented the programme.
- In the second row, write the date/dates on which the programme was presented.
- In the third row, write the venue (place and town/city) where the programme was presented.

Presenter/s:

Dates:

Venue:

For office use	

SECTION 2: PROVINCE & SECRET CODE [a]

In the section below, indicate the *province* in which the training course *was presented* by making a cross ☒ in the block of the appropriate province.

0	1	2	3	4	5	6	7	8	9
Gauteng	Western Cape	Eastern Cape	Northern Cape	Kwazulu Natal	Free State	North West	Limpopo (Northern Province)	Mpumalanga	Head Office



4. The presenter succeeded in *keeping me interested* in the subject.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

5. The presenter was *enthusiastic* about the subject that he/she taught.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

SECTION 10: EVALUATION OF THE PRESENTER'S PRESENTATION SKILLS

6. I could clearly *hear* what the presenter was saying (e.g. it was loud enough and in an accent that I could understand).

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

7. The presenter was skilful in the *use of the teaching media* (e.g. transparencies and or writing on newsprint / the blackboard).

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

8. The presenter encouraged *participant involvement* (e.g. by asking questions and or promoting discussions).

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

9. The presenter *prepared* himself/herself thoroughly for the presentation.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

10. What is your *overall rating* of the presenter's presentation skills?

1	2	3	4	5
Poor	Fair	Average	Good	Very good / excellent

SECTION 11: EVALUATION OF THE LEARNING PROCESS

11. In the beginning, the presenter gave us a *clear overview* of what we could expect during the course/programme.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

12. The presenter made sure that participants *understood* a subject before continuing on to the next subject.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

13. At the end, the presenter gave a *summary* of the material that was covered.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

14. The presenter was able to *communicate on my level*.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

15. It was *easy to understand the material* that was presented.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

16. The material that was covered will be *useful*.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

17. The course stimulated *my interest* in the subject.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree



SECTION 12: EVALUATION OF THE PRESENTATION CONTEXT

18. How would you rate the <i>venue</i> ?	1 <i>Very bad</i>	2 <i>Bad</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
19. How would you rate the <i>quality of the learning material</i> that was presented?	1 <i>Very bad</i>	2 <i>Bad</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
20. How would you rate <i>quality of the teaching media (e.g. transparencies and or handouts)</i> ?	1 <i>Very bad</i>	2 <i>Bad</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
21. How well was the course/programme <i>organised</i> ?	1 <i>Very bad</i>	2 <i>Bad</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>

SECTION 13: EVALUATION OF THE RELEVANCE OF THE COURSE/PROGRAMME

22. The course/programme <i>stimulated my creative thinking</i> .	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
23. I will be able to <i>apply</i> the new knowledge and insights that I have gained <i>in my job</i> .	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
24. I feel that the course/programme will help me <i>do my job better</i> .	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
25. I will be able to <i>apply</i> the new knowledge and insights that I have gained <i>in my daily life</i> .	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
26. I feel that the course/programme will help me <i>to live my life in a better way</i> .	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
27. <i>All SAPS personnel</i> should receive this course/programme.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>

SECTION 14: GENERAL

28. How will you rate the <i>length</i> of the course/programme?	1 <i>It was much too long</i>	2 <i>It was a little too long</i>	3 <i>The length was just right</i>	4 <i>It was a little too short</i>	5 <i>It was much too short</i>
29. How will you rate the <i>pace</i> of the presentation?	1 <i>The pace was much too slow</i>	2 <i>The pace was a little too slow</i>	3 <i>The pace was just right</i>	4 <i>The pace was a little too fast</i>	5 <i>The pace was much too fast</i>
30. How will you rate the <i>balance</i> between the time spent on the <i>presentation</i> and time spent on <i>group involvement</i> ?	1 <i>Too much time was spent on the presentation</i>	2 <i>A good balance</i>	3 <i>Too much time was spent on group involvement</i>	4 <i>There was no group involvement</i>	



31. Which *language* was used
the most in the presentation of
the course/programme?

1	2	3	4	5	6
<i>Afrikaans</i>	<i>English</i>	<i>Sotho</i>	<i>Tswana</i>	<i>Zulu</i>	<i>Others</i>

Thank you for completing this questionnaire.

APPENDIX 6: THE PRESENTER'S EVALUATION QUESTIONNAIRE



Questionnaire: Presenter's Evaluation of Programme Presentation

Note: All presenters of Capacity Building Programmes must complete the following presentation evaluation questionnaire *at the end of each* programme. In cases where two presenters are involved with the presentation of one programme, each must complete a *separate* questionnaire.

1. INTRODUCTION

You have just *presented* one of the Personnel Capacity Building Programmes. These programmes are a large and expensive initiative. Therefore we must know your views on their effectiveness, as well as your perceptions on the quality and effectiveness of your presentation and the circumstances under which they were conducted. Only in this way can we improve the programmes and the overall quality of their presentation.

Please complete the questionnaire honestly. You will not be identified in person in any research or other report. Your personal details are only required to link different presentations to each other.

2. GENERAL INSTRUCTIONS

The Presenter's Evaluation of Programme Presentation questionnaire contains various questions regarding the presentation and contents of the programme, as well as the circumstances under which it was presented. Answer them on this questionnaire.

- 2.1 *Mark the answers by making a cross ☒ in the appropriate block.* The cross mustn't touch the outline of the block.
- 2.2 Mark only *one* answer per question and answer *all* questions.
- 2.3 Complete the questionnaire *on your own* and *at the same time* that the participants complete their Presentation Evaluation Questionnaires.
- 2.4 Under no circumstances may you look at the participants' Presentation Evaluation Questionnaires. Their, as well as your own questionnaires, are confidential.
- 2.5 In cases where two presenters are involved with the presentation of one programme, each must individually complete a separate questionnaire. Do not discuss the answers with each other. *We need your personal views.*
- 2.6 Attached you will also find the form titled "Written Comments re Presentation". Please complete it and *staple it to the back of this questionnaire.*

When you have completed the questionnaire and form, seal it in an envelope, write the title of the programme and the date/dates of the programme on the envelope and return it to Head Office.

3. TO START

SECTION 1: Programme Particulars

- In the first row, write your initials and surname.
- If there was a second presenter, write his or her initials and surname in the second row.
- In the third row, write the date/dates on which the programme was presented.
- In the fourth row, write the venue (place) where the programme was presented.

Presenter:	
Co-presenter/s:	
Dates:	

For office use	



Venue:

SECTION 2: PROVINCE

In the section below, indicate the province in which the training course *was presented* by making a cross ☒ in the block of the appropriate province.

0 <i>Gauteng</i>	1 <i>Western Cape</i>	2 <i>Eastern Cape</i>	3 <i>Northern Cape</i>	4 <i>Kwazulu Natal</i>	5 <i>Free State</i>	6 <i>North West</i>	7 <i>Limpopo (Northern Province)</i>	8 <i>Mpumalanga</i>	9 <i>Head Office</i>
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SECTION 3: COURSE/PROGRAMME BEING EVALUATED

Please make a cross ☒ in the block of the course/programme whose presentation you are evaluating.

1. <i>Assertiveness</i>	2. <i>Be money wise</i>	3. <i>Colleague sensitivity</i>	4. <i>Conflict management</i>	5. <i>Coping with change</i>	6. <i>Handling anger</i>	7. <i>Healthy life-style</i>
8. <i>HIV/AIDS Awareness Programme</i>	9. <i>HIV/AIDS: Peer Educators Training</i>	10. <i>Planning your goals</i>	11. <i>Self knowledge</i>	12. <i>Managing Stress Effectively</i>	13. <i>Substance Dependency</i>	14. <i>Time management</i>

SECTION 4: SELF-ASSESSMENT

1. I am *knowledgeable* about the subject that I taught.
2. I was *able to link* the material to the participants' level of knowledge.
3. I was able to explain difficult and abstract concepts.
4. I succeeded in *keeping participants interested* in the subject.
5. I was *enthusiastic* about the subject that I taught.

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>

SECTION 5: SELF-EVALUATION OF PRESENTATION SKILLS

6. Participants could clearly *hear* what I was saying (e.g. *it was loud enough and in an accent that they could understand*).
7. I am skilful in the *use of the teaching media* (e.g. *transparencies and or writing on newsprint/the blackboard*).

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>



8. I encouraged *participant involvement* (e.g. by asking questions and or promoting discussions).

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>

9. I *prepared* myself thoroughly for the presentation.

10. What is your *overall rating* of your presentation skills?

1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good/ excellent</i>
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SECTION 6: EVALUATION OF THE LEARNING PROCESS

11. In the beginning, I gave a *clear overview* of what participants could expect during the course/programme.

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
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12. I made sure that participants *understood* a subject before continuing on to a next subject.

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
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13. At the end, I gave a *summary* of the material that was covered.

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
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14. I was able to *communicate on the participants' level*.

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
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15. It was *easy for participants to understand* the *material* that was presented.

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
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16. The material that was covered will be *useful*.

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
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17. The course stimulated *participants' interest* in the subject.

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
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SECTION 7: EVALUATION OF THE CONTEXT

18. How would you rate the *venue*?

1 <i>Very bad</i>	2 <i>Bad</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
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19. How would you rate the *quality of the learning material* that you presented?

1 <i>Very bad</i>	2 <i>Bad</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
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20. How would you rate *quality of the teaching media* (e.g. transparencies and or handouts)?

1 <i>Very bad</i>	2 <i>Bad</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
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21. How well was the course/programme organised?

1	2	3	4	5
<i>Very bad</i>	<i>Bad</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>

SECTION 8: EVALUATION OF THE RELEVANCE OF THE COURSE/PROGRAMME

22. The course/programme stimulated the participants' *creative thinking*.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

23. The participants will be able to *apply* the new knowledge and insights that they have gained in their *jobs*.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

24. I feel that the course/programme will help the participants *do their jobs better*.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

25. The participants will be able to *apply* the new knowledge and insights that they have gained in their *daily lives*.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

26. I feel that the course/programme will help participants *to live their lives in a better way*.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

27. *All SAPS personnel* should *receive* this course/programme.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

SECTION 9: GENERAL

28. How will you rate the *length* of the course/programme?

1	2	3	4	5
<i>It was much too long</i>	<i>It was a little too long</i>	<i>The length was just right</i>	<i>It was a little too short</i>	<i>I was much too short</i>

29. How will you rate the *tempo* of the presentation?

1	2	3	4	5
<i>The tempo was much too slow</i>	<i>The tempo was a little too slow</i>	<i>The tempo was just right</i>	<i>The tempo was a little too fast</i>	<i>The tempo was much too fast</i>

30. How will you rate the *balance* between the time spent on the presentation and time spent on group involvement?

1	2	3	4
<i>Too much time was spent on the presentation</i>	<i>A good balance</i>	<i>Too much time was spent on group involvement</i>	<i>There was no group involvement</i>

31. Which *language* did you use the *most* in the presentation of the course/programme?

1	2	3	4	5	6
<i>Afrikaans</i>	<i>English</i>	<i>Sotho</i>	<i>Tswana</i>	<i>Zulu</i>	<i>Others</i>



Form: Written Comments re Presentation

Instructions: Please provide your written comments in the spaces provided below and staple this form to the "Presenter's Evaluation of Programme Presentation" questionnaire. If the space provided isn't sufficient, please write on the back of this form.

1. *I WANT TO CLARIFY THE FOLLOWING RESPONSES TO THE "PRESENTER'S EVALUATION OF PROGRAMME PRESENTATION" QUESTIONNAIRE.* (Please specify the section number or question number to which your responses relate.)

2. *TOPICS THAT NEED TO BE ADDED TO THE PROGRAMME:*

3. *TOPICS THAT NEED TO BE COVERED IN GREATER DEPTH IN THE PROGRAMME:*



4. TOPICS THAT NEED TO BE DROPPED FROM THE PROGRAMME:

5. THE THINGS THAT WERE MOST AND LEAST HELPFUL IN PRESENTING THE PROGRAMME:

6. THE IMPROVEMENTS THAT COULD BE MADE TO THE PROGRAMME (*Very important!*):

Thank you for completing this questionnaire and form

APPENDIX 7: INSTRUCTIONS TO AUTHORS: SOCIAL WORK/ MAATSKAPLIKE WERK

The South African journal for social work "*Social Work/Maatskaplike Werk*" (ISSN – 0037-8054) provides the following instructions to authors:

INSTRUCTIONS TO AUTHORS

The Journal publishes articles, short communications, book reviews and commentary on articles already published from any field of social work. Contributions relevant to social work from other disciplines will also be considered. Contributions may be written in English or Afrikaans. All contributions will be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee. All refereeing is strictly confidential. Manuscripts may be returned to the authors if extensive revision is required or if the style or presentation does not conform to the Journal practice. Commentary on articles already published in the Journal must be submitted with appropriate captions, the name(s) and addressees of the author(s) and preferably not exceed 5 pages. The whole manuscript plus one clear copy as well as a diskette with all the text, preferably in MS Windows (Word or WordPerfect) or ASCII must be submitted. Manuscripts must be typed double spaced on one side of A4 paper only. Use the Harvard system for references. Short references in the text: When word-for-word quotations, facts or arguments from other sources are cited, the surname(s) of the author(s), year of publication and page number(s) must appear in parenthesis in the text, e.g. "... (Berger 1967:12). More details about sources referred to in the text should appear at the end of the manuscript under the caption "References". The sources must be arranged alphabetically according to the surnames of the authors. Note the use of capitals and punctuation marks in the following examples.

VOORSKRIFTE AAN OUTEURS

Die Tydskrif publiseer artikels, kort mededelings, boekbesprekings en kommentaar op reeds gepubliseerde artikels uit enige gebied van die maatskaplike werk asook relevante bydraes uit ander dissiplines. Bydraes mag in Afrikaans of Engels geskryf word. Artikels in Afrikaans moet vergesel wees van 'n Engelse opsomming van ongeveer 200 woorde. Alle bydraes sal krities deur ten minste twee keurders beoordeel word. Beoordeling is streng vertroulik. Manuskripte sal na die outeurs teruggestuur word indien ingrypende hersiening vereis word of indien die styl nie ooreenstem met die tydskrif se standaard nie. Kommentaar op artikels wat in die Tydskrif gepubliseer is, moet van toepaslike titels, die naam(name) en adres(se) van die outeur(s) voorsien wees en verkieslik nie langer as 5 bladsye wees nie. 'n Disket met die hele teks, verkieslik in MS Windows of ASCII moet die hele manuskrip en een duidelike kopie daarvan vergesel. Manuskripte moet slegs op een kant van die bladsy in dubbelspasiëring getik word. Verwysings moet volgens die Harvard-stelsel geskied. Verwysings in die teks: Wanneer woordelike sate, feite of argumente uit ander bronne gesiteer word, moet die van(ne) van die outeur(s), jaar van publikasie, en bladsynommers tussen hakies in die teks verskyn, bv. "... (Berger, 1967:12). Meer besonderhede omtrent bronne moet alfabeties volgens die vanne van die outeurs aan die einde van die manuskrip onder die opskrif "Bibliografie" verskyn. Let op die gebruik van hoofletters en leestekens by die volgende voorbeelde.

TWO AUTHORS/TWEE OUTEURS: SHEAFOR, BW & JENKINS, LE 1982. *Quality field instruction in social work*. Program Development and Maintenance. New York: Longman.

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APPENDIX 8: OFFICIAL LETTER OF THE LANGUAGE EDITOR

LANGUAGE EDITING

This is to certify that the language editing of this dissertation was completed by
Prof L. A. Greyvenstein.



14 November 2003

APPENDIX 9: PROFILE OF SAPS PERSONNEL: APRIL 2003

APPENDIX 9A: SAPS: TOTAL POLICE ACT PERSONNEL IN TERMS OF RANK

DESCRIPTION	WHITE		INDIAN		COLOURED		AFRICAN		TOTAL		TOTAL M+F
	M	F	M	F	M	F	M	F	M	F	
NONE/INVALID	7	4	2	0	11	13	25	23	45	40	85
CONST	1 166	492	319	101	1 817	658	6 948	2 435	10 250	3 686	13 936
SERGEANT	1 572	365	454	90	1 467	168	12 183	1 179	15 676	1 802	17 478
INSPECTOR	11 801	3 045	1 697	233	3 844	604	32 494	2 953	49 836	6 835	56 671
CAPTAIN	3 013	1 255	516	135	680	191	3 296	935	7 505	2 516	10 021
SUPERINTENDENT	1 453	544	169	34	165	36	832	141	2 619	755	3 374
SNR SUPT	463	97	65	15	58	11	313	68	899	191	1 090
DIRECTOR	167	27	28	3	24	3	138	14	357	47	404
ASSISTANT COMM	37	5	6	0	5	0	40	2	88	7	95
PROVINCIAL COMM	0	0	0	0	1	0	6	0	7	0	7
DIVISIONAL COMM	4	1	1	0	1	0	3	2	9	3	12
DEPUTY COMM	2	0	0	1	0	0	1	0	3	1	4
NATIONAL COMM	0	0	0	0	0	0	1	0	1	0	1
TOTAL	19 685	5 835	3 257	612	8 073	1 684	56 280	7 752	87 295	15 883	103 178

APPENDIX 9B: SAPS: TOTAL CIVIL ACT PERSONNEL IN TERMS OF OCCUPATIONAL CLUSTERS

DESCRIPTION	WHITE		INDIAN		COLOURED		AFRICAN		TOTAL		TOTAL M+F
	M	F	M	F	M	F	M	F	M	F	
SECRETARY	0	158	0	19	2	32	2	95	4	304	308
REGISTRATION CLERK	42	289	8	20	21	66	154	244	225	619	844
DATA TYPIST	70	454	39	63	75	367	513	1554	697	2438	3 135
ADMIN CLERK	297	3 268	125	389	369	1 031	1 576	3 385	2367	8073	10 440
TYPIST	9	945	2	55	26	226	57	624	94	1850	1 944
PERSONNEL OFFICER	55	534	12	56	47	122	228	391	342	1103	1 445
ADMIN OFFICER	360	480	44	24	56	54	444	234	904	792	1 696
CLEANER	13	11	12	2	264	285	1 537	1 581	1826	1879	3 705
CHAPLAIN	31	7	9	1	14	0	98	8	152	16	168
TELCOM OPER	30	84	3	11	12	79	59	165	104	339	443
MESSENGER	9	2	0	0	18	7	132	30	159	39	198
PROV ADMIN CLERK	97	691	26	47	72	99	323	316	518	1153	1 671
AUXILIARY WORKER	13	18	2	2	64	13	211	14	290	47	337
LEGAL ADMIN OFFICER + MEDICO LEGAL ASSISTANT	54	19	2	8	4	6	46	15	106	48	154
FOREMAN	2	0	0	0	33	21	139	58	174	79	253
GENERAL STOREMAN/ ASSIST.	6	2	2	0	26	7	166	25	200	34	234
ACCOUNTING CLERK	62	340	25	28	37	78	168	205	292	651	943
FOOD SERVICE AID	7	56	0	18	29	193	411	472	447	739	1 186
GARAGE ARTISAN	232	0	22	0	19	0	94	1	367	1	368
TOTAL	1 389	7 358	333	743	1 188	2 686	6 358	9 417	9265	20204	29 472

APPENDIX 9C: SAPS: TOTAL EMPLOYEES: POLICE ACT PERSONNEL AND CIVIL ACT PERSONNEL

DESCRIPTION	WHITE		INDIAN		COLOURED		AFRICAN		TOTAL		TOTAL M+F
	M	F	M	F	M	F	M	F	M	F	
CIVIL ACT	744	6 918	259	731	933	2 708	7 186	9 398	9 122	19 755	29 304
POLICE ACT	19 685	5 835	3 257	612	8 073	1 684	56 280	7 752	87 295	15 883	103 178
TOTAL: CIVIL+POLICE	20 429	12 753	3 516	1 343	9 006	4 392	63 466	17 150	96 417	35 638	132 482

APPENDIX 10: LIST OF PROGRAMME PRESENTERS: EPCBP- RESEARCH PROJECT

- | | | |
|---------------------------|-----------------------|-----------------------------|
| 1. Andrews, G. | 51. Mahlangu, T. | 100. Phokojoe, N.P. |
| 2. April, H. | 52. Maitse, D.B. | 101. Pieters, L |
| 3. Basupeng, P. | 53. Makala, I. | 102. Potgieter, |
| 4. Beukes, C. | 54. Makgotlwe, B.B. | 103. Priest, N. |
| 5. Botha, M. | 55. Malakane, R. | 104. Prinsloo, C. |
| 6. Carrim, R. | 56. Maleka, M. M. | 105. Qhobela, M. |
| 7. Chetty, P. K. | 57. Mangena, A. | 106. Quinn, A. |
| 8. Cornelius, S. | 58. Masangane, K. | 107. Ramajoe, M. |
| 9. Dalasile, N. Q. | 59. Mashego, R. | 108. Ramphal, S. |
| 10. Danilson, D. | 60. Matlala, T | 109. Rapalo, M. |
| 11. De Beer, M. | 61. Matvene, D. | 110. Raphalu, M.N. |
| 12. De la Cruz, L. | 62. Mavuso, W. | 111. Raphlan, N |
| 13. De Villiers, A.H. | 63. Mbeki, T. | 112. Ryan, C |
| 14. De Winnaar, E. | 64. Mdakani, M. E. L. | 113. Sapula, P |
| 15. Dedericks, E. | 65. Mdiya Z. | 114. Saunders, Y. |
| 16. Dyaliwane, M. | 66. Merafi, M. | 115. Scheepers, A. |
| 17. Everton, Wilma | 67. Meyer, M. | 116. Sedumedi, N. |
| 18. Fortuin, M. | 68. Mntonga, F. | 117. Segalo, M. |
| 19. Fourie, D. | 69. Moeketsi, E. | 118. Seitsang, E. M. |
| 20. Gabanakgosi, K. A. | 70. Moeketsi, T. | 119. Senoge, S. |
| 21. Giqwa, N.N.N. | 71. Mogale, S. | 120. Sibiya, P.J. |
| 22. Goliath, B. | 72. Montsi, M. | 121. Sofika, N. |
| 23. Gumed, J. | 73. Montsiwagae, M. | 122. Somo, T. |
| 24. Heslinga, S. | 74. Moodley A. | 123. Stadler, I. |
| 25. Heunis, D. | 75. Moredi, M. | 124. Steenkamp, A. |
| 26. Heymans, A. | 76. Morena, M. | 125. Stone, M.J. |
| 27. Hlatshwayo, S. | 77. Morris, I. | 126. Strydom, L. |
| 28. Hlongwane, W. | 78. Motswenyane A.T. | 127. Swart, E. |
| 29. Hoosein, F. | 79. Mphosi, D. | 128. Thabethe, E. |
| 30. Jansen van Vuuren, A. | 80. Mphuthi, S.T. | 129. Thebe, K. |
| 31. Jele, L. | 81. Mtambeka, P. | 130. Tromp, M. |
| 32. Jonas, N.M. | 82. Mthembu, P.J. | 131. Tsabalala, P. |
| 33. Josie, J. | 83. Mtshaki, J. | 132. Van der Merwe, J. |
| 34. Joubert, J. | 84. Myburg, M. | 133. Van der Merwe, R. |
| 35. Kander, M. | 85. Mzimela, T.Y. | 134. Van der Westhuizen, J. |
| 36. Kango N | 86. Naidoo, J. | 135. Van Onselen H. |
| 37. Kapp, T. | 87. Naude, A | 136. Van Rensburg H.E |
| 38. Kara, U. | 88. Ndlovu, H. S. | 137. Van Rooyen, K. |
| 39. Keshebang, F.K. | 89. Nel, C. | 138. Van Vuuren, T. |
| 40. Khati, S. C., | 90. Nel, H. | 139. Van Wyk, A.C. |
| 41. Khumalo, T. A. | 91. Njozela, P. | 140. Van Zyl, G. |
| 42. Kinnear, S. | 92. Nkomonde, P | 141. Van Zyl, M. |
| 43. Kleingeld, C. | 93. Ntili, R.K. | 142. Venter, R. |
| 44. Kotze, M. | 94. Ntshiba, N.H. | 143. Vermaak, L. |
| 45. Krishna, D. | 95. Ntsoetsanyane, P. | 144. Von Wielligh, T. |
| 46. Kubheka, P. H. | 96. Page, J. | 145. Vorster, M. |
| 47. Kwayiba, M J | 97. Pelzer, E. | 146. Willemse, S. |
| 48. Laubscher, M. | 98. Petersen, B. | |
| 49. Ledwaba, L. | 99. Philander, M. | |
| 50. Ledwaba, S.M. | | |

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WPDCE *see* Working Party on Development Cooperation and Environment.

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