

**THE STRESS EXPERIENCES OF
COMMUNITY POLICE PERSONNEL:
A DESCRIPTIVE STUDY.**

DEENA GOVENDER

A dissertation
submitted in partial fulfilment of
the requirements for the degree of

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

in the

Faculty of Arts at the University of Zululand

January 1999

SUPERVISOR: Professor Stephen D. Edwards

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to my supervisor, Professor S.D. Edwards for his guidance and invaluable input in the completion of this study.

My sincere thanks to the area commissioner, the respective commissioners and community policing officers of Port Elizabeth who participated in this study for their time, patience and invaluable information.

I am indebted to my wife and son who encouraged and supported me throughout the completion of my degree and who expressed their unwavering belief in me.

I would like to express my sincere thanks to my close friends and family who have also contributed to the successful completion of this dissertation.

Finally and certainly most importantly I thank the Mother Saraswathie who remains my inspiration in life.

TABLE OF CONTENTS

LIST OF TABLES	I
ABBREVIATIONS	II
ABSTRACT	III
CHAPTER ONE: INTRODUCTION	
1.1 Introduction	1
1.2 Motivation of the study	2
1.3 Aims of the study	3
1.4 Significance of the study	3
1.5 Explanation of concepts	4
1.6 Delimitations of the present study	23
1.7 Résumé	25
CHAPTER TWO: MANIFESTATION OF STRESS IN THE POLICE	
2.1 Introduction	26
2.2 Overview of local and international literature	26
2.2.1 Stressors	28
2.2.2 Stress reactions	31
2.2.3 Stress coping	34
2.2.4 Burnout	37
2.2.5 Distinction and relationship between burnout and stress	40
2.2.6 Biographical variables in the manifestation of stress and burnout amongst policemen	42
2.3 Brief overview of present study	44

2.4	Resumé	44
-----	--------	----

CHAPTER THREE: METHOD

3.1	Introduction	45
3.2	Research design	45
3.3	Measuring instruments	47
3.4	Participants	48
3.5	Procedure	51
3.6	Content analysis	52
3.7	Resumé	53

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1	Introduction	54
4.2	Results: Participant A	55
4.3	Results: Participant B	60
4.4	Results: Participant C	63
4.5	Results: Participant D	67
4.6	Results: Participant E	71
4.7	Results: Participant F	75
4.8	Results: Participant G	78
4.9	Integrated description of stress experiences	81
4.10	Interaction between job stress and burnout among the participants	92
4.11	Resumé	94

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1	Introduction	96
5.2	Value of the study	96
5.3	Recommendations for further research	98
5.4	Final considerations	98

BIBLIOGRAPHY	100
---------------------	-----

ANNEXURE A:	119
--------------------	-----

Transcripts & individual coding tables and biographical questionnaire

ANNEXURE B:	177
--------------------	-----

The written summaries from the external assessors

LIST OF TABLES

TABLE 1:	SUMMARY OF PARTICIPANTS	
	CHARACTERISTICS	50
TABLE 2:	RESULTS: PARTICIPANT A	55
TABLE 3:	RESULTS: PARTICIPANT B	60
TABLE 4:	RESULTS: PARTICIPANT C	64
TABLE 5:	RESULTS: PARTICIPANT D	68
TABLE 6:	RESULTS: PARTICIPANT E	72
TABLE 7:	RESULTS: PARTICIPANT F	75
TABLE 8:	RESULTS: PARTICIPANT G	79
TABLE 9:	COMPARATIVE RESULTS OF ALL SEVEN	
	PARTICIPANTS	82

ABBREVIATIONS

Admin.	:	administrative
Comm.	:	community
CP	:	community- policing
CPO	:	community-policing officer
Eg.	:	example
Et al.	:	all others
Etc.	:	etcetera
f	:	frequency
ie.	:	that is
no.	:	number
P.	:	page
Part.	:	participant
via.	:	through
&	:	and

ABSTRACT

Literature repeatedly indicates that stress and burnout constitute a serious problem in the police profession. This study endeavours to identify and describe the stress experiences of community police personnel and in so doing, to gain a deeper and clearer insight into the complex process of stress and burnout in a presently fast changing South African safety and security milieu.

A biographical questionnaire as well as a semi-structured questionnaire was used in this research study, which followed a qualitative route. In-depth interviews were held with seven community police officers in the Port Elizabeth region, Eastern Cape. Six of these police officers were from urban areas and one was from a rural area.

Content analysis revealed that various stressors, stress reactions, coping mechanisms and support sources as well as various degrees of self-esteem and burnout were manifested. The distinction and relationship between burnout and stress was also considered. In addition, emphasis was placed on biographical variables that play a role in the manifestation of stress among policemen. Each police officer's individual degree of stress experienced was related to a unique process in terms of the identified variables. An integrated description on their stress experiences was also presented in order to show both their uniqueness and similarities.

Community policing as a general field of application is sorely under-researched in South Africa. Prior to the present study, no studies had been undertaken to

specifically describe the stress process of police personnel in their new role as community policing officers.

It has become clear that further research in this regard is required to bring about a deeper understanding of the stress experiences of community police personnel. A greater premium should be placed on all the persons involved in this area of research to address the problem of stress among the police profession and thus find solutions. The objective being to secure a greater safety for future generations and provide more support to the police.

CHAPTER ONE

INTRODUCTION

1.1. Introduction

At a historical march in January 1995, more than 300 uniformed members of the Police and Prisons Civil Rights Union (POPCRU) marched on parliament to hand a memorandum on their grievances to their respective ministers. However, neither the Minister of Safety and Security nor the Minister of Correctional Services was available to meet the policemen and the prison warders (No Minister at the gates for Popcru: Eastern Province Herald, 24 Jan 1995). Also in January 1995, a strike at Soweto's Orlando police station was evidence of widespread discontent with the poor working conditions and low pay. The strike was the third one in two months caused by growing dissatisfaction among policemen. Attempts to bring the gravity of the situation to the attention of the authorities were met with "vague promises" (Police anger on the rise: Eastern Province Herald, 19 Jan 1995). More recently, in August 1997, "South African Police Union (SAPU) protests against a two month wage dispute and poor working conditions are snowballing across the country, with about 2 500 members in the Eastern Cape, and 25 000 nationally, taking part." The protest took the form of taking two days sick leave or refusing to work overtime without pay, which accounted for a third of the work done by the police force (Police protest on the rise: Eastern Province Herald, 6 Aug 1997). This general trend of dissatisfaction is considered a classic reaction to stress. According to Gold & Roth (1993) stress is one of the most serious of the crises that are faced by the police force today.

The South African police corps are no strangers to stress and burnout. The research literature on stress and its effects on individual and group performance are extensive (Bellak, 1975; Campbell, Converse, & Rodgers, 1976; Glass and Singer, 1972). Despite this fact it seems that at this stage in

our country's history, further investigation into the stress process of police personnel is both relevant and essential. Police personnel are working under tremendous stress and strain in the police service (Concern by Fivaz at police suicides: Eastern Province Herald, 14 Apr 1996). Presently, one of the main reasons for this stress is that many police officials were not prepared for the magnitude of recent changes in the police services. Political changes have forced officers into new roles. Within three years, after the promulgation of Act 18 of 1995, the police were committed to the establishment of community police fora and the creation of partnerships with the community. This transformation has been turbulent and traumatic and the expected increase in demands made on the police, as well as the changes in the policing policy of the country has placed a high premium on the abilities of police personnel to cope with stress.

1.2. Motivation for the study

While studying at the University of Zululand as a psychology student in 1996, the researcher was required to work in the community of Mandeni, KwaZulu-Natal, specifically with the police community. During that year, the researcher encountered high levels of stress among the police in that area. In 1997, the researcher encountered further interaction with police personnel in Gauteng during his internship. It became clear that stress was prevalent among them as well. In 1998, he experienced similar interactions with police officers in Port Elizabeth. It has therefore become clear to the researcher that stress is prevalent amongst the police throughout South Africa and is an area of research that requires much investigation.

It is against this background that the researcher identified the need to investigate and describe the specific stressors that emanate from the police. This study was specifically done on community police personnel because they are at the forefront of the new community based policing ideologies

implemented by the new regime. Their stressors are no less real or different from those of the average police officer but they do experience stressors, which are unique to them. The next section will briefly present the aims of the present study.

1.3. Aims of the study

The general aim of this study is to identify and describe the stress experiences of community police personnel and in so doing, to gain a deeper and clearer insight into the complex process of stress and burnout in a presently fast changing South African safety and security milieu. As far as can be ascertained there exists no local or international study, which attempts to identify and/or describe the stress experience of community police personnel. Based on this, it was decided to launch an in-depth investigation into the stress experiences of community police personnel by employing a semi-structured questionnaire as part of an interviewing process.

A more specific aim of the present study is to unveil the manifestation of stress, as it is experienced personally/subjectively by community police officers in the Port Elizabeth region, Eastern Cape Province.

A broader theoretical objective of the study is to describe the stress process of the police profession in their new role, thus giving the reader a better understanding of the pressures that police face in this demanding profession.

1.4. Significance of the study

It has almost become an idiom to refer to the post apartheid era as the "new" South Africa. After the general elections on the 27 April 1994 and the resultant introduction of a democratic regime of national unity, dormant forces were awakened that sanctioned drastic changes in the country, in

virtually every aspect and will probably further change the country in the future. It can be expected without any contradiction that the police will hold a central position in this changing milieu. As a result of these new ideals, ideologies and balances of power that have come to the fore, the whole structure of the South African community is in the process of change.

Because of these drastic changes, accompanied by the complexity of the politics surrounding safety and security in South Africa, it is inevitable that the police will come under even more pressure in the future, as they are seen as the cornerstones of safety and security in the community with its "rainbow nation". Expectedly, they will experience higher levels of stress and burnout and will be expected to cope with them. Under the previous dispensation, the police were regulated by the Department of Internal Security but now they exist, theoretically, as from the 1 January 1995, under only one central, national, safety and security department with nine provincial departments beneath it. Added to this is the general dissatisfaction which exists in the police corps, as well as a scenario of observable stressors, negative self evaluations, stress reactions, burnout, and even chronic health symptoms. This can in no way be advantageous for the police officer in particular and the Department of Safety and Security in general.

Changes in the police system and the policy as a result of the shift from the old to the new dispensation are playing a significant role in the stress experiences of police officers as a whole. It is therefore necessary and relevant to understand the added stress that police are presently facing and how they are coping with it.

1.5. Explanation of concepts

An attempt will be made to explain and define relevant concepts so as to place the present study in its proper context. In this section the term stress and job stress are placed under the spotlight

specifically by conceptualising and defining them. Further, the most important concepts that play a role in the manifestation of stress are highlighted. Burnout, which forms a part of the stress process, is introduced in relation to stress.

1.5.1. Stress

There exists very little unanimity as to a universally accepted definition of what stress constitutes. Certain researchers are of the opinion that the concept of stress should be approached from different perspectives (Flemming, Baum & Singer, 1984; Holroyd & Lazarus, 1982; Meichenbaum & Turk, 1982). The reason for these different approaches is also greatly due to the individual researcher's interests and field of study (Claus, 1980).

In certain instances stress is conceptualised as an independent variable in relation to a situation or experience in the environment in which the individual finds himself. This approach features in the Stimulus Stress Approach where stimuli in the environment implicate stressors which in a causal manner result in a particular reaction by the individual (Baum, Singer & Baum, 1981; Krohne & Laux, 1982; Lazarus & Launier, 1978). In this regard, Greenhouse (1978) alleges that stress is the stimulus that threatens the individual and causes tension, ill health, or dangerous reactions. In association with this, Laysman in Cox (1978) sees stress as a compelling pressure, which is exercised upon an individual.

In other instances stress is perceived as a dependent variable with regards to a reaction which is unlocked from an individual. This thought features in the reactional stress approach where stress is seen in terms of the reaction of an individual when demands are placed upon him (Selye, 1976). According to Greenhouse (1978) here the focus is on how the individual reacts to a threat or disturbance in the environment. Ackerman (1992) proposes that stress is a personal and subjective

reaction, which accompany certain psychological reactions, psychosomatic symptoms and emotional experiences.

Criticism against the conceptualising of stress in terms of stimuli and reaction is that it provides a simplistic relationship in which stress is found and provides a skewed emphasis of stimuli in the environment (Cox, 1978). Claus & Bailey (1980) agree with Cox, stating that the definition of stress is more complex, multi-faceted and a phenomenon that is often wrongly interpreted. Gold (1985), in agreement, declares that other researchers use stress as an umbrella-term for the entire study field, which includes stressors that lead to stress reactions, the reactions themselves and the different favourable factors for such reactions. This view connects with the Interactional Stress Approach, which aims to overcome the biased emphasis of the stimulus and reactional approaches. This approach gives attention to additional interchangeable variables like personality, observation, cognition, stress management, social demands, environmental resources, etc. (Coleman, Butcher & Carson, 1980; Cox & MacKay, 1978; Lazarus, 1966). Greenhouse (1978) sees this approach as the resultant interaction or relationship between an individual and the environment, where the outcome of such a relationship is dependent upon the perception and cognitive determination of the specific demands which is placed on the individual involved. The primary characteristic of this approach is thus the unique interaction between the individual and his environment (Cox & MacKay, 1982; Flemming et al., 1984; Lazarus, 1977).

Most researchers in their investigations surrounding stress and related matters support the interactional approach. Lazarus (1977) claims that stress is a field, which surrounds every occurrence wherein environmental or internal demands, or both, exceed the individual's resources. Gold (1985) sees stress as an energy-demanding negative emotional experience, which usually follows after a stimulus that is cognitively evaluated and is interpreted as being threatening.

Lazarus (1974), McGrath (1976) & Meichenbaum & Turk (1982) emphasise the importance of cognitive influences (enablers) within the interactional approach. According to Roos & Möller (1988), stress is determined primarily by the handling of a specific threatening situation. Lazarus & Folkman (1984) is of the opinion that stress is a unique relationship between the individual and the environment and which is evaluated by the individual as being overly demanding or exceeding his resources and in so doing, threatens his well-being.

Greenhouse (1978) summarises the above mentioned approaches to stress as follows: "Simple, linear stimulus response models of stress which give insignificant recognition to the part played by the individual's subjective perceptions intervening between stimulus and response have given way to interactional models. In these, there is a dynamic interplay between the individual and his environment. During this interaction, the person's cognitive appraisal of his ability to cope based on his perceptions of his personal resources, the demands upon him, and the importance of the outcome, defines his stress. The interactional models are more satisfactory representations of the stress phenomenon because they account more fully for individual differences in reacting to situations than the rather mechanistic earlier stimulus-response models." (P. 3). Recent literature (Atkinson, Smith & Bem, 1990; Roos, 1986; Alexander, Walker, Innes & Irving, 1993) supports these definitions, conceptualisations and descriptions of stress as summarised by Greenhouse (1978).

Notwithstanding, the perspective from which stress is approached, the term further encompasses two note worthy aspects, namely eustress and distress (Seyle, 1974). Seyle demonstrates that eustress (pleasant stress) is characterised by success, love and achievement which finds its origin in successful activities, emotions of contentment and brings about youthful energy. Greenberg & Vallettutti (1980) puts forth the same idea that stress can lead to an abundance of motivation

(eustress) or can cause unknown damage (distress). Many factors or stimuli and the inability to comply with demands can cause the latter.

With the above mentioned interactional approach and relevant standpoints taken into account, it is essential to define or describe the particular variables which play a role in the stress process in order to understand the manifestation of stress in an individual's life. James & Brett (1984) perceive these variables as contributory factors that can exercise influence and establish relationships in the manifestation of stress. These factors are examined further below.

1.5.2. The manifestation of stress: contributory factors

1.5.2.1. Stressors

A stressor can briefly be described as a trigger for a response or reaction. Virtually any stimulus, which places a demand on an organism and requires an adaptation, can be described as a stressor (Kaplan, Sallis & Patterson, 1993). Gold (1985) sees a stimulus or stressor, as any force strong enough to elicit a fervent response from an individual. It must be strong enough in duration and impact to exceed the individual's resources or out-strip his personal capacity to cope. Baum et al. (1981) view stressors as environmental forces or occurrences which threaten an organism's existence and well being.

Contrary to this, Girdano & Stotelmeyer (1980) believe that stressors can generate eustress, which can motivate an individual and can lead to a positive result, for example, good health, high job performance and productivity. Charleswoth & Nathan (1984) categorise stressors as emotional stressors, chemical stressors, job stressors, phobic stressors, environmental stressors, adaptations, decision-making, mobility, sickness and pain.

A stressor is thus any internal or external object, item or occurrence, which has the potential to induce directly or indirectly an adaptation in one or more aspects of perceptible or non-perceptible behaviour and in so doing, causes stress or disturbs the homeostasis of the body. After evaluation by the relevant individual, a potential stressor can be converted into an observed stressor which can lead to either positive or negative stress reactions or stress symptoms and influence the individual's existence and well-being (Seyle, 1974).

1.5.2.2. Stress reactions

A stress reaction is a state which occurs when stress is not handled effectively, when unresolved conflicts exist and conformity is not automatically restored (Gold, 1985). These reactions can include happiness, anxiety, rage, grief, frustration, drugs, lack of sleep and exercise, or any adaptations of these states (Kaplan et al., 1993).

Contrary to this, Girdano & Stotelmeyer (1980) believe that stressors can generate eustress, which can motivate an individual and lead to positive stress reactions such as good health, high job performance and productivity.

Researchers are of the opinion that stress reactions are a synonym for symptoms of stress, which accompany stress perceptions or experiences. Atkinson, Smith & Bem (1990) support this statement and associate stress reactions with specific psychological reactions, for example, accelerated heart rate, psychosomatic symptoms and emotional experiences, such as fear, anxiety, inadequacy, and feelings of guilt and depression. Roos & Möller (1988) categorise stress reactions as physiological (headaches, fatigue, accelerated heart rate, sweat), emotional (aggression, depression, anxiety, frustration, rage, unhappiness), cognitive (poor self-confidence, inability to

handle criticism, concentration deficit) and behavioural (poor appetite, lack of sleep, irresponsible, inability to complete tasks).

Stress can influence a person's body as well as his state of mind, which result in specific reactions. If stress is protracted and persistent it can result in serious stress reactions, for example, chronic anxiety, depression, or even illnesses such as arthritis, asthma and abdominal pains (Ross & Möller, 1988).

An organism's daily life can be influenced by different environmental factors, for example, cold, heat, noise, sounds, and his general well being can eventually be threatened by it (Kaplan et al., 1993; Ross & Möller, 1988). The extent of a person's reaction to stressful experiences will depend on the extent to which he perceives a situation to be stressful or threatening.

1.5.2.3. Perceptions of self

Whether a situation is perceived as stressful or as a threat to a person's well being will depend upon his perception of "self". Self-perception is a term of approval or rejection and is an indicator of whether an individual sees himself as capable, worthy, successful, meaningful or not (Greenberg & Valletutti, 1980). Burns (1979) states as follows: "...it involves the totality of the person and provides such an all-embracing concept of self, that self comes to mean the total person." (p. 17). Raath & Jacobs (1993) is again of the opinion that: "The core of man's life, the world in which he lives, as he perceives it, is his own-self – as he sees it and experiences it." (p. 8). The self can thus be seen as a construct that was formed by the merging of active processes of observation, thoughts and memory, and that it encompasses the terms 'self-image', 'self-concept' and 'self-esteem'.

According to Plug, Meyer, Louw & Gouws (1993), the self-image is synonymous with self-concept and it is the person's view and perception of himself, which includes emotional, evaluative, and

cognitive elements. Gerdes, Moore, Ochse & Van Ede (1988) see the self-image and the self-concept in the same light and narrate it as a person's view of his own characteristics. On the contrary, Claus & Bailey (1980) are of the opinion that the two terms are independent entities, but admit that when self-image is discussed, then the self-concept is also touched upon. If it were not for the self-image, the self-concept would not be given a second thought. Thus they conceptualise self-image as a perception, which is primarily and decisively cognitive in nature. The self-image is further bound to that which at the specific moment is most important to the person. It is thus a reflection of a facet or facets of the self. The self-concept, on the other hand, represents a dynamic system of perceptions which include all the facets of a person and not only that which is important to him at that moment (Claus & Bailey, 1980). Other researchers who see these terms as independent, claim that the self-concept is the totality of the individual's thoughts and emotions (Rosenberg, 1979). According to Combes & Avila (1985), the self-concept is a pattern of perceptions of the self, which contains a feeling of reality for the individual.

With regards to the term self-image, Haynes, Hamilton-Lee, & Comer (1987) conceptualised it as the framework wherein an individual's perceptions, instincts and inner emotions are formed through environmental occurrences. Coopersmith (1967) made reference to the importance of the evaluation component of the self-image employing the concept of self-esteem, which he defines as follows: "In short, self-esteem is a personal judgement of worthiness that is expressed in the attitudes the individual holds towards himself. It is a subjective experience which the individual conveys to others by verbal report and other overt expressive behaviour." (P. 4).

For the purpose of this study self-esteem is defined as a person's evaluation of the self. With regards to the implications of self-esteem as it manifests itself in the stress process, researchers in general indicate that self-esteem shares a very narrow nexus with mental health, physical health and

job performance. Various studies with adults have proven that pathology is associated with dissatisfaction with self, greater contradiction between observed self and the ideal self and inaccurate insight into the real self (Pope, McHale & Craighead, 1988; Rosenberg, 1979). In a study over a period of ten years, Baum, Singer & Baum (1981) found that middle aged persons, who in their youth enjoyed good health, manifested a higher self-esteem. With regards to job performance, it was found that low self-esteem could lead to low productivity and job achievement (Greenberg & Valletutti, 1980).

In relation to the antecedents of self-esteem, Coopersmith (1967) found that it depends upon a person's behaviour and relative position within his framework of reference whether he believes he is a success or failure and not on the more broad and abstract context of general socio-cultural standards. Coopersmith suggests that persons should emphasise those areas where they perform well rather than those areas where their job performance is inferior, since it will result in each individual experiencing higher self-esteem through his immediate peer group. The individual's inner self worth can be expressed in terms of his aspirations and job performance. Low self-esteem leads to a disproportionate relationship between aspirations and job performance, which can lead to a negative self-evaluation. An individual with high self-esteem is closer to his aspirations. Individuals with fluctuating self-esteem will only differ in their personal perceptions but will strive towards the same job levels and aims as that of persons with high self-esteem (Coopersmith, 1967). Coopersmith further notes that the individual's ability to interpret occurrences or situations is important for the development of self-esteem.

Encapsulated herein, is that the individual's experience of success in terms of intrinsic self worth, the resultant aspirations, interpretations of events and defence of his esteem, are dependant upon his experience in terms of these within his immediate peer socio-cultural group.

A well-developed self-evaluation construct is of cardinal importance as a link in the chain of the stress process. Self-evaluation will determine if a potential stressor will be perceived as an observed stressor and whether specific mechanisms will be needed to manage the reactions to these stressors.

1.5.2.4. Stress coping

Stress coping is probably considered to be one of the most important contributory factors in the manifestation of stress as it has to provide the mechanisms which neutralise the individual's threatened well-being. According to Lazarus (1966, 1976) stress coping can be seen as a form of problem solving with the aim of securing the individual's well being. These coping processes are based on Lazarus's interactional theory, as an individual's attempt at coping will influence his/her continuous evaluation of a stressor.

Lazarus & Folkman (1984) on the other hand, provide a clearer definition of stress coping. They propose that it is defined as "...constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of a person..." (P. 178). Ross & Altmaier (1994) summarise the above definitions by declaring that stress coping involves a complex combination of behaviours in order to handle stress.

Lazarus (1966, 1976) further shows that managing stress comprises two processes, namely, direct action and indirect action. Direct action refers to observed behaviour, which is aimed at altering the individual's relationship with his/her environment and can have numerous forms, for example, preparation against damage or danger, aggression and avoidance (escapism). Preparation against damage or danger is a form of behaviour wherein a person acts in expectation of danger. If her avoidance behaviour is relative and effective the signs of danger will disappear. Aggression often accompanies experiences of stress but is not always relevant and effective as a form of stress

coping. Avoidance or escapism is a form of stress coping where the individual physically removes himself/herself from the presence of danger or threat.

In contrast, indirect action is the alteration of distress, which is caused through the experience of stress and thus decreases the psychosomatic effect. In this regard, Lazarus (1976) draws a distinction between symptom-directed and intra-psychological methods in order to reach this condition. Symptom-directed methods include the use of alcohol, drugs, calmatives, etc., while intra-psychological methods are seen in terms of cognitive defence mechanisms, for example, identification, substitution, repression, denial, projection and intellectualising. The above-mentioned processes are in accordance with the problem focused and emotional focused forms of stress coping (Folkman, 1984).

The stress coping process is strongly influenced by available resources. These coping resources include biological resources (health and stamina), material resources (money which can buy goods and services), psychological resources (intelligence, nurturing, coping style, flexibility, self-esteem, control and skills of assertiveness) and social resources (people from whom tangible, emotional and informative support can be obtained), (Eckenrode, 1991; Lazarus & Folkman, 1984).

Unrealistic evaluation of resources or personal skills in the coping of stress problems can lead to maladaptive stress coping and can have a negative influence on the adaptable results. Excessive pessimism can lead to limited coping attempts, while excessive optimism could result in insurmountable disappointment (Folkman et al. 1991). The result of stress coping does not necessarily have to be favourable. Stress coping may have the effect of decreasing or increasing a person's coping abilities (through depletion), an increase or decrease in the demands that are made (through depletion of limited resources) or both, whereby the stressfulness of the precipitating situation is increased (Folkman et al., 1991).

Thus in summation, it can be seen that stress coping and evaluation is part of a complex process. When evaluated as being potentially damaging, coping strategies are developed and followed through in order to decrease the disproportionality. Feedback from the coping process becomes part of a re-evaluation which leads to adapted coping until the equilibrium is restored, a new equilibrium is reached or the individual is physically or psychologically removed from the situation.

1.5.2.5. Social support

This contributory factor implies a feeling that someone cares about the individual, that others value her and that she belongs to a specific social network. Cobb (1976) proposes the possibility that social support leads to greater flexibility and changing of roles and identities depending on the demands that are placed by stressors. Recent research findings suggest that those persons who have social support at their disposal during a crisis are protected from various pathological conditions. It is suggested that social support can buffer the individual against potentially negative effects of stress and can further coping and adaptation (Cohen & Wills, 1985; Ross & Altmaier, 1994). Membership of a social network may determine the most effective means of stress coping. Thus it clearly appears that social support has a nexus with stress coping mechanisms (Cobb, 1976).

1.5.3. Burnout

In the process of manifestation of stress, burnout can play a critical and damaging role in the life of the individual. Just as with stress itself, the concept of burnout is difficult to conceptualise within simple definitions. Each researcher holds his own opinion on the subject and as a result there exist overlapping definitions in the literature.

Maslach (1976) defined the concept of burnout in broad terms as "...emotional exhaustion resulting from the stress of interpersonal contact..." (p. 56). Pines and Aronson (1988) support this view and builds upon this by describing burnout as a state of physical, emotional and psychological fatigue which results from a long term involvement in situations which are emotionally demanding. Similarly, Santinello (1990) proposes that burnout is best described as a psychosomatic condition which accompanies a lethargic and apathetic feeling, isolation, frigidity in interpersonal relationships, helplessness and feelings of emotional tiring of a person's psychological strength. Maslach & Jackson (1981) identified specific environmental conditions, which contribute to burnout and determined specific symptoms, which characterise burnout. Emotional fatigue, depersonalising and a lack of personal fulfilment in the individual are three aspects which are highlighted.

If all the characteristics of burnout were assimilated from the existing definitions and perceptions of burnout and formed into a general framework, it would seem that these different definitions are complementary rather than contradictory and certain similarities can be observed (Delport, 1990). Firstly, there is consensus that burnout occurs at an individual level. Secondly, there is consensus that burnout is an internal psychological experience which includes feelings, instincts, motives and aspirations. Thirdly, it is agreed that burnout is a negative experience for the individual, as it results in problems, uncomfortableness, dysfunction, and other negative consequences (Edelwich & Brodsky, 1980; Farber, 1983; Maslach, 1986; Paine, 1982; Pines & Aronson, 1981).

Gold's (1985) criticism of the aforementioned approach to burnout lies in that it confuses the symptoms of burnout with burnout itself. He proposes rather that burnout is unsatisfied needs, while the psychological and physical aspects, namely, bad moods, rage and depression can be seen as symptoms of the needs.

Glicken (1983) and Helliwell (1981) observed burnout as a continuous process with developing successiveness of phases or stages which is usually curbed by the individual's condition of energy depletion. The first phase of burnout is a feeling of drowsiness, which the individual can manage by herself. The second phase occurs after about a month if the individual has not solved her stress problems. The third phase of burnout "...is a full fledged crisis..." (Glicken, 1983, p. 223), which is characterised by serious depression during which important life decisions, for example, divorce, change of address and sudden resignation from work, are made impulsively. Maslach & Jackson (1985) build further on this idea and describe the concept as a progressive process, which is experienced over a prolonged period and over different degrees of intensity of stress manifestation. Burnout is thus a multi-dimensional process which is bordered by three dimensions that are emotional fatigue, depersonalisation and decrease in personal satisfaction.

1.5.4. The relationship between stress and burnout

According to Cherniss (1980a), stress is seen as preceding burnout, while burnout is a process that begins with excessively high stress levels and can cause tension, frustration, irritation and fatigue. The process is completed when the individual begins to adapt defensively to the experienced stress by psychologically withdrawing from the environment and the community, while displaying characteristic apathy and inflexibility. Smuts (1988) states that burnout differs from stress in that it is an emotional condition which results in a reaction based on the negative consequences of stress. Spaniol & Caputo (1980) agrees that burnout is a reaction, but is not as Smuts states, a result of an emotional condition but rather caused by environmental sources.

Notwithstanding the divergent opinions of the previously mentioned researchers, the literature indicates that a level of unmanageable stress is associated with burnout, which differs in degree and

intensity from individual to individual. Burnout is not stress and does not precede stress but is the result of experiencing excessively high levels of stress (Cherniss, 1980a; Cox, 1978; Glick, 1983; Pines & Aronson, 1988; Spaniol & Caputo, 1980; Smuts, 1988).

In the previous section it was attempted to describe stress, the contributory factors of stress and burnout. A career takes up most of an individual's existence in terms of time and importance. Stress and burnout in this context will then obviously have an important impact on the individual's quality of life, including the potential for various forms of success, recognition, challenges and obstacles.

1.5.5. Job stress and burnout

1.5.5.1. Job stress

Job stress can be differentiated from general stress based on the origin of the stressors, which correlate with a particular working environment, taking into account that general stress and burnout still form the basis of job stress. All job related stress is thus regarded as job stress rather than general or environmental stress (Beehr & Newman, 1978; Cooper & Marshall, 1976; McLean, 1985).

Gold (1985) is of the opinion that if a stressor has its origin within the occupation of the individual, its consequences are known as job stress. The distinctive element is the origin of the stressor and not the reaction of the person who experiences the stress. Job stress is an interaction between the person and the environment, which demands adaptation on the part of the individual. This type of stress exists when the person is confronted with a situation, threat or limitation. A job situation becomes stressful as soon as it exceeds the individual's abilities to handle it (Beehr & Newman, 1978; Brief, Schuler & Van Snell, 1981; Ross & Altmaier, 1994).

Seyle (1974) identifies three dimensions of stress, namely, the physical dimension (blood pressure, heart rate, sweat, etc.), the biological dimension (negative emotions and feelings of helplessness) and the behavioural dimension (direct confrontation with the stressors). All three dimensions are crucial to the understanding of job stress and coping mechanisms within modern organisations. There exist different stressors within the job sphere, which can exercise an influence over job stress. Luthans (1990) identifies five categories: Firstly, External Organisational Stressors which include social and technological changes, the family, economic, financial circumstances, race and class as well as residential or community conditions. Secondly, Organisational Stressors are potential stressors which are associated with the organisation itself, for example, organisational policy, structure, physical condition and processes. Thirdly, Group Stressors imply that the group within the organisation can have a real influence on the behaviour of the employee. The fourth category is Individual Stressors (disposition). Here it is accepted that all the above mentioned categories eventually reach or affect the individual level. Situational dimensions, the fifth category, interact with individual dispositions that influence the consequences of stress, for example, role conflict, role ambiguity and individual dispositions like type A personality patterns, competence and psychological temperament. Competence plays an especially important role in the person's ability to behave effectively in order to handle stress. Badura, Taylor, Williams, Medford & Barchas (1985) found that those persons with low competence experience relatively low levels of psychosocial stimulation. On the other hand, those people with higher competence appear to be calmer when confronted with stressful situations. A further individual disposition that can be elucidated is personality. Certain personality characteristics can aggravate stress, above and beyond the effects of usual environmental pressure, for example, when very solicitous and anxious employees tend, as a result of environmental conditions, to display high levels of stress (Luthans, 1990). Other personality qualities, like Type A characteristics, such as inflexibility, intolerance of ambiguity can contribute to elevated feelings of stress (Brief et al. 1981).

1.5.5.2. Burnout in relation to occupation

Burnout was found to be a syndrome in the seventies, that implicated physical, emotional and behavioural symptoms in most professions but especially so in the helping profession. Other symptoms that were included, were fatigue, irritability, elevated risk taking and decreased productivity (Freudenberger, 1974; Glicken, 1983). Edelwich & Brodsky (1980) use the term burnout to refer to the progressive diminishing of idealism, energy and goal orientation of an individual in these professions as a result of their working conditions, for example, inadequate training, long working hours, small salaries, etc.

Many researchers confuse burnout with job stress. Pines & Aronson (1981) conceptualise burnout as a consequence of sustained job stress. Burnout is in fact one of the most important consequences of negative job stress. Jackson & Maslach (1982), as well as Perlman & Hartman (1982) define burnout in the occupational sphere as a psychological reaction which is characterised by professions which involve a high degree of emotional contact with others. Burnout can be considered to be a form of job orientated stress which exists from the interaction between the person lending help and the person receiving it. In the job sphere, burnout is a prolonged (chronic) and intense form of job dissatisfaction which is characterised by emotional dulling, cynicism and low productivity (Cherniss, 1980a; Perlman & Hartman, 1982).

In general, the above findings support each other in revealing that burnout is more prominent amongst the helping professions, one of which is the police profession.

1.5.5.3. Factors of stress and burnout within the job situation

Cherniss (1980a) identifies five sources of stress within the working environment, which lead to burnout, namely doubt over competence, problems with clients, beaurocratic meddling, little or no stimulation and satisfaction and poor relationship with colleagues. Four different dimensions are distinguished within the working environment when the above are categorised, namely psychological, physical, social and organisational dimensions.

Psychological Dimension. Burnout occurs when the employee feels that he/she no longer has control over the assistance that he/she gives and has no say in the policy stipulations that influence his/her work. These trends heighten emotional tension in employee relationships. The psychological dimension includes feelings of frustration, helplessness and failure that heighten feelings of ineffectiveness (Cherniss, 1980a & b; Maslach, 1986; Paine, 1982). Here McLean (1985) found that work overload correlates positively with stress and burnout.

Physical Dimension. Aspects like noise and physical planning of the working environment play a role in the management of physical and psychological health (Cherniss, 1980a & b; McLean, 1985; Paine, 1982). Burke (1989) found a strong significant correlation between a negative working environment, stress and burnout. The working environment itself and internal elements thereof are considered to be the important factors.

Social Dimension. It is logical that the social dimension of the working environment is important for helping professions because they are people orientated. Unfavourable social environments can increase the possibility of burnout amongst individuals. Social and interpersonal dimensions of the job are important because most persons experience direct involvement with clients as stressful. Some working conditions aggravate conflict between employees rather than promote co-operation

between them because they find themselves in competition with each other for privileged jobs, recognition and promotion. Poor communication and relationships can also exist when more than one group of professionals work together and the one does not respect the other for its professionalism (Maslach, 1986).

Organisational Dimension. Variables that correlate with burnout and which exist in the organisational dimension, include bureaucracy, administrative problems and the individual's role within the organisation. Bureaucracy does not add to the service of the public and may result in burnout in an employee who is idealistic and caring. Role conflict has serious consequences for the individual's subjective experience of stress. The more conflicting demands placed on the individual by the working environment, the more burnout occurs (Cherniss, 1980a & b; Paine, 1982). The clarity, meaningfulness, general aims and objectives of the organisation determine to a certain extent the occurrence of burnout (Paine, 1982).

1.5.5.4 The effect of job stress and burnout on the employee

Burnout is most clearly observed in an employee's work performance. This trend is characterised by employees who are frustrated and suffer from diminished motivation. Non-participation in decision-making and the result thereof, as well as social isolation, are characteristic of these employees. Input is limited to a minimum and creativity and productivity are kept in bondage. Task directed behaviour enjoys privilege over people directed behaviour. This brings about changes in the way clients are serviced (Cherniss, 1980a). Burnt-out employees fail to react to the feelings of others (Pines & Aronson, 1981).

Tea and lunch times are extended, closing time is brought forward and work absenteeism increases (Warshaw, 1979). These negative influences of burnout are usually reflected in the family life of

the burnt out employee. Burnout conditions can lead to poor family relationships, marriage discord and disintegration of the marriage. Other behavioural signs of burnout within the working sphere include high personnel turnover, more job dissatisfaction, increased theft, alcohol and drug abuse, as well as weakening relationships within the organisation (Cherniss, 1980a; Pines and Aronson, 1981; Warshaw, 1979). Burnt out employees do not only leave their specific occupational milieu but often change professions (Pines & Aronson, 1981).

Psychological problems as a result of stress within the job situation are just as important, if not more so, as physical or behavioural problems. Rage, anxiety, depression, nervousness, irritation, tension and boredom can accompany high levels of stress. The impact of this on the individual employee is a change in his disposition, emotional perception of the job, low self-esteem, resistance to supervision, inability to concentrate or make decisions and job dissatisfaction (Luthans, 1990).

From research it seems that a helping profession, such as the police constantly deal with high levels of stress (Greenberg & Valletutti, 1980). The International Labour Organisation (1981) has also found that job stress and burnout are important factors in the police sphere. These concepts as they relate to police personnel will be discussed in more detail in the following chapter.

1.6. Delimitations of the present study

The following limitations were imposed:

- 1.6.1. Geographical limitation - this study was conducted in the city of Port Elizabeth, which falls under the Eastern Cape region. A total of seven community policing officers were individually interviewed. Each participant (community police officer) represented a particular police station in Port Elizabeth.

- 1.6.2. A sampling technique called convenience sampling was employed when selecting the target group. This sample was used because of the accessibility and availability of the community police officers. Out of a total of sixteen police officers, only seven of them were accessible and made themselves available. Further, as the researcher's study focuses on police stations in the Port Elizabeth area, the sample is not large enough to make a generalisation across the country. The unique community that each policing officer services means that each officer's experience is unique.
- 1.6.3. The age of the participants ranged from 29 to 53 years, with an average age of 35 years. 55% were male (two whites & two coloureds) and 45% were female (two whites & one black).
- 1.6.4. Both a biographical questionnaire and a semi-structured questionnaire were used as part of the interviewing process. Firstly, a biographical questionnaire was used to obtain personal details and demographics of each participant. Secondly, the semi-structured questionnaire which comprised both open-ended and closed-ended questions, was used¹.
- 1.6.5. Qualitative data were documented by recording the interview with a tape recorder so as to maintain confidentiality. Wolcott (1990) is of the opinion that the qualitative approach has limitations in that it always occurs at a specific time and place, under certain conditions. He further states that qualitative studies deviate from the normal and that the size of the test sample has already been implanted and thus secures limited generalisations.

¹ Refer to research design in chapter three.

1.7. Resumé

The aim of this study is to explore the experience of stress among community policing officers (CPO) by providing an in-depth identification and description of their stress process. The chapter then continues to discuss the relevance/ significance of describing the stress experience of policing officers in their new role. Relevant concepts of stress, burnout and job stress as well as contributory factors which play a role in the manifestation of stress are further discussed. Finally, the chapter concludes with the limitations of the present study. Chapter two will focus on the manifestation of stress by police officers as well as the various stress models in the police profession through correlations with existing literature.

CHAPTER TWO

LITERATURE REVIEW ON MANIFESTATION OF POLICE STRESS

2.1. Introduction

This chapter provides an overview of research that has been done in connection with stress and burnout as revealed by policemen. The aim is to give the reader a better understanding of the stress process by means of identifying and describing stress patterns, through an integrated discussion. Although reference is made to international research, it is essential to build into the study an interpretation of stress and burnout as it is found by South African writers and police personnel. Finally, this chapter presents a brief overview of the present study.

2.2. An overview of international and local literature

In the research literature, general mention is made of “police stress” and “burnout”, although the literature in question has no mention of job characteristics which are solely indicative of the police profession. The two concepts in the study, as experienced by policemen, are conceptualised more as directed entities belonging to a specific profession (the police profession). Concepts such as stress, contributory factors, burnout and job stress as discussed in Chapter one, will serve as a foundation for the investigation into the manifestation of stress by policemen.

The police force is one of the oldest institutions in the world and there is sufficient evidence that stress levels experienced by policemen are elevated and exact a high emotional toll on its officers (Bonifacio, 1991). According to Ainsworth & Pease (1987), disorders with psychosomatic components such as headaches, indigestion, constipation, diarrhoea, high blood pressure and ulcers

are more frequent among police officers than among citizens generally. Police officers have been known to have a highly stressful and demanding occupation (Heiman, 1975; Kroes, 1976; Neiderhoffer & Neiderhoffer, 1977; Manolias & Hyatt-Williams, 1986). Several studies have indicated a relatively high rate of suicide among police officers (Davidson & Veno, 1980). Until fairly recently, however, there has been a marked reluctance to further our understanding of occupational stress in the police service either by open debate or by research. This may partly reflect an unwillingness to jeopardise the view of the police officer as 'strong and able to cope', but it may also be because individual officers fear that their career prospects may be threatened by the public expression of any kind of 'weakness' (Gudjonsson & Adlam, 1985). In the USA, stress among police officers became a concern before it did in the UK, as was confirmed by the establishment of the International Law Enforcement Stress Association and the introduction of 'Police Stress', a quarterly journal. In South Africa, the climate is however changing. In 1981 the Association of Chief Police Officers, in collaboration with the Superintendents' Association, set up a working party to explore the issue of stress among police officers. This body advocated detailed research concerning major sources of stress such as: poor communication among police personnel as well as autocratic management styles (Alexander, Walker, Innes & Irving, 1993). The valuable pioneering efforts of Robinson (1981), Cooper, Davidson, and Robinson (1982) and Gudjonsson and Adlam (1983a & b; 1985) have done much to confirm the value of the more open policy to policing. Recent articles in the 'Police Review' (Butler, 1987; Skinner, 1987; Eades, 1987; Jespersen, 1988; Mason, 1991) also demonstrate a more enlightened and realistic approach to this important issue.

Inevitably, the research strategy is still embryonic, and the research focus has been selective and limited. For instance, some studies have been concerned only with officers in managerial positions (Robinson, 1981), or with those on restricted courses (Gudjonsson & Adlam, 1982), or with the

relevance of personality factors (Gudjonssen & Adlam, 1983b). Other studies have attempted to cover a broader range of issues, but have been restricted by limited numbers (Gudjonsson & Adlam, 1985). Thus there is evidence that a need exists for a more extensive study on police and stress, particularly concerning the new role of police in our transforming South Africa.

2.2.1. Stressors

According to literature, research done over the past decade on stress in the police profession, especially research done in the USA, is directed mainly at the symptoms or causes of stress. There exist literally thousands of stressors in the policeman's personal and working life (Ainsworth & Pease, 1987). To list them all would be a futile and time consuming exercise which would bring us no closer to an understanding of stressors within the police profession and would undoubtedly cause more confusion than create clarity.

A preferred point of departure is to reiterate that although it can be said that certain sorts of situations are generally more stressful than others, whether or not any individual finds a situation stressful or not depends on their perception of it. Fools enter where angels fear to tread because fools cannot see the frightening aspects of the situation. The values, which lead one to choose a career in the police service no, doubt reflect one's personality. Values and personality reflect what one regards as stressful. In Ainsworth & Pease (1987), officers were divided into groups on the basis of what they said were the values that led to their career choice. The first type of officer (Type A officer) chose the job primarily for personal reward, emphasising salary, fringe benefits, job security and working conditions. The second sort of officer (Type B officer) was people orientated, emphasising as reasons for career choice, protecting the public, providing a service and working with people rather than things. The third type (Type C officer) was orientated towards a professional career, stressing as reasons high prestige, independence on the job, the use of

professional skills and advancement to a position of authority. The central point is that the different types of officers differed in what they regarded as stressful.

Other researchers have classified police stressors along similar lines but under different categories. It seems that as in the case of stress where no universally accepted definition exists, so too does no definite category of stressor exist for 'police stress'. Kroes, Margolies & Hurrell (1974) and Kroes (1976) indicated from the results of their research that there were two principle sources of stress: threats to the officer's self image and professional status from the courts, the police department and the public and the officer's isolation from the rest of the community. These studies were 'clean' in that they identified and isolated specific variables described by police as stressful. Kroes later treated police officers who had been injured or had difficulty coping with the job. In 1985 he published a second edition of his book, adding a number of stressors based on his clinical observations. The new stressors were departmental pressure to go to college, the lack of opportunity for promotion, performance anxiety, emotional responses to traumatic events and emotional reaction to personal injury. The last three clinical stressors were criticised as muddying the clean research waters since they were not readily identifiable or measurable by research methodology. Even more important, unlike the other stressors, it is difficult to alleviate these stressors and impossible to prevent them (Bonifacio, 1991).

The two most important stressors which figure strongly in the South African police context are change (Farber, 1983) and role (Alexander, Walker, Innes & Irwing, 1993). In Chapter one of this study, the changes in political, social, and socio-economic areas that may have an influence on the policemen's capacities and well being, have already been addressed. According to Stevens & Yach (1995) the focus of developmental plans in the police service is on changes, especially in respect of culture, structure, policy, procedures and methods.

The euphemistic term for anxiety, which is regarded by many as sounding too pathological, is stress. The psychodynamic position is that stress is caused by conflict and the most intense conflict is caused by simultaneous feelings of love and hate called ambivalence. The approach of Stratton (1984) seems the most comprehensive of the approaches to police stress. He categorises stressors into:

External Stressors: the courts, the public's hostility, adverse government decisions, ineffective referral agencies, and ineffective communication among criminal justice agencies.

Internal Stressors: poor training, poor supervision, poor career development opportunities, an inadequate departmental system of reward and reinforcement, offensive departmental policies, excessive paperwork, poor equipment, and arbitrary termination.

The work itself: role conflict, shift work, danger, the absence of closure in a case, constantly seeing people in pain, the responsibility for other people's safety, and having to accept the consequences of one's actions; and

Personal Stressors: incompetence, fear, being a nonconformist in the police peer group, being a female and/ or ethnic minority, and "personal problems."

Yet, even Stratton's system does not directly address the officer's ambivalence towards aspects of the work that cause him stress, nor does it take into account the capacity of the work to make him feel powerless and omnipotent. Stratton does allude to the emotional power of the work itself when he discusses "workaholism" and the "exhaustion syndrome."

According to Alexander, Walker, Innes and Irving (1993), a number of the most likely sources of the prevailing occupational stress have been identified. Contrary to popular wisdom, exposure to trauma relating to the danger and difficulty of police work – even where it is violent – is not the outstanding problem. The major associations with stress involve issues of job design, human

relations and personnel management, the organisation of work, and the structure of the police organisation itself. Such findings are consistent with those of Brown and Campbell (1990).

In the face of these findings it would clearly be a strategic error to consign sole consideration of occupational stress in the police service to the domain of individual psychology and medical care. While the provision of suitable welfare services for officers under stress is a vital function of a modern and humane police personnel department, it will not deal with the organisational and management causes implied by these findings.

2.2.2. Stress Reactions

Much of the Police Federations concern with stress in the work place seems centred on stress-inducing and stress-maintaining management styles. Although the stressed response depends upon individual perceptions of the situation, there are also signs of 'stress centres' in the organisation which suggest that something about the organisation is causing the stress Dijkhuizen (1981) provided a useful checklist of signs of stress:

- decreased work performance
- high absenteeism
- high staff turnover
- irritability and much personal conflict
- less social support from colleagues
- family problems
- increased smoking or drinking
- sleeplessness
- changed clothing habits (becoming more scruffy or less scruffy)
- changed eating habits (forgetting meals, eating fast or excessively)

- high cholesterol levels
- Fight-flight reactions (attacking and ridiculing or withdrawing from contact with others).

Clearly these features will exhibit themselves in different people in different kinds of environment. Some will thrive in situations that make others chain-smoking, irritable, illness-prone wrecks. However, if some of these features are pretty general, a stress centre can be identified, with stress reduction being required to take an organisational rather than individual form.

The most important stress reactions as shown by researchers (Atkinson, Smith & Bem, 1990; Girdano & Stotelmeyer, 1980; Maslach, 1976, Marais, 1992 and Roos & Möller, 1988) can be categorised into the following types and the respective ways revealed by policemen. Firstly, subjective effects (emotional), which become manifest in the form of frustrations, anxiety, emotional fatigue, excessive worrying, guilt, feelings of resentment, irritation, inability to relax, feelings of hostility, rage, hate, moodiness and lethargy. Secondly, physiological effects are characterised by high blood pressure. Thirdly, health effects become manifest in the form of kidney or bladder problems, arthritis, lung or respiratory problems, gallbladder and bladder defects, cardiovascular defects, gastritis, stomachaches, asthma, and colitis. Fourthly, behavioural effects are characterised by hard work, strong control, eating and sleep disturbances, poor patience and demeanour with colleges and clients and negative disposition. Fifthly, cognitive effects are manifest through forgetfulness, problems with concentration and decision-making, deficiency in self-confidence, and hypersensitivity towards criticism. The sixth and final category of organisational effects are characterised by sick-leave due to mental health reasons, debating whether to resign, low work productivity, poor police interaction or relationship with colleagues and the community, absenteeism, tardiness and worry.

According to Alexander, Walker, Innes and Irving (1993), the negative effects of stress, described and quantified in their study, fall into a number of related but separable categories. Firstly, stressed police officers can become ill or so affected that they are obliged to be absent from work. In this context absenteeism may itself be a symptom of the condition or an effect with some psychosomatic complaints as intervening variables. The second category of effect involves poor job performance and job dissatisfaction. The individual's motivation may be reduced or the officer's performance of complex tasks may be impaired by chronic stress, and this will tend to produce feelings of dissatisfaction. Alternatively, the dissatisfaction may proceed a fall in work performance.

Thirdly, to cope with their levels of stress, depression or anxiety, officers may adopt coping behaviour, which is in itself dysfunctional. Drinking too much, eating and smoking inappropriately or even playing sport in a frenetic manner may all have cumulative effects in terms of efficiency and effectiveness.

While many of the negative consequences of stress would appear to affect the officers themselves and the police organisation most directly, it should be emphasised that when officers respond to stress with raised levels of irritability and aggression, especially in any interaction with the public, they become an immediate danger to the reputation of the service. In addition, such negative behaviour by the police is not likely to achieve the desired results. Given that the negative effects of occupational stress in the police service are this pervasive, and involve so many aspects of officer's roles and their organisational management, any strategy for controlling and managing stress in the service will need to be comprehensive and co-ordinated.

2.2.3. Stress coping

As stress and burnout enjoy more public and professional attention there exists greater pressure to find solutions to these problems. Specific attention in the form of studies that directly investigate the activities and strategies of policemen have come to light (Farber, 1983; Stevens & Yach, 1995; Alexander, Walker, Innes & Irwing, 1993; Ainsworth & Pease, 1987). The result of these studies shows that the implementation of effective coping techniques and strategies as well as social support is successful in decreasing stress (Carpenter, 1992).

Ainsworth & Pease (1987) admit to a general preference for organisational as opposed to individual approaches to stress problems, although they agree that the two should obviously be regarded as complementing each other. According to these researchers, when the same fuse keeps blowing in your house or car, there is something wrong with the circuit of which it is a part. Blaming a bad batch of fuses is not a sensible thing to do. Aircraft accident investigation teams analyse accidents on an 'all-systems-involved' basis, with the aim of taking all possible steps to improve design before blaming the operator. To take an example from another topic relevant to police work, these authors believe it is crucial in the analysis of intruder alarms and other security hardware, where blaming the hardware user gets in the way of designing foolproof equipment.

The reason for stressing organisational rather than individual change is that once one has blamed a person, one no longer seeks to improve the design of the environment. In the same way, regarding people as stress-prone means that one no longer seeks to modify the environment so that it does not subject people to so much stress (Ainsworth & Pease, 1987).

As mentioned earlier, Ainsworth & Pease (1987) makes reference to the feeling of helplessness. This is the perception of a lack of control over the events of life. They believe that perception of

some control is a basic human need, but people vary hugely in the amount of control they have. One must be aware from their personal experience that some people dive into new jobs convinced that any problems they encounter would yield to their own will while others take on jobs equally convinced that the opposite will occur. It is clear that one's sense of control, which can be enhanced by appropriate training or experience, does reduce stress. Retirement planning, for example, seems to alleviate the stresses of that particular life change by giving people a sense of control over what is happening. People who become quickly aware of their own internal body states are less prone to stress-induced illness, because once they know what is happening inside their bodies, they can do something about it (Ainsworth and Pease, 1987).

Of course feelings of control are a two-edged sword. What happens when it becomes obvious that one is really not in control? What happens when one starts to mend one's car in a spirit of confidence and control, and ends up with the bits all over the garage floor? It is not too hard to guess that the research shows that one feels particularly depressed over the discovery that one is not really in control after all. Then vital answers lies in training or supervised experience. One thinks there are some lessons there for police trainers and tutor constables in such contexts (Ainsworth & Pease, 1987).

Other individual approaches to stress concentrate on relaxation. While the ability to relax is an obvious and desirable way of reducing the impact of stress, it is not enough. It is essentially shutting the stable door after the horse has bolted. Hence emphasis should be on organisational change (Ainsworth & Pease, 1987).

Van Dijkhuizen (1981) emphasises organisational change in response to stress. He describes three phases in an organisation's strategy to cope with stress. They are research, classification, and

attack. Research involves looking through organisations to identify stress centres (i.e. centres which are stressful for a number of the people who work in them). The next stage is classification, distinguishing four broad levels at which problems might be addressed. Restated in ways which are directly relevant to police work, these are:

- Changing the structure, lines of accountability or communication patterns within an organisation. For example, an ambiguous system of communication places each officer in a position of helplessness.
- Spelling out how a good job performance is recognised as such.
- Working on the level of the worker's role; and the pressures being exerted on an individual occupying a role position.
- On the level of the individual: are the right people being selected, are they being trained as well as they could, and are the features which lead to their promotion ones which allow them to perform consistently at the higher level?

Once the stress is classified as avoidable or unavoidable, transformation can be effected by changing, for example:

- Equipment and office/station design
- Changing lines of communication within or between departments (of course police traditions and culture may allow only a limited amount of this)
- Changing individual patterns of responsibility within the organisation
- Clarification of tasks and responsibilities
- Increasing support from superiors and colleagues
- Reorganising selection, training and promotion procedures to incorporate the lessons to be learned from stressed people.

Although the above analyses are necessarily along fairly general lines, they will serve their purpose, which is to show that we are not helpless in the face of stress. There are things that may be done to make things better. And as we showed above, the sense of helplessness is itself a source of stress! (Van Dijkhuizen, 1981).

According to Alexander, Walker, Innes and Irving (1993), the involvement of shift systems, training and line management style in the consideration of how to deal with stress implies the need for any strategy to be sanctioned at the highest level. The cumulative effects of stress from various parts of a person's life imply the need to co-ordinate and standardise management styles and procedures in order that individuals do not experience the "Force" as being in conflict with itself over their welfare. In short, the "Force" needs to develop a personnel philosophy built on the implications of these findings to inform management practice and procedure at every level and, if necessary, change structures and systems in order to meet the objectives of such a philosophy. These objectives might be stated as the minimisation of stress originating from either the design of systems, jobs, their organisation or the style of their management.

2.2.4. Burnout

Although policemen have expressed their concern about their profession outwardly, very little was done to investigate burnout amongst them. During the eighties, there was an abundance of informal burnout literature, as interest in the subject increased and burnout was seen as an occupational hazard of policework (Biggam, Power, MacDonald, Carcary & Moodie, 1997; Delpont, 1990; Koortzen, 1996; Alexander & Walker, 1996; Bonifacio, 1991). Studies launched on policemen such as the Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981) have shown that the measuring instrument has basically the same factor construct as has been identified in other helping

professions. This construct, namely emotional fatigue, de-personalising and low personal fulfilment has already been indicated in chapter one.

Cherniss (1980b) in his investigation on psychological burnout amongst men and women has identified eight elements of occupational framework, which was seen as indicative of stress or a negative change in disposition. These include orientation, workload, stimulation, extent of client contact, concur with institutional aims, autonomy, leadership and supervision and social isolation. The Journal of Criminal Justice and Behaviour, of September 1995, ran an article entitled "Attitudinal differences between police constables and their supervisors: Potential influences of personality, work environment, and occupational role." which also classified reality shock, conflict, ambiguity and participation in decision making hereunder.

Lanagan-Fox, Deery & Van Vliet (1997) have found in their research that the relationship with policemen, long working hours, poor salaries, problems with clients, beaurocratic meddling and poor opportunity for promotion were the most relevant causes of burnout. Alexander, Walker, Innes & Irwing's (1993) study with the Grampian Police Force have shown the following results:

- Burnout can be active in terms of external behaviour, like hostility.
- Burnout can be passive in terms of interpersonal; psychological processes like withdrawal.
- Burnout usually manifests itself in individuals who are sensitive, dedicated, enthusiastic, compassionate, idealistic, energetic, productive and nurture expectations.
- Burnout comprises the basic components of emotional, physical, and cognitive fatigue, depersonalisation, a decrease in personal effectiveness and a divergence from normal behaviour patterns.

In chapter one, it was mentioned that self-esteem is an important contributory factor, because it contains determined implications for an individual's well being. The following studies and findings of researchers further highlight the relationship between self-esteem and burnout amongst policemen.

Ainsworth & Pease (1987) have found that diminished self-esteem by police officers significantly correlates with the emotional fatigue and depersonalising sub-scale of the Maslach Burnout Inventory. In support of this, Alexander et al (1993) have shown that police officers whose need for self actualisation (including the need for self-esteem) have not been satisfied are more prone to burnout. Fallon (1997) found that policemen with positive self-concepts, who display a greater degree of competence in their professional functioning, could handle stress more effectively. They also see themselves as less burnt out. They are satisfied with their colleagues and management and maintain a strong sense of job satisfaction. There exists substantial evidence that police officers who have high ratings on the positive self-concept scale are prone to display lower ratings on the burnout behaviour scales (Alexander, Walker, Innes & Irwing, 1993).

Farber (1987) has studied the self-concept from a more variable dimensional framework. Contrary to the above researchers, he incorporates in his study the relationship between burnout and the discrepancies amongst police officers perceptions of themselves and the way that others see them. In general, he has found that low self-concept does correlate positively with burnout. As soon as the process of burnout commences, it is highly probable that the policemen's self-esteem will suffer as well. On the other hand, burnout will possibly take place if a person's self-esteem and his belief in his own competence does not support his attempts to handle the inevitable frustrations and stress in the police. Farber's results have shown that in relation to burnout, what is important is how policemen see themselves rather than how they perceive others to see them. The findings of his

study demonstrate that police officer's perceptions of how others view their professional satisfaction and competence, are significant predictors of burnout. The next section will now present literature on the distinction and relationship between burnout and stress.

2.2.5. Distinction and relationship between burnout and stress

The literature in this area has constantly failed to distinguish between stress and burnout, which has lead to serious misconceptions about both concepts. A great deal of confusion exists about the difference and relationship between stress and burnout amongst policemen.

Until recently, the concepts stress (Brown & Campbell, 1990; Cooper, Davidson & Robinson, 1982; Cooper & Smith, 1985) and burnout (Pines & Aronson, 1981; Bellak, 1975; Maslach, 1976) were studied as separate concepts and only a few international studies (Alexander, Walker, Innes & Irwing, 1993; Ainswoth & Pease, 1987; Bonifacio, 1983; Stevens & Yach, 1995) have shown the two concepts as related. Burnout is often defined by simply summarising the numerous stressors that policemen may experience. This trend is accredited to the fact that the way in which a person conceptualises identical situations, which can lead to stress and burnout, can vary greatly.

On the basis of this Gold (1985) and Lazarus & Monat (1985) stated that stress and burnout must be noted as separate phenomena and from their experiences and research in the field they have developed separate definitions. Although the two concepts should be viewed as distinct entities, Helliwell (1981) found that stress and burnout existed within a particular relationship to one another and that within these parameters persistent negative stress (distress) can lead to burnout. Pines & Aronson (1981) support the above finding and propose that the stress and burnout ratings by police officers do correlate positively. From the previously mentioned premises it is clear that negative factors like anxiety, tension, frustration and rage can be associated with stress amongst

policemen. These factors which manifest before burnout begins to result in a negative influence on policemen's abilities to do their work and to handle their personal lives.

As a result of different research studies where stress and burnout are implied to be the same concept, it is necessary in this study to distinguish between the two terms. Buwalda's (1990) framework of relevance for stress is focused on in the following definition, "a negative, unpleasant feeling (e.g. conflict, threat, anxiety), or disagreeable emotion (e.g. tension, frustration, anger and depression) which one experiences as a result of the demands made upon one" (p.180).

Burnout on the other hand is conceptualised as a chronic, protracted reaction or symptoms of excessive stress (Lazarus & Monat, 1985) with emotional fatigue, depersonalisation, and poor personal fulfilment (Maslach & Jackson, 1986) as possible reactions or symptoms to burnout. Job dissatisfaction, inclination to abandon work (Maslach & Jackson, 1984), family problems (Maslach & Jackson, 1979) and poor health (Gold, 1985) are accredited as consequences of burnout. This proposal of burnout correlates with Plug's et al. (1993) definition of burnout in relation to occupation, which stated that it was a protracted and intense form of job dissatisfaction which is characterised by emotional dulling, cynicism and low productivity.

To develop a further understanding of the relationship between stress and burnout amongst policemen, one cannot exclude the role that biographical variables play in the manifestation of this process. The next section will look at the biographical variables in the manifestation of stress and burnout amongst policemen.

2.2.6 Biographical variables in the manifestation of stress and burnout amongst policemen

Research has only indicated a vague relationship between stress/burnout and biographical variables, which usually accompany contradictory results in the police (Alexander et al., 1993). In spite of this it can be expected that these variables play a significant role in the factors that can be ascribed to general stress and burnout amongst police officers.

Maslach (1986) names gender, age, marital status and training as biographical variables that can influence stress and burnout. Gold (1985) is of the opinion that men and women experience burnout in more or less the same way. On the other hand, some researchers allege that there is a statistically significant relationship between the amount of stressors and burnout amongst men while none exists in relation to women (Beer & Beer, 1992; Warshaw, 1979; Douglas & Violanti, 1996). It is clear that there is no unanimity between researchers with regards to gender as a factor in the causation of stress and burnout.

Alexander et al. (1993) states that older male constables report less underwork and police force records show them to have a greater number of episodes of absenteeism and more time of work. They reported more visits to their general practitioner in the previous twelve months and scored higher on depression. Older traffic officers reported more over work. Older female constables scored higher on depression and felt the police force played a minimal role in their efforts at work; records showed they had taken more time off in the previous year. Younger male sergeants felt more frustrated by what they perceived to be unnecessary obstacles at work. Younger senior officers (at or above the rank of inspector) reported a higher level of depression than their older colleagues did. It can further be expected that stress factors by older policemen will differ in intensity and origin from that of newer or younger policemen. Also it was found that younger

policemen experience feelings of personal satisfaction (competence) less often than their older counterparts. With increased age, people seem more stable, mature, balanced and less susceptible to excessive stress (Gold, 1985).

Russel et al (1987) further, found that marital status is a significant forerunner of burnout. With regards to absenteeism, Alexander et al (1993) found that married male constables took more time off than single constables and, with regards to alcohol consumption, single officers were more likely to fall in the intermediate/high risk category than the married constables.

The number of year's experience as a policeman that an officer has, is a reliable indicator of the intensity of burnout. The less years of experience the officer has the higher the intensity of the burnout. The longer the officer has occupied the same position, the lower is the emotional experience of burnout. Young policemen report more emotional fatigue and higher levels of depersonalisation than those more experienced officers do (Gold, 1985).

Burnout realises itself more often by employees who have no tertiary education (Stevens & Yach, 1988). Paine (1982) supports the above finding and claims that individuals, who have not received adequate training, cannot handle stress well. If this occurs, it results in feelings of personal and professional failure which in turn lead to burnout. As indicated by literature in this chapter, it has become clear that stress and burnout cannot be viewed as separate entities.

Added to the present literature, the researcher would like to conclude by presenting a summation of police stress as proposed by Bonifacio (1991). This author provides a psychodynamic view of police stress that is the result of the police person's emotional conflict. One part of the conflict results from feeling overwhelmed by a cruel, uncivilised environment that is too powerful to master

which results in feelings of objective anxiety. The second part results from being gratified by work, in the ways that threaten one's moral codes, that is, deriving immoral pleasure that threatens to culminate in uncivilised and cruel behaviour. This conflict leads to superego anxiety. These two forms of anxiety – objective and superego – are at the heart of what is described as police stress. The police officers' stress is really his feelings of distress trying to cope with anxiety.

2.3. A brief overview of present study

The aim of the present study is to identify and describe the stress experiences of community police personnel who form an integral part of the South African Police image. The objective is to gain a deeper and clearer insight into the complex process of stress and burnout in a presently fast changing South African safety and security milieu. Research has clearly shown that the police profession experience many stressors and stress reactions and have certain ways of coping with them. However, it is clear that burnout inevitably occurs amongst the police profession and that there appears to be a strong relationship between stress and burnout.

As mentioned previously, change in the police system and policy as a result of the shift from the old to the new dispensation is playing a significant role in the stress experiences of police officers as a whole. It is therefore necessary and relevant to understand the added stress that police are presently facing and how they are coping with it.

2.4. Resumé

Chapter two introduces relevant literature and studies on stress and how it manifests itself amongst police officers. Chapter three offers a detailed discussion on the methodology that was employed to collect and analyse the relevant data.

CHAPTER THREE

METHOD

3.1. Introduction

This chapter clearly explains how the study was conducted. Firstly, in the design section, emphasis is placed on the type of study done, thus determining the primary design and procedural issues. The next section in this chapter looks at the participants involved in the study in terms of how many cases were sampled and how they were selected and whom or what they represent. Concerning the measurement, the instrument used to collect the data is discussed, which is then followed by the procedure section, which presents a summary of the various steps conducted in the research. Finally, the technique used to analyse the data is discussed. In the case of the present study, content analysis was used.

3.2. Research design

A descriptive approach was followed in this study. According to Christenson (1988) this approach attempts to develop an image of a specific phenomenon. The spectrum of descriptive studies include a wide variety of types of research. A main distinction of descriptive studies lies in those with a more contextual interest as opposed to those with a more universal interest. An in-depth description of an individual, situation, group, organisation, clan, sub-culture, interaction or social object is contextual of nature. Studies with a more universal interest encompass a description of the frequency with which specific attributes or variables occur in a regional specimen, the identification of variable and the relationship between these variables (Christenson, 1988; Mouton & Joubert, 1990). This distinction correlates with the distinction between qualitative and quantitative research.

The aim of the present study was to describe the experiences of community police personnel. In this light, it was considered appropriate to use a descriptive research approach. The qualitative research design used to realise the aims of this study is now discussed.

As a result of the fact that the study was conducted by gathering verbal information (by means of interviews with the seven CPOs), it was essential to follow a qualitative approach. Mariano (1993:40) describes this type of approach as “both creative and scholarly”.

The type of sources and data collection in the study (in-depth interviews) deviates from quantitative methods in order to get a deeper insight into the experiences of community-policing officers. Here it is attempted to analyse the data inductively to allow their experiences to speak for themselves. Thus an image was constructed which took shape while the research data was collected and examined (Bailey, 1987). The data is further also not collected under controlled situations, which consequently included the influence of extraneous (disordered) variables. The reliability aspects as pointed out by Leedy (1993), will also here be limited. Constant results with repeated application would be required to ensure reliability.

The limited regional specimen (seven Community Policing Officers) means that the generalisation of results, as in experimental and quasi-experimental studies, is not possible. However, in any qualitative study it is probable that the interested practitioner that finds himself in a similar situation will generalise the results to some extent. The direct contact of the researcher with the qualitative world within which the police officer lives is probably the greatest source of generalisation in this study.

3.3. Measuring instruments

A semi-structured interview method was used as a measuring instrument. Eisner (1980) describes this interviewing technique as the most important data collection technique that a qualitative researcher has at his disposal. In broad terms, semi-structured interviewing means that wide spectrums of interests are discussed at the beginning of the interview. It is not necessary that these interests are addressed in any specific order and the original wording of the questions do not need to be predictable.

It is understood that general information about every person/group is obtained. The framework, which is proffered, decreases the restraints of the data and makes the data collection process much easier. This helps to identify logical gaps in the data to eliminate them. A further advantage attached hereto is that the framework raises the extensiveness of the data and allows the collection process to continue on a more systematic basis. Despite all these advantages, the most important disadvantage of this method is that important aspects can be overlooked (Bailey, 1987).

The interview format that was used during interaction with the participants also fell within the framework. The interview begins with commencement questions like, "What pleasure do you get out of your work as a CPO?" and "Are you satisfied with yourself as a CPO?" Bailey (1987) supports the above view that it is advisable to start with non-controversial questions where the participant has to give more detailed answers. To get information relevant to the participants' stress experience, a statement followed by a question was communicated: "We all have certain problems. We are unhappy about various situations and happenings and often experience pressure in our daily routine, but simply have to live with this. Are you also experiencing things like these?"

“The participants’ specific experience of reaction towards stress was obtained through this question: “We spoke earlier about pressure, what emotions does it invoke in you?” By asking the question: “ How do you get through your day?” it was possible to get insight into their stress management styles. As a result of the unpredictability of the interviewing method, further questions arose as the interviewing process continued (Kvale, 1983).

Flowing off the interview it was felt that certain questions lend themselves towards further questions that probably created a clearer image of the participant’s world. Thus some of the answers that were given could be vague and be seen as a deficiency in the interviews. An explanation here could be that the interviewer (the researcher) is proficient with the police situation and does not experience the vague answer in the same manner as a person who is unfamiliar with the police situation. This means that the onus rests on the researcher to present the information in such a manner that the reader can follow the thorough process of the respondent and also can understand the inferences drawn by the researcher or the conclusion that the researcher arrived at. Owing to the fact that all the questions, including those of commencement nature, are based on theories, it can be reasonably accepted that the credibility of the findings has been increased. Cases of response effect (Sudman & Bradburn, 1979) were also taken into consideration during the interviewing process in order to insure a greater degree of reliability of the data.

3.4. Participants

A non-probability sample, namely convenience sampling, was used to select the seven community police officers. The advantage of this type of sampling above that of a random sample is that it facilitates the practicability of the study. The generalisation of the results is however limited. The

seven participants were selected from sixteen police stations in the Port Elizabeth area because only they were consistently accessible, telephonically. Telephonic discussions allowed the researcher to establish a relationship with these particular CPO's which in turn encouraged them to make themselves readily available whenever needed, thus complying with the requirements of the interviewing procedure, that is, the time needed to conduct the interview. As concerns home language, the sample includes three English speaking CPOs, three Afrikaans speaking CPOs, and one Xhosa speaking CPO, all of whom are bilingual, which allowed for the interviews to be conducted in English and the responses to be obtained in the same language. These seven police officers operate under the Department of Safety and Security, Eastern Province region. A summary of their important characteristics is presented in Table 1, which is presented on the following page.

TABLE 1

SUMMARY OF PARTICIPANT'S CHARACTERISTICS

A G E	P A R T I C I P A N T	BIOGRAPHICAL VARIABLES				
		<u>HOME</u> <u>LANGUAGE</u>	<u>AREA OF</u> <u>OPERATION</u>	<u>GENDER</u>	<u>POLICING</u> <u>EXPERIENCE</u>	<u>POSITION</u>
27	A	AFRIKAANS	URBAN	MALE	10 YEARS	SERGEANT
43	B	AFRIKAANS	URBAN	MALE	17 YEARS	SERGEANT
35	C	AFRIKAANS	URBAN	MALE	15 YEARS	SERGEANT
29	D	ENGLISH	URBAN	MALE	9 YEARS	CAPTAIN
29	E	ENGLISH	URBAN	FEMALE	11 YEARS	INSPECTOR
36	G	ENGLISH	URBAN	FEMALE	13 YEARS	CAPTAIN
45	F	XHOSA	SEMI-RURAL	FEMALE	12 YEARS	SERGEANT

Note: * The order in which the participants are presented are alphabetical according to their predominant language

- * All participants are bilingual, i.e., their predominant language and English.

3.5. Procedure

A participant pool was created by telephonically contacting the area commissioner in charge of the Port Elizabeth police stations. The researcher requested to interview their community policing officers as part of a research project. Having obtained this permission, the area commissioner was asked to inform the commissioners of the respective police stations, of the study.

And then to provide the researchers telephone number, if the community-policing officer's wanted to obtain more information. The area commissioner was extremely co-operative and enthusiastic about the project.

The nature of the study was explained to the commissioners of each police station through direct contact, and they then agreed to have their community policing officers interviewed. In return for allowing their officers to be interviewed, the commissioners for each police station, including the area commissioner, were given feedback regarding the outcome of the interview.

Each respective interview was conducted in the community policing officer's office. It was considered the best venue because it allowed the community-policing officer to remain in a familiar environment and thereby reduce disturbances. Each participant was interviewed individually, at a different time, at different dates as the interview involved face-to-face contact. In addition, each participant was told that the interview would be recorded on a tape recorder to maintain confidentiality and to analyse the data at a later stage. The intervals between the interviews varied from one to nine days.

After the data has been collected, two registered clinical psychologists who will act as external raters will be approached to evaluate the external validity of the research methodology in terms of the faithfulness and accuracy of the interpretation of the original data, using a rating scale from zero to ten, where zero implies completely unfaithful and inaccurate interpretation and ten implies perfectly faithful and accurate interpretation.

3.6. Content analysis

The data that was captured from the interviews were analysed through content analysis. According to Berelson (1952) content analysis is “a research technique for the objective, systematic, and quantitative description of the manifest content of communication” (p.18). Content analysis focuses on the main message as communicated by the participant, namely the linguistic medium and references that the communicator ascribes to the linguistic expressions. It is an appropriate method where the phenomenon that is being studied, is communication, rather than behaviour or a physical object. Qualitative researchers attempt to analyse the data in all its richness, as close as possible to the form in which it was recorded or transcribed.

Qualitative research includes observations, coding, as well as analysis. The unit of analysis might be in the form of words (different words or types of words in the message), characters (individuals or objectives), themes (premises or hypothesis), space and time management (length of message) or objects (subject of message) (Maholtra, 1993). Analytical categories for the classification of the units are obtained and the communication is broken down according to prescribed rules. In the present study the communication message was broken down according to key words in meaningful

units and categorised into themes. Frequencies was used through out, as control for coding of meaningful units and also to make it possible to interpret the information meaningfully. The result is however not stated in terms of frequencies or percentages because of the limited number of participants.

7. Resumé

This chapter explained clearly how the study was done and the steps that were employed to achieve this. Chapter four will now look at the results of the present study in relation to what was stated in the literature review as previously discussed in chapter two.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

This chapter is concerned with the qualitative results of the interview. To give an in-depth description of the community policing officers stress experience, the results are arranged as follows:

- (1) A description of each participant.
- (2) The manifestation of stress by each participant. At the end of each individual discussion, the respective participant concludes by offering suggested solutions in terms of managing their role more effectively.
- (3) The identification, comparison and description of the stress experiences of the seven participants.
- (4) Interaction between job stress and burnout among the participants.

Wolcott (1990) proposed that the recording of research data must be directed at the peer group (research participants) rather than at scientists and academics. The results of this chapter are presented with this in mind. The writing style is directed at the general reading public in order to make the nucleus of the meaning more clear.

Data obtained from the interviews with each participant were subjected to content analysis. After the coding units have been identified, key words and themes were identified. To present the abundance of themes and key words, which were taken from the interview data, in a manageable manner and to describe them, it was necessary to group them into categories. Only the categorised

themes / key words for each participant will be presented in this chapter. The remainder of the information is found in Annexure A.

4.2 Results: Participant A

4.2.1. Biographical sketch

The participant is a twenty seven-year-old, married, Afrikaans speaking male respondent, who works at a police station in Algoa Park, Port Elizabeth. The area is suburban and consists of mostly Afrikaans speaking people. The participant is a sergeant who fills the role of the community-policing officer. This participant has been in the police service for ten years and the position of CPO was his last police post. He has been involved in community policing for the past five years. The community that he serves is a lower to middle socio-economic white community.

4.2.2. Manifestation of stress by Participant A

Table 2 contains the thematic categories, which appear from the interview with Participant A. In the discussion of the categories of Table 2 which follow, the interview is quoted verbatim in order to ensure thematic authenticity and meaningfulness².

TABLE 2
PARTICIPANT A

CATEGORIES	CODING UNIT	f
1. POTENTIAL STRESSORS		
1.1. Community is unhappy then he is unhappy	A1	1
2. SELF-EVALUATION		
2.1. Self: Positive	A47	1
3. OBSERVED STRESSORS		
3.1. Lack of recognition	A2, A3	2

² See annexure A for transcript of interview and tables, which describes the coding units for Participant A.

3.2. Different roles	A4, A5, A6, A9, A27, A28, A30	7
3.3. Conflict with colleagues	A12, A13, A18, A19	4
3.4. Conflict with community	A7, A11, A14, A22, A31	5
3.5. Conflict with commissioner	A29	1
3.6. Time limitations	A16, A17	2
3.7. Working conditions	A10	1
3.8. Limited funds	A46	1
3.9. Transport problems	A8	1
3.10. Changes:		
• Accommodation of different culture groups	A26	1
• In policing policy	A41, A42	2
3.11. Inadequate training	A43	1
3.12. Inadequate pay	A45	1
3.13. Interference by political institutions	A15	1
4. FAMILY LIFE		
4.1. Negative influence of police work on family life	A32	1
5. COPING MECHANISMS		
5.1. Religion	A38	1
5.2. Sport/exercise	A40	1
5.3. Medication	A37	1
6. SUPPORT		
6.1. Spouse & family	A33	1
6.2. Community	A20, A21	2
6.3. Own children	A39	1
6.4. Commissioner	A23, A34	2
7. STRESS-REACTIONS		
7.1. Physical	A36	1
7.2. Behavioural	A34	1
8. JOB CONSEQUENCES		
8.1. Negative	A44	1
8.2. Positive	A48, A35	2
9. SUGGESTED SOLUTIONS		
9.1. Adopt concept of team management	A49	1

Potential Stressors: This participant claims that he meets people from different backgrounds in his community and he enjoys helping them, as he is able to identify with their problems because he has

been through that path. It appears to be important to him to make his community happy. He believes that it is potentially stressful for him if he is unable to meet this demand.

Observed Stressors: As a community-policing officer, this participant seems to make it a priority to satisfy both his community as well as his fellow officers. Besides playing the role of community policing officer for the past 5 years he states that his job requires him to do a lot of other tasks, such as, going to different organisations (schools, churches, sports clinics and social welfare organisations) to present lectures, being a friend to all the kids in the community, as well as attending crime scenes and opening dockets. He states that he also has to do a lot of administrative work. This participant agrees that conflict amongst his colleagues occurs quite often and that they see him as someone who is taking the community's part. He feels that they do not understand what a community-policing officer is. He is also of the opinion that those officers on "shift" see him as an outsider.

It appears as if he enjoys working with the kids in the community. According to him, the "grown ups" have been brought up to believe that each individual should stick to their own racial group. He further states that many people in the community do not understand how police work may bring miscommunication between the police and the community.

It is evident that this participant's job does not begin at 8am and end at 4pm, as he clearly states that a lot of people in his community knock on his door after hours. He complains that whenever meetings are held, the people present, always end up arguing about irrelevant matters and he feels he does not have the time to listen to all their arguing. Regarding pressure from his superior, he feels that his commissioner places too many tasks on him and sometimes he is unable to cope with them.

He further states that there are limited funds in the police force. He supports this by giving an example: It is important for him to have a cellular phone where people can contact him but due to the lack of funds this requirement cannot be met. He further claims that there are always transport problems and therefore it is difficult for him to go out into the community, and he thus often finds himself sitting in his office.

As far as attending to problems in the community are concerned; he feels that the community does not respect police officers anymore. They place a lot of demands on the police. He believes that if he had his own transport he would be better able to attend community problems. Concerning the aspect of culture, this participant states that there are not many variations of culture in his police station. He does however claim, that it is difficult for him to understand the different aspects of these different cultures.

When asked about the aspect of social change, this participant replied by saying that it was not difficult for him personally to accept change because he came in to the police force when all the different political groups were banned and he also claims that he has a lot of coloured and black friends. According to this participant there are a few "conservative officers" in the station who have not adapted to change easily but most of the police members have changed for the good.

Other stressful issues that are often of concern to him are the inadequate training of community police officers and the inadequate compensation for after hour's work done by community police officers. He believes that most of the problems occurred when the new government came into power.

Self-Evaluation: He feels the role that he plays in the community is working well and he strongly believes that he is making a difference.

Family Life: The participant feels that attending every prize giving related to his job, impacts negatively on his family life. He does however, admit that his wife is very supportive even if she does not understand why he is away so often.

Coping Mechanisms: He maintains that the way he deals with stress is through the relief of medication, as well as prayers. Sometimes he also goes for walks.

Support: It appears that his family is generally very supportive towards him. Overall, he believes that the community is supportive towards him, especially the kids. When he experiences difficulty in the work place he seems to know that he can count on his commissioner for support as well.

Stress Reactions: This participant claims that if he is stressed out, he reacts by being very straight forward and rude, and at times he experiences migraine headaches as well.

Job Consequences: He feels that when evaluating himself in his role, the one problem he encounters is the difficulty he experiences when speaking to women regarding their problems. He feels that he does not know how to approach women. On a more positive note, he believes he is making a difference in the community and that he is doing constructive work.

Suggested Solutions: This participant seems to be of the opinion that the way to improve relations within the police force, and reduce stress, is to adopt a concept of team management.

4.3. Results: Participant B

4.3.1. Biographical sketch

The participant is a forty three-year-old, married, Afrikaans speaking male respondent, who works at a police station in Bethelsdorp, Port Elizabeth. The area is suburban and consists mostly of Afrikaans speaking people. The participant is a sergeant who fills the role of the community-policing officer (CPO) for this area. This participant has been in the police service for 17 years and the position of CPO was his last police post. He has been involved in community policing for the past five years. The community that he serves is a lower to middle socio-economic community and consists predominantly of coloured people.

4.3.2. Manifestation of stress by Participant B

Table 3 contains the thematic categories, which appear from the interview with Participant B. In the discussion of the categories of Table 3, which follow, the interview is quoted verbatim where appropriate³.

TABLE 3
PARTICIPANT B

CATEGORIES	CODING UNIT	f
1. POTENTIAL STRESSORS		
1.1. Paternalistic attitude towards community	B51	1
2. SELF-EVALUATION		
2.1. Self: Positive	B8	1
3. OBSERVED STRESSORS		
3.1. Support & leadership	B1, B7	2
3.2. Pressure from the community regarding image of the police	B4, B12	2

³ See annexure A for transcript of interview and tables, which describes the coding units for Participant B.

3.3. Lack of recognition	B14	1
3.4. Different roles	B9, B29, B31, B40, B41, B42, B43	7
3.5. Conflict with colleagues	B2, B18, B19	3
3.6. Conflict with community	B11, B21, B32, B33	4
3.7. Conflict with commissioner	B30	1
3.8. Time limitations	B15, B16	2
3.9. Working conditions	B38	1
3.10.Changes:		
• Accommodation of different culture groups	B28, B46	2
• In policing policy	B3, B25, B26, B27, B44, B45	6
3.12. Unfair admin policy	B47	1
4. SUPPORT		
1.1. Spouses & family	B35	1
1.2. Colleagues	B17	1
1.3. Community	B5, B20	2
1.4. Commissioner	B22, B23, B24	3
5. STRESS-REACTIONS		
5.1. Biological	B37	1
5.2. Behaviour	B13	1
6. JOB CONSEQUENCES		
6.1. Negative	B34	1
6.2. Positive	B36	1
7. SUGGESTED SOLUTIONS		
7.1. Make charge office more friendly	B48	1
7.2. Community should have more influence in meetings	B49, B50	2
7.3. Have projects where community is included	B6	1
7.4. Assistant to help CPO	B39	1
7.5. Adopt concept of team management	B10	1

Potential Stressors: Participant B views himself as the father of the community he serves because of the numerous phone calls he receives, as well as the amount of people who come to his office for help. It appears that maintaining this position is an important goal in his career and there is added pressure not to disappoint his community.

Observed Stressors: He makes it clear that it is important to serve his community well. He believes that he had much success in running workshops in the community and derives much pleasure from the community. Added to this, is the pressure of always being consistent in making the community happy.

When problems arise that he is unable to contend with, he claims he feels helpless. In the past five years as a community-policing officer, he maintains that he has been, and is presently, under constant pressure because of the various tasks that he has to fulfil. Such tasks include, locating prime crime sites, doing administrative work and opening dockets, assisting the community with social problems, visiting schools and old age homes.

He talks about the conflict with his respective colleagues and claims that they do not understand his job role. He recalls that there are times when he encounters similar experiences with members of the community and representatives of the community-policing forum. He does however concede that he has a fairly good overall relationship with his community.

He feels that his job is not a straight eight-hour job because he has to work longer hours to meet the community's needs, under working conditions that are extremely stressful, especially when he has a heavy workload.

Regarding the aspect of change, this participant feels that most of his colleagues, including himself, adapt very easily to change. He agrees that there are a few who have difficulty adapting to change. He believes that one of his goals is to make positive changes, as a CPO, in the police unit.

Self-Evaluation: Participant B believes that he is making a change in the community for the better and that this is a positive aspect about his job, because it is rewarding to him.

Support: This participant feels that even though his job is so involved, and there are many problems, he gets a lot of support from his family, colleagues, community and his commissioner.

Stress Reactions: He finds that when he is stressed out because of a heavy workload, he becomes angry. If there are problems that he is unable to solve, he worries.

Job Consequences: According to this participant, his church life is negatively effected by his job. If he could, he would like to attend church not only on a Sunday but on Thursdays as well.

Suggested Solutions: This participant believes that community policing can become more manageable and progressive if the following changes are made. Firstly, the charge office should be made friendlier for the members of the public who visit it. Secondly, the community should be more involved in meetings and therefore have more influence in the meetings. Thirdly, projects, which include the community, should be constantly run. Finally, he believes that a team management perspective should be adopted.

4.4. Results: Participant C

4.4.1. Biographical sketch

The participant is a thirty five-year-old, married, Afrikaans speaking male respondent, who works at a police station in Glendale, Port Elizabeth. The area is predominantly suburban and consists mostly of Afrikaans speaking people. The participant is a sergeant who fills the role of the community policing officer for this area but also plays other roles, that is, any role that the

community feels is part of his job description as a CPO. This participant was originally in the police service for 15 years and the position of CPO was his last police post. He has been involved in community policing for the past three years. The community that he services is a lower socio-economic class.

4.4.2. Manifestation of stress by Participant C

Table 4 contains the thematic categories that appear from the interview with Participant C⁴.

TABLE 4
PARTICIPANT C

CATEGORIES	CODING UNIT	f
1. POTENTIAL STRESSORS		
1.1. Change in job equated with discipline	C32	1
2. SELF-EVALUATION		
2.1. Self: Positive	C3, C50	2
Negative	C55	1
3. OBSERVED STRESSORS		
3.1. Support & leadership	C1	1
3.2. Pressure from the community regarding the image of the police	C8, C20, C42	3
3.3. Lack of recognition	C2	1
3.4. Different roles	C5, C6, C7, C10, C41, C52	6
3.5. Conflict with colleagues	C16, C18, C23, C39, C40	5
3.6. Conflict with the community	C19, C38	2
3.7. Time limitations	C22, C21, C37	3
3.8. Working conditions	C13	1
3.9. Limited resources	C36	1
3.10.Changes:		
• Accommodation of different culture groups	C33, C34	2
• In policing policy	C30, C31, C53, C54	4
3.11.Inadequate training	C56, C58	2
3.12.Giving orders to other staff	C57	1

⁴ See annexure A for transcript of interview and tables, which describes the coding units for Participant C.

3.13. Recall to duty on their day off	C44	1
4. FAMILY LIFE		
4.1. Negative influence of police work on personal life	C11, C43	2
5. COPING MECHANISMS		
5.1. Self-motivation	C14	1
5.2. Flight-fight reactions (Attacking & ridiculing / withdrawing from contact with others)	C35, C49	2
5.3. Communication	C15	1
6. SUPPORT		
6.1. Spouse & family	C46	1
6.2. Colleagues	C29	1
6.3. Community	C25, C26, C27	3
6.4. Commissioner	C24, C28	2
7. STRESS-REACTIONS		
7.1. Biological	C17, C44	2
7.2. Physical	C51	1
7.3. Behavioural	C48	1
8. JOB CONSEQUENCES		
8.1. Negative	C12	1
9. SUGGESTED SOLUTIONS		
9.1. Have projects where the community is included	C9	1
9.2. Adopt concept of team management	C4	1
9.3. Involve family in job	C45	1

Potential Stressors: According to this participant, change and discipline go hand in hand. He believes that one must be committed to meeting the demands of the community, at any time and therefore change and flexibility is necessary.

Observed Stressors: He acknowledges as his main goal the ability to serve his community well and if he does this, then automatically the pleasure is there. It appears that in order for him to maintain this consistency, commitment is necessary. He does however admit that the community is sometimes reluctant to offer help. Serving as a CPO for the past three years, it is clear that he has many other tasks as well, such as running workshops, soap kitchens, drama groups, and supervising teenagers who are eligible for community service. Because his role is so versatile and not clearly

defined, he believes that conflict is inevitable. He feels that his colleagues do not do their job well and they further believe that he is spy for the commissioner and therefore misinterpret his role. As regards conflict with the community, he does admit that there are times when some of the people are not very helpful.

It is clear that his hours are not rigid and he believes that time restraints only cause more pressure. The conditions that he works under do cause him pressure but he has learnt to deal with it, even though resources are limited.

His response to change and accommodation of different cultures does not seem to pose a problem for him. He claims that at least 60% of the police members adapt to change fairly well but the older group seems to encounter difficulty.

According to the participant, other stressors that are of concern to him are the inadequate training given to CPOs, as well as recall to duty on their day off. Because he is part of this, it seems that he has come to accept it. He believes that he lives his work on his day off.

Family Life: He feels that his work does affect his private life but it is something that he loves and he seems to be more at work than he is at home.

Self-Evaluation: According to him, his main goal is to serve his community well and therefore he must be tolerant and flexible. He does however feel that he needs to change some aspects in his role in order to be more effective in the community.

last four years. The area that he serves is an affluent area and he has the added complication of having to deal with many visitors because of the area's entertainment value, as well as the fact that this is where all the tourists arrive and stay.

4.5.2. Manifestation of stress by Participant D

Table 5 contains the thematic categories, which appear from the interview with Participant D⁵.

TABLE 5
PARTICIPANT D

CATEGORIES	CODING UNIT	f
1. POTENTIAL STRESSORS		
1.1. Solving community's problems	D1	1
1.2. Job challenge	D14	1
1.3. Important to keep promises	D43	1
2. SELF-EVALUATION		
2.1. Self: Positive	D3, D33, D54, D55	4
Negative	D37	1
3. OBSERVED STRESSORS		
3.1. Support & leadership	D2	1
3.2. Pressure from the community regarding image of the police	D8, D9, D11	3
3.3. Different roles	D4, D5, D6, D32, D45, D50	6
3.4. Conflict with colleagues	D17, D18, D24	3
3.5. Conflict with the community	D49	1
3.6. Conflict with the commissioner	D21, D22, D23, D25, D31, D53	6
3.7. Time limitations	D15, D35, D41, D42, D44	5
3.8. Working conditions	D12	1
3.9. Changes:		
• Accommodation of different culture groups	D28, D29	2
• In policing policy	D26, D27, D30, D46, D47	5
3.10. Inadequate training	D56	1
3.11. Press criticism of departmental actions	D7	1

⁵ See annexure A for transcript of interview and tables, which describes the coding units for Participant D.

4. COPING MECHANISMS		
4.1. Self motivation	D38, D40	2
5. SUPPORT		
5.1. Spouse & family	D36	1
5.2. Colleagues	D16	1
5.3. Community	D19, D20	2
6. STRESS-REACTIONS		
6.1. Biological	D10, D39	2
6.2. Behavioural	D13	1
7. JOB CONSEQUENCES		
7.1. Negative	D48	1
7.2. Positive	D34	1
8. SUGGESTED SOLUTIONS		
8.1. Adopt concept of team management	D51, D52	2

Potential Stressors: This participant believes that it is important for him to serve his community and solve their problems and regards this as a very challenging part of his job. It seems that keeping promises to his community is important to him and requires that one meet the needs of the community in the required time in order to gain their trust.

Observed Stressors: This participant seems to set high standards for himself when serving his community. He feels that its good to know that he is making a difference and further believes that dealing with the community causes a lot of pressure.

He finds it a problem at times to get assistance from the community and admits that the community sometimes sees the police as corrupt.

Participant D states that he is constantly under pressure because of the many roles or tasks that he has to fulfil besides being a community-policing officer. He claims that he is involved in logistics, crime prevention, administrative work, preparation of workshops, presentation of workshops to the

community and the police, as well as the handing out of pamphlets on community policing to the community. He agrees that his job role is very broad and often there is misconception by his colleagues regarding his particular role. He feels that his colleagues see him as an informer for the commissioner. With regards to the relationship between himself and the commissioner, he admits that there are a lot of problems because they are on different wavelengths. He therefore believes that it is better for him to liaise with the area commissioner. His conflict with the community he regards as minor, although he admits that there is some people out there with tunnel vision. It seems important to him to be committed to meeting promises on time.

He feels that change is a concept that he easily understands. As with the rest of the police station he finds it easy to adapt to change. He believes it is slow but progressive. A stressor that concerns him quite often is the fact that he would like to see community-policing officers receive more recognition as a distinct occupation and be given proper training.

Self-Evaluation: He seems to be very happy with his job because it appears that he enjoys what he does and he feels that he is able to make a difference. On the negative side he sometimes feels that this job is not for him, especially when he experiences stress, and meets with people who continuously let him down.

Coping Mechanisms: He maintains that stressors are good for him, and illustrates this by saying: "when people let him down he views it as part of the excitement of the job".

Support: He seems to be proud of the fact that his family is very supportive, especially his wife's attributes. He agrees that his relationship with his colleagues and the community are fairly good. With regards to the latter, he feels he has earned their trust.

Stress Reactions: When he experiences stress, he admits that he deals with it by learning to accept those problems which he cannot solve and that for him, anger and excitement are emotions which are very close. He believes that these stressors help him deal more easily with his frustrations.

Job Consequences: He claims that his job impacts positively on his personal life. On the negative side however, he feels that there will always be something out there that he is not satisfied with.

Suggested Solutions: He believes that it is important for people to work in collaboration with each other.

4.6. Results: Participant E

4.6.1. Biographical sketch

The participant is a twenty nine-year-old, married, English speaking female respondent, who works at a police station in Kabega Park, Port Elizabeth. The area served by this police station is both suburban and rural and consists of a multi-cultural community. The participant is a Captain who fills the role of the community-policing officer for this area. This participant was originally in the police service for eleven years and spent three years in the fingerprint department and then moved on to become a community police officer, for the past eight years.

4.6.2. Manifestation of stress by Participant E

Table 6 contains the thematic categories, which appear from the interview with Participant E⁶.

⁶ See annexure A for transcript of interview and tables, which describes the coding units for Participant E.

TABLE 6
PARTICIPANT E

CATEGORIES	CODING UNITS	f
1. POTENTIAL STRESSORS		
1.1. Paternalistic attitude towards the community	E2	1
2. SELF-EVALUATION		
2.1. Self: Positive	E5, E42	2
3. OBSERVED STRESSORS		
3.1. Pressure from the community regarding image of the police	E9	1
3.2. Different roles	E1, E6, E7, E10, E11, E12, E32, E33	8
3.3. Conflict with colleagues	E14	1
3.4. Time limitations	E21, E22	2
3.5. Limited resources	E16, E18	2
3.6. Limited funds	E40	1
3.7. Transport problems	E17	1
3.8. Changes:		
• Accommodation of different cultures	E31	1
• In policing policy	E27, E28, E29, E38	4
3.9. Conflict with commissioner	E30	1
3.10. Press criticism of departmental actions	E13, E15	2
4. FAMILY LIFE		
4.1. Negative influence of police work on personal life	E19, E23, E35	3
5. SUPPORT		
5.1. Spouses & family	E34	1
5.2. Colleagues	E24	1
5.3. Community	E25, E26	2
5.4. Commissioner	E3, E4, E8	3
6. STRESS-REACTIONS		
6.1. Biological	E36, E37	2

7. JOB CONSEQUENCES 7.1.Negative	E20	1
8. SUGGESTED SOLUTIONS 8.1.Assistant to help CPO	E39	1
8.2.Community should have office at the station	E41	1

Potential Stressors: She claims that she has a maternalistic approach to community policing and believes that because she is able to help people with their problems she knows that they see her as a mother figure. It is therefore important for her to maintain this figure.

Observed Stressors: Even though it is important for her to service her community well she believes that one has to gain the trust of the community before one can help them with their problems. Besides playing the role of a community policing officer for the past eight years, she is committed to other tasks as well, such as visiting schools, establishing a community policing forum in her area, running the reservists, running neighbourhood watch projects, doing administrative work and managing the media exposure for the station because she feels that the newspapers portray the police in the negative. She finds that the only conflict she experiences is with her colleagues and she believes this is due to the rift between the administrative staff and the shift staff. Further she feels that change has brought unfairness, in that people who do not know what they are doing are in charge of key roles. She admits to having problems with organising her time and finds that she has to work after hours, with limited resources available to her which includes problems with logistics, and not having access to a cellular phone. She believes that funds are also limited and that they need more financial support from "head office" because she often finds herself without transport when she has to go out into the community.

Concerning the changes in the policing station regarding culture, she feels that she is able to adapt easily and she agrees that most of the police personnel also adapt easily to change. She believes that some of the older staff members find it difficult to change.

Family Life: She feels that her job has a negative influence on her personal life. Her reasons for this are that her husband is also a policeman and is away most of the time. He believes that his job is more important than hers is. She also feels guilty about not being able to spend time with her children.

Support: Although she admits that there are problems in her personal life, she seems to have a good support system, such as her family (her father and her children), her colleagues, the community and her commissioner.

Stress Reactions: She believes that pressure makes her angry and despondent.

Job Consequences: The demands of her job seem to impact negatively on her personal life, because she claims that she has to play both mother and father to her children.

Suggested Solutions: She believes that in order to be a more effective manager, she would require an assistant. She further maintains that the “community” should have an office at the police station.

4.7. Results: Participant F

4.7.1. Biographical sketch

The participant is a forty five year old, divorced, Xhosa speaking female respondent, who works at a police station in Kwa Dwesi, Port Elizabeth. The area is predominantly semi-suburban and comprises mostly of Xhosa speaking people. The participant is a sergeant who fills the role of the community-policing officer for this area but also plays other roles that flow naturally from her job as a CPO. This participant was originally in the police service for twelve years and the position of CPO was her last police post. She has been involved in community policing for the past four years. The community that she serves is of a lower socio-economic class.

4.7.2. Manifestation of stress by Participant F

Table 7 contains the thematic categories, which appear from the interview with Participant F⁷.

TABLE 7
PARTICIPANT F

CATEGORIES	CODING UNIT	f
1. POTENTIAL STRESSORS		
1.1 Fear of failure	F32, F37	2
1.2 Community is unhappy then he is unhappy	F1	1
2. SELF-EVALUATION		
2.1. Self: Positive	F45, F2	2
3. OBSERVED STRESSORS		
3.1. Pressure from community regarding the image of the police	F3, F11, F14	3
3.2. Different roles	F5, F23, F25, F26, F28, F29, F30, F39, F44	9
3.3. Conflict with commissioner	F10	1
3.4. Conflict with the community	F15	1
3.5. Time limitations	F12	1

⁷ See annexure A for transcript of interview and tables, which describes the coding units for Participant F.

3.6. Working conditions	F4, F7	2
3.7. Limited resources	F24	1
3.8. Environmental issues	F6	1
3.9. Transport problems	F9	1
3.10.Changes:		
• Accommodation of different culture groups	F21, F22	2
• In policing policy	F18, F19, F38, F40	4
3.11.Inadequate training	F20, F46	2
3.12.Interference by political institutions	F16	1
4. FAMILY LIFE		
4.1. Negative influence of police work on personal life	F27	1
5. SUPPORT		
5.1. Spouse & family	F34	1
5.2. Colleagues	F13, F35	2
5.3. Community	F33	1
5.4. Friends	F36	1
5.5. Commissioner	F8, F17	2
6. STRESS-REACTIONS		
6.1. Physical	F31	1
7. SUGGESTED SOLUTIONS		
7.1. Comm. should have influence in meetings	F41	1
7.2. Assistant to help CPO	F43	1
7.3. Comm. should have office at the station	F42	1

Potential Stressors: She believes that perceived failure makes her feel pressure and she likes things in her life to be successful. She maintains that the community must know that the police are there to assist them. If the community is happy then she is happy.

Observed Stressors: She claims that the community comes to the police with every type of problem and that the community not only sees her as a police officer but as someone who is able to solve their problems. It is her feeling that the community is never satisfied. Apart from being a community police officer for the last four years, she finds herself actively involved in other tasks, such as holding workshops within the community, giving lectures to schools, running projects in

the community, raising money through sponsorships, holding workshops for police officers, working wherever the station is short staffed, and performing administrative work. Concerning conflict, she feels that the only problem she encounters is a problem where the commissioner does not reply to her letters for help with logistics. She agrees that being a community-policing officer requires that one works after hours, without time limitations, under poor working conditions, such as staff shortage and no access to social workers at schools. Because of limited resources it appears that there is no other police station in the area which ideally should be serviced by two stations. She feels that this causes added pressure because that particular area has a high rate of child abuse. In order for her to do her job effectively she wishes that transport were not a problem.

Concerning the changes with regards to the different cultures at the station, she feels that she can accept them very easily. This participant maintains that those police personnel from the homeland don't accept the different cultures easily and they feel that change was not properly implemented. She suspects that this is the case because officers are scared of losing their jobs. Issues that seem to concern her are that the police station is receiving under-qualified staff, and that she herself did not get proper training to be a community-policing officer. However, she tries to do the best that she can. With regard to interference by political institutions, she believes that there are a lot of political problems within the community.

Family Life: She agrees that her job impacts negatively on her personal life since she is unable to relax with her family.

Support: As far as support is concerned, she feels very fortunate in this regard because she has many support systems such as her family, colleagues and the community because they trust her, her friends and the commissioner.

Stress Reactions: She states that when she is under pressure, she normally cries.

Suggested Solutions: This participant believes that the community should be more actively involved in meetings and they should have an office in the station. Finally to relieve some of her own job stress she believes that an assistant to help her with some of her tasks would make it easier for her to devote more time to the community.

4.8. Results: Participant G

4.8.1. Biographical sketch

The participant is a thirty six-year-old, divorced, English speaking female respondent who works at a police station in Newton Park, Port Elizabeth. The area is sub-urban and consists of a multi-cultural community. The participant is a Captain who fills the role of the community-policing officer for this area but also plays other roles. This participant has been in the service of the police force for 18 years and the position of CPO was her last police post. She has been involved in community policing for the past two years. The community that she serves, is predominantly an affluent community. This police station is also the main police station in Port Elizabeth, with the administrative offices of the police force housed in it.

4.8.2. Manifestation of stress by Participant G

Table 8 contains the thematic categories, which appear from the interview with Participant G⁸.

⁸ See annexure A for transcript of interview and tables, which describes the coding units for Participant G.

TABLE 8
PARTICIPANT G

CATEGORIES	CODING UNITS	f
1. SELF-EVALUATION		
1.1 Self: Positive	G1, G2, G19, G50, G52	5
2. OBSERVED STRESSORS		
2.1. Pressure from the community regarding the image of the police	G31	1
2.2. Different roles	G3, G17, G25, G26, G27, G28, G30, G38, G39, G40, G41	11
2.3. Conflict with colleagues	G48	1
2.4. Conflict with the community	G7, G16	2
2.5. Time limitations	G9, G10, G13, G42	4
2.6. Change:		
• Accommodation of different cultures	G23, G24	2
• In policing policy	G22, G43, G44	3
2.7. Inadequate training	G47	1
2.8. Press criticism of departmental action	G8	1
3. FAMILY LIFE		
3.1. Negative influence of police work on personal life	G11, G12, G32	3
4. COPING MECHANISMS		
4.1. Self motivation	G4, G20	2
4.2. Sport / exercise	G37	1
5. SUPPORT		
5.1. Spouses & family	G34	1
5.2. Colleagues	G14	1
5.3. Community	G15, G46	2
5.4. Own children	G33	1
5.5. Commissioner	G21	1
6. STRESS-REACTIONS		
6.1. Biological	G5, G6, G18, G36	4
6.2. Physical	G35	1
7. JOB CONSEQUENCES		
7.1. Negative	G29	1
7.2. Positive	G51	1
8. SUGGESTED SOLUTIONS		
8.1. Assistant to help CPO	G45	1
8.2. Educate the community about CP	G49	1

Observed Stressors: According to this participant, the police feel pressurised because they feel that the community is looking over their shoulder. Serving the role of a community policing officer for the past two years, this participant experiences added pressure because she has to fulfil other tasks as well, such as crime prevention, involvement in management and financial meetings, involvement in the intelligence unit, running projects in the community, attending to police personnel and their problems, performing administrative work, visiting schools and homes, as well as trying to sell community policing to the community.

She finds that other police personnel do not take her job seriously and conflict arises within the community because there is a lack of interest regarding community policing. There is added difficulty experienced when trying to change people's attitudes. This participant believes that there are not enough hours in the day to complete all the tasks and commitment to the community takes up a lot of time. Therefore one has to work after hours. Participant G believes she incorporates all the cultures into her projects because she does not have a problem with cultural differences. She further believes that younger police officers adapt to change easily but the older members of the force are indifferent to change. A concern for her is the inadequate training of community policing for police personnel. She believes that the system is too heavy and difficult to change.

Family Life: She feels that she takes home her relationship with the community and that her personal life comes second to her job. This participant does however admit that she tries to give her family all her spare time.

Coping Mechanisms: She believes that problems are part of the job and you have to learn to live with them. This means that one has to learn to accept rejection in this job. It is this belief that seems to help her cope. She also claims that she does a lot of sport to get rid of her frustrations.

Support: As far as support is concerned, she has a very supportive family, and also receives support from her colleagues, community, her daughter and the commissioner.

Stress Reactions: She wishes that things could have been easier but she believes that one has to accept the things one cannot change. She claims that sometimes she feels under appreciated and admits that she very rarely gets angry if she is under pressure.

Job Consequences: On the negative side she feels that her job creates problems in her personal life and on a more positive note, she believes that the position she holds allows her to change the things that she can change.

Suggested Solutions: She believes that it would help to have an assistant to do more of the administrative work, and finally, that the community needs to be educated about community policing.

4.9. Integrated description of stress experiences

In order to achieve the main aim of the study it is necessary to investigate stress as it manifests itself in individual participants and then to compare their experiences. In this manner the degree of enabling variables can be determined in order to identify stress patterns. In this study the focus does not fall on source or consequence. Further the relationship between the enabling factors were

not examined directly. The emphasis was rather on the degree of experience of stress and enabling factors. The enabling factors that feature in this part of the study are within the framework presented in prescribed models (Lazarus, 1976; Cox & MaKay, 1982, Folkman, 1984; Eckenrode, 1991).

All seven participants have revealed that they are confronted daily with problems and unhappiness in their work situation which seem to cause stress among them. It appears from the content analysis⁹ that the seven police officers have personally, experienced stress in very different degrees. The different degrees of the stress experiences imply different patterns in terms of the enabling factors. This finding is in line with the conceptualisation of the stress experience continuum as indicated in Chapter Two.

TABLE 9

COMPARATIVE TABLE OF ALL SEVEN PARTICIPANTS

CATEGORIES	CODING UNIT	f	No. OF PART	PART.
1. POTENTIAL STRESSORS				
1.1.Paternalistic attitude towards community	B51, E2	2	2	B, E
1.2.Fear of failure	F32, F37	2	1	F
1.3.Solving communities problems	D1	1	1	D
1.4.Job challenge	D14	1	1	D
1.5.Important to keep promises	D43	1	1	D
1.6.Community is happy then he is happy	C2, A1, F1	3	3	C, A, F
1.7 Change in job is equated with discipline	C32	1	1	C

⁹ See annexure A for transcript of interviews and tables, which describes the coding units for each participant.

2. SELF-EVALUATION				
2.1. Self : Positive	B8, G1, G2, G19, G50, G52, F45, F2, E5, E42, D3, D33, D54, D55, C3, A50, A47	7	7	A, B, C, D, E, F, G
Negative	D37, C55	2	2	D, C
3. OBSERVED STRESSORS				
3.1. Support & leadership	B1, B7, D2, C1	4	3	B, C, D
3.2. Pressure from community regarding image of police	C8, C20, C42, B4, B12, G31, F3, F11, F14, E9, D8, D9, D11	13	6	B, C, D, E, F, G
3.3. Lack of recognition	A2, A3, C2, B14	4	3	A, B, C
3.4. Different roles	B9, B29, B31, B40, B41, B42, B43, G3, G17, G25, G26, G27, G28, G30, G38, G39, G40, G41, F5, F23, F25, F26, F28, F29, F30, F39, F44, E1, E6, E7, E10, E11, E12, E32, E33, D4, D5, D6, D32, D45, D50, C5, C6, C7, C10, C41, C52, A4, A5, A6, A9, A27, A28, A30	54	7	A, B, C, D, E, F, G
3.5. Conflict with colleagues	B2, B18, B19, G48, E14, D17, D18, D24, C16, C18, C23, C39, C40, A12, A13, A18, A19	17	6	A, B, C, D, E, G
3.6. Conflict with community	B21, B33, D49, C38, A22, A31, B11, B32, G7, G16, A7, A11, A14, C19, F15	15	6	A, B, C, D, F, G
3.7. Conflict with commissioner	F10, D21, D22, D23, D25, E30, D31, A29, B30, D53	10	5	A, B, D, E, F
3.8. Time limitations	B15, B16, G9, G10, G13, G42, E21, E22, D15, D35, D41, D42, D44, C21, C22, C37, A16, A17, F12	19	7	A, B, C, D, E, F, G
3.9. Working conditions	B38, F4, F7, D12, C13, A10	6	5	A, B, C, D, F
3.10. Limited resources	F24, E16, E18, C36	4	3	C, E, F
3.11. Limited funds	E40, A8	2	2	A, E
3.12. Environmental issues	F6, A46	2	2	A, F
3.13. Transport problems	F9, E17, A8	3	3	A, E, F

<p>3.14. Changes:</p> <ul style="list-style-type: none"> Accommodation of different cultural groups In policing policy 	<p>G23, G24, D28, D29, E31, F21, F22, A26, B28, B46, C33, C34</p> <p>A41, A42, A45, B3, B25, B26, B27, B44, B45, C30, C31, C53, C54, D26, D27, D30, D46, D47, E27, E28, E29, E38, F18, F19, F38, F40, G22, G43, G44</p> <p>A43, C56, C58, D56, F20, F46</p> <p>A45</p> <p>A15, F16</p> <p>B47</p> <p>C57</p> <p>C44</p> <p>D7, E13, E15, G8</p>	<p>12</p> <p>29</p> <p>6</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>4</p>	<p>7</p> <p>7</p> <p>4</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>3</p>	<p>A, B, C, D, E, F, G</p> <p>A, B, C, D, E, F, G</p> <p>A, C, D, F</p> <p>A</p> <p>A, F</p> <p>B</p> <p>C</p> <p>C</p> <p>D, E, G</p>
<p>4. FAMILY LIFE</p> <p>4.1. Negative influence of police work on personal life</p>	<p>G11, G12, G32, F27, E19, E23, E35, C11, C43, A32</p>	<p>10</p>	<p>5</p>	<p>A, C, E, F, G</p>
<p>5. COPING MECHANISMS</p> <p>5.1. Religion</p> <p>5.2. Self-motivation</p> <p>5.3. Flight-flight reactions</p> <p>5.4. Communication</p> <p>5.5. Sport/exercise</p> <p>5.6. Medication</p>	<p>A38</p> <p>G4, G20, D38, D40, C14</p> <p>C35, C49</p> <p>C15</p> <p>G37, A40</p> <p>A37</p>	<p>1</p> <p>5</p> <p>2</p> <p>1</p> <p>2</p> <p>1</p>	<p>1</p> <p>3</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p>	<p>A</p> <p>C, D, G</p> <p>C</p> <p>C</p> <p>A, G</p> <p>A</p>
<p>6. SUPPORT</p> <p>6.1. Spouse & family</p> <p>6.2. Colleagues</p> <p>6.3. Community</p> <p>6.4. Own children</p> <p>6.5. Friends</p> <p>6.6. Commissioner</p>	<p>B35, G34, F34, E34, D36, C46, A33</p> <p>B17, G14, F13, F35, E24, D16, C29</p> <p>B5, B20, G15, G46, F33, E25, E26, D19, D20, C25, C26, C27, A20, A21</p> <p>A39, G33</p> <p>F36</p> <p>B22, B23, B24, G21, F8, F17, E3, E4, E8, C24, C28, A23, A24</p>	<p>7</p> <p>7</p> <p>14</p> <p>2</p> <p>1</p> <p>13</p>	<p>7</p> <p>6</p> <p>7</p> <p>2</p> <p>1</p> <p>6</p>	<p>A, B, C, D, E, F, G</p> <p>B, C, E, D, F, G</p> <p>A, B, C, D, E, F, G</p> <p>A, G</p> <p>F</p> <p>A, B, C, E, F, G</p>

7. JOB CONSEQUENCES				
7.1.Negative	B34, G29, E20, D48, C12, A44	6	6	A, B, C, D, E, G
7.2.Positive	B36, G51, D34, A48, A35	5	4	A, B, D, G
8 STRESS REACTIONS				
8.1.Biological	D10, C17, B37, G5, G6, G18, G36, E37, D39, C47, E36	11	5	B, C, D, E, G
8.2.Physical	G35, F31, C51, A36	4	4	A, C, F, G
8.3.Behaviour	B13, D13, C48, A34	4	4	A, B, C, D
9. SUGGESTED SOLUTIONS				
9.1.Make charge office more friendly	B48	1	1	B
9.2.Community should have more influence on meetings	B49, B50, F41	3	2	B, F
9.3.Have projects were comm. is included	B6, G3, C9	3	3	B, C, G
9.4.Assistant to help	B39, G45, F43, E39	4	4	B, E, F, G
9.5.Educate comm. about C.P.	G49	1	1	G
9.6.Community should have office at station	F42, E41	2	2	E, F
9.7.Adopt concept of 'Team Management'	D51, B10, A49, C4, D52	5	4	A, B, C, D
9.8.Involves family job	C45	1	1	C

4.9.1. Potential stressors

Once potential stressors have been evaluated by the individual they can be converted into a perceived or observed stressor, which in turn can result in positive or negative stress reactions or stress symptoms and can influence the individual's existence and well being (Seyle, 1976). It appears that only two participants reveal a parental attitude towards the community. Specifically, Participants B and E mention this in their interviews and state that one of the reasons for this is that the community depends on the police to solve all their problems. With this dependency there has come a co-existing sense of duty, on the part of the police, to help the community in every problem which results in time restraints, feelings of inadequacy when they cannot perform and fear of

failure, to mention, among others. Some officers such as Participants C and A, say that they judge their competency as police officers by whether the community is satisfied with their work or not. Participant D feels that it is important to keep promises to the community because that is the only way to gain their trust, and sees this as part of the challenge of the job. Participant C has a disciplinarian attitude towards policing, and views any change in his job description as being disciplined by higher authority.

4.9.2. Self-evaluation

Evaluation is important in the process of stress manifestation as, if an unrealistic evaluation of resources or personal skills is made in the coping of stress problems it can lead to maladapted stress coping and can have a negative influence on the adaptable results. Excessive pessimism can lead to limited coping attempts, while excessive optimism could result in insurmountable disappointment (Folkman et al. 1991). All seven participants reveal strong positive self-evaluation. They are satisfied with the job they are doing as police officers. They feel that the job is well suited to the personalities and acknowledge that even though the demand of the community is sometimes enormous; they cannot please everyone and try their best to complete their task. Participant G confidently states that she does not doubt her abilities and that the job she does is a good one. From the interview, Participants C and D, show certain negative self evaluation in that sometimes they feel that the demands of the job are unbearable and that the "job is not for [them]".

4.9.3. Observed stressors

A stressor can be described as a trigger for a response or reaction. It is not enough that a stressful event occurs, it must be appraised as such by the individual (Dewe, 1989). In this study attempts have already been made to account for the appraisal of potentially stressful events, now the focus moves to perceived stressor. Although the seven participants have shown different stimuli which

they experience as stressful or not, they also revealed perceived stressors which were the same, of which different roles, conflict and change were the most important. All the participants play different roles within their respective stations, both within the boundaries of the their job description and outside those boundaries. These roles include everything from holding workshops for the community and police officers to visiting crime scenes and calming a victim of child abuse or rape (Participant G). The roles they play are not restricted to those mentioned in the interview, as each day brings new challenges and different tasks (Participant E). This is regarded as part of the service that is rendered to the community (Participant D).

Of all the conflict experienced by the participants, conflict experienced with colleagues seems to be the most problematic. Most complain that other staff members see them as informers either for the community or for the commissioner. They are aggravated by the fact that some members of the station do not see their job as having any substance. The participants feel that the reason that the police are so opposed to community policing is that they are not given enough information about community policing to understand it and they expect unconditional loyalty from the CPO's because they belong to the same station. The participants feel that it is their job to walk a fine line between the community's needs and that of the police officers and to remain as objective as possible. This conflict results in decreased job productivity because the CPO's cannot rely on their fellow officers to assist them and this in turn places added pressure on these community-policing officers.

Conflict with the community was not really that significant to the participants. They all felt that they had a relatively good relationship with their respective communities and stated that the problems that did exist were minor problems, such as, a police van arriving late at a crime scene (Participant E).

Conflict with the station commissioner was also not significant; most of the participants had the support from their station commissioners and enjoyed a good relationship with them. Only one participant (D) revealed that his relationship with his station commander was not good and that this was due mostly to a personality clash and he further stated that he had a better understanding with the Area Commissioner.

Another significant stressor was change. Change was firstly discussed with regard to the accommodation of different culture groups within the police station. All of the participants felt that they accommodated the different cultural groups well or adequately within the station. Participant B stated that in his station there are predominantly only three groups, that is, Christians, Muslims and the Black Faiths. He felt that because the Muslim people celebrated their religious holidays on odd days they received the most benefit from the leave that was granted for those days. He did say that there were times when he did not understand those customs. They all expressed a respect for whatever faith or custom is present within the station.

The second facet in which change was discussed was within policing policy. Most of the participants felt that they had accepted the change favourably but that the station was slow in following. Participant D stated that he had been under the impression that change was slow in coming from the other officers but that in retrospect he realises that the change had been more progressive than he had thought. Participant G felt that the older officers are more slow to change. They still cling to the old system while the younger officers are more open to change. The rest of the participants support this sentiment.

Further stressors like, time limitations, working conditions, unfair administrative policies were also singled out by the participants as being experienced unanimously. They felt that their time became more limited because of limited resources, lack of funds, poor working conditions, inadequate training as well as demands placed upon them by the community. This meant that they had to work longer hours in order to complete their tasks, which resulted in a lot of after hour's duty. It was accepted by all that the jobs were not eight to four jobs (Participant C) and that solving problems within the community was unavoidable whether they were on or off duty (Participant A), especially for those participants who lived within the communities that they served. Participant F expressed displeasure at the fact that the station she works at is inadequately staffed and that resources were not forthcoming from the administration in Bisho. She felt that her complaints to superiors in Bisho were ignored and that this lack resulted in even more pressure in the job because it was impossible to keep promises to the community when she did not know whether there would be funds available to do the job.

Some of the participants felt that they needed their own transport and cellular phones so that they could go into the community in an emergency situation and not have to wait for a lift or be at the mercy of the fates as to whether there would be transport available if a problem situation arose. The need for a phone was expressed by most because it was impossible to get hold of them once they had left the offices and were not at home. Thus, they were not able to service the community to the extent that they would have liked to. Another issue was the amount of administrative work that accompanied the job. They felt that an assistant was necessary. All were aware that these needs were constantly shelved with the explanation from the Provincial Administration that there were no funds available for them. Five of the seven participants felt that their job required a certain amount of training before an officer was introduced into it. However, they had not received this and were literally thrown in at the deep end and made to sink or swim.

4.9.4. Family life

The problems and unhappiness that the participants experienced in their working life flow over into their personal life and influence it negatively. Both participants C and G said that invariably the job comes first, which meant that out of necessity their family comes second or is put on hold. Participant G further said that she tried to give her family all her spare time. Participant E was married to another police officer whose works involved a lot of travelling. This meant that she was left to play both mother and father to her children. The demands of the job meant that it was not always possible to be there in those capacities for her children. The participants all revealed that even though they had their support, their spouses felt the pressure of the job and the fact that it intrudes on personal life.

4.9.5. Coping mechanism

A majority of the participants showed an alarming lack of coping mechanism in fact most relied on self-motivation. Participants F and E revealed no coping mechanism in the interview but in the semi-structured question. Participant F stated that she exercised at a gym to relieve pressure and Participant E used relaxation techniques to overcome stress. Participant A made use of sport and religion as coping mechanism and Participant G also used sport but mostly used self motivation to get through the day and the job. Participant C mostly used flight - fight reactions in order to cope with stress, attacking and ridiculing or withdrawing from contact with others. He did temper this by saying that he tried not to abuse the people around him because it took a long time to get over it, instead he compared himself to a tortoise that withdrew into his shell.

4.9.6. Support

Cobbs (1976) proposes the possibility that social support leads to greater flexibility and changing of roles and identities, depending on the demands placed by the stressors and that membership of a social network may well determine the most effective means of stress coping. All the participants felt that they had the support of the community and their families. Most felt that they had the support of their colleagues and commissioner. Participants A felt that the other staff at the station saw him as taking the side of the community above theirs and Participant D, as explained before, seemed to have a better understanding with the area commissioner than with his station commissioner.

4.9.7. Stress reactions

Seyle (1976) identifies three dimensions of stress, namely, the physical dimension (blood pressure, heart rate, sweat, etc); the biological dimension (negative emotions and feelings of helplessness) and behavioural dimension (direct confrontation with the stressors). Participant C had the most negative stress reactions whereas Participant A displayed the least amount of negative stress reactions, possibly because of effective coping mechanisms and social support at his disposal. Rage, frustration, guilt, feelings of resentment, disillusionment, and helplessness were the most important reactions revealed. These are all stress reactions that are supported by previous research (Gold, 1985). Participants B, G, E, D and C revealed the biological dimensions. Fatigue and job related illness; namely migraines (Participant A) are general behavioural reactions (Atkinson, Atkinson, Smith & Bem, 1990). It is clear from the data that Participants G, B, D, C and E experienced a more biological stress reactions, whereas Participant F experienced a physical reaction and Participant A experienced a behavioural stress reaction.

4.9.8. Job consequences

Participants stated both positive and negative consequences of their job. Predominantly they revealed more negative consequences than positive ones. More of the participants revealed negative than positive consequences. Participant A stated that part of the job involved discussing personal problems with females and he was not comfortable with this but stated as a positive consequence that the job had taught him how to accept criticism positively. Participant A revealed more positive consequences than negative. Participant B revealed that the job made it difficult for him to attend to his church duties but that on the positive he had learned how to manage his time more effectively with regards to his family. Participant C only displayed a negative consequence of his job, which was that it automatically came before his family. Participant D categorically stated that stress affected his job positively and that the only draw back or negative was that there was always something he was not satisfied with. Participant E revealed only a negative consequence that she was not always able to be there for her children and Participant G revealed a positive consequence that she was in a position to change the things that would be changed.

4.10. Interaction between job stress and burnout among the participants

Cherniss (1980a) identifies five sources of stress within the working environment, which lead to burnout namely doubt over competence, problems with clients, beaurocratic meddling, little or no stimulation and satisfaction or poor working relationship with colleges. Four different dimensions are distinguished within the working environment when the above are categorised, namely, psychological, physical, social and organisational dimensions.

Within the psychological dimension, burnout occurs when the officer feels that he/she no longer has control over the assistance that he/she gives and has no say in the policy stipulations that influence his/her work. All the participants experienced a certain loss of control, but in different ways, the most prominent was the loss of control with regard to their time. Participant A spoke of how after hours he was still plagued by the community to use his home telephone and he was expected to give this assistance because the community felt it is part of his job and they had no one else to turn to. These trends heightened emotional tension in employee relationships. This includes feelings of frustration (Participants G, D and C), helplessness (Participants B, D, C) and failure (Participant F) that heighten feelings of ineffectiveness (Cherniss, 1980a & b; Maslach, 1986; Paine, 1982).

In the physical dimension, aspects like noise and physical planning of the working environment play a role in the management of physical and psychological health (Cherniss, 1980a & b; McLean, 1985; Paine, 1982). Participant B suggested that one of the ways to improve the work environment was to make the charge office more friendly, which would facilitate better community relations. Participants B, G, F, E all suggested that an improvement to their work environment would be to have an assistant to help with the administrative work. Participant F further suggested that the community should have a representative at the station to help with specific problems that the community face. Burke (1989) found a strong significant correlation between the negative working environment, stress and burnout. The working environment itself and internal elements thereof are considered to be the important factors.

It is logical that the social dimension of the working environment is important for helping professions because they are people orientated. Unfavourable social environments can increase the possibility of burnout. Some working conditions aggravate conflict amongst the officers rather

than promote co-operation. Poor communication and relationships between professionals who work together leads to lack of respect for each other and diminished professionalism. Participant G stated that it angered her when others did not take her job seriously. Participant B stated that the other officers did not understand what his job was about. Conflict as discussed under observed stressors also correlates within this dimension.

Variables which correlate with burnout and exist in the organisational dimension include beaurocracy, which Participant D identified by saying that the superiors expected to be involved merely by reading a report that the CPO types up, but what they did not realise was that it only created more work for the CPO and got in the way of him doing his job effectively. He felt that if one got others to do a job one should let them do it. Beaurocracy does not add to the service of the public and results in burnout in the officer that is idealistic or who cares (Cherniss, 1980a & b; Paine, 1982). Also included were administrative problems, which was tackled again by Participant D, when he said he would like to see the concept of 'Team Management' implemented within the station. Participant C, felt that the attending of after hours meetings was a waste of time and had thus taken to not attending them. Another aspect of the dimension was their role, which the individual played within the organisation, which we have already discussed above in observed stressors with regards to different roles played by the CPOs within the station. Participant F put it well when she said that her role was flexible and that she filled in where ever they were short staffed.

4.11. Résumé

Chapter four provided an explanation of the unique stress experiences that each community policing officer experienced in his/her specific community. The integrated group discussion clearly illustrated the uniqueness of their stress experiences in relation to each other and further, investigated how burnout manifested itself within the community-policing sector of the police force. Chapter five will conclude by attending to the value of the present study. In addition, this chapter will briefly present recommendations for further research and will mention some final considerations concerning stress within the police profession.

CHAPTER FIVE

CONCLUSION

5.1. Introduction

In this chapter it is attempted by the researcher to conclude the present study by looking firstly at the value of the study. Emphasis will then be placed on recommendations for further research. Finally the researcher will briefly mention some considerations concerning stress and the police profession.

5.2. Value of the study

The following can be said about the analysis, interpretation and description of the study:

- (1) The different stress profiles that are found in this study correspond with prominent profiles which are found in numerous stress models (Seyle, 1976; Cobb, 1976; Cherniss, 1980a; Maslach, 1986; Paine, 1982).
- (2) The different levels of stress and burnout identified by the qualitative analysis of the research data can serve as a basis for further research in this area. The qualitative research has allowed the researcher to trace the finer nuances in the data.
- (3) Police officers do experience different degrees of stress as was shown in chapter four. It is thus of cardinal importance that they are made aware of the manifestations of stress and its consequences on their personal and professional life, so that they can take the reins into their own hands and not scurry away from stress. Instead, they can see the problems of stress and burnout as challenges in order to make the correct decisions about negative reactions. This study lends itself to the knowledge of the manifestation

of stress and burnout by police officers, specifically, which is the first step in the self management of stress and burnout.

- (4) The study serves as a basis for further investigation by researchers so that they are able to develop stress management programs and support mechanisms. These helping methods can be used by administrative bodies of the police, community leaders, helping professions and police stations specifically within the South African context in order to prevent and cure stress and burnout.
- (5) Until recently in South Africa most of the in-depth studies were directed at the white community. In this study it was attempted by way of sampling groups to include various cultures in the research area at an equal level.
- (6) In the broader context, the result of this study can also be correlated with other helping professions because the basis of the study on job stress and burnout is founded on generally accepted models.
- (7) Concerning the external validity of the study, the researcher had two independent psychologists rate his level of faithfulness and accuracy with regard to his interpretation of the original data, using a rating scale of zero (0) to ten (10), zero (0) implying a clearly inaccurate and unfaithful interpretation of the original data and ten (10) implying a perfectly faithful and accurate interpretation of the original data. The results from both the external raters revealed that the researcher was exceptionally faithful and accurate in his interpretation of the original data¹⁰.

¹⁰ Refer to Appendix B.

5.3. Recommendations for further research

As the sample group was too small to make generalisation about the macrocosm (police officers) as well as the fact that there is a deficiency in similar studies, it is recommended that further research is undertaken in this field on larger sample groups in the different provinces of the country.

The characteristics of police officers must be built in clearly into future research in the identifying and description of communal stress experiences. According to Cooper & Payne (1991) personality must be given specific attention. They believe that measuring instruments which identify Type A and Type B personalities will serve well in the study of stress and burnout in this area. Question lists in this respect, which are specifically designed for police officers will probably be the most appropriate.

Biographical variables play an important role in the experience of stress among police officers, as is shown in chapter four. It is thus of cardinal importance that future studies also give attention to this aspect. In an attempt to develop effective coping and support programs across the entire police spectrum it is necessary for similar studies to include every sphere of police work.

5.4. Final considerations

The researcher has tried in this study to shed light on the concepts of stress and burnout among police officers. Negative stress experiences of police officers are topical in the present transition within the security milieu in South Africa and will probably continue to be a point of apprehensiveness within the police profession. A greater premium will be placed on all the people involved in order to address this problem of stress among the police profession and thus find

solutions. In this manner we will be able to secure greater safety for future generations and provide more support to the police.

BIBLIOGRAPHY

- Ackerman, C.J. (1992). Stress among secondary school children. South African Journal of Education, 12(4), 355-358.
- Ainsworth, P.B., & Pease, K. (1987). Police Work. London: The British Psychological Society and Mehuen.
- Alexander, D.A., & Walker, L.G. (1996). The perceived impact of police work on police officers' spouses and families. Stress Medicine, 12(4), 239-246.
- Alexander, D.A., Walker, L.G., Innes, G., & Irving, B.L. (1993). Police Stress at Work. London: The Police Foundation.
- Atkinson, R.L., Atkinson, R.C., Smith, E.E., & Bem, D.J. (1990). Introduction to Psychology (10th ed.). New York: Harcourt, Brace & Javonovich.
- Bandura, A., Taylor, C.B., Williams, S.L., Medford, I.N., & Barchas, J.D. (1985). Catecholamine secretion as a function of perceived coping self-efficacy. Journal of Consulting and Clinical Psychology, 53, 406-414.
- Bailey, K.D. (1987). Methods of social research. London: Free Press.
- Baum, A., Singer, J.E., & Baum, C.S. (1981). Stress and environment. Journal of Social Issues, 84, 191-215.

Beehr, T.A., & Newman, J.E. (1978) Job stress, employee health and organisational effectiveness: A facet analysis, model and literature review. Personnel Psychology, Winter, 665-699.

Beer, J., & Beer, J. (1992). Burnout, and stress, depression and self-esteem. Psychological Reports, 77, 1331-1336.

Bellak, L. (1975). Overload: The New Human Condition. New York: Human Sciences Press.

Berelson, B. (1952). Content analysis in communication research. Glencoe: Free Press.

Biggam, F.H., Power, K.G., & MacDonald, R.R. (1997). Coping with the occupational stressors of police work: A study of Scottish officers. Stress Medicine, 13(2), 109-115.

Biggam, F.H., Power, K.G., MacDonald, R.R., Carcary, W.B., & Moodie, E. (1997). Self-perceived occupational stress and distress in a Scottish police force. Work and Stress, 11(2), 118-133.

Bonifacio, P. (1991). The psychological effects of police work. London: Plenum Press.

Brown, J.M., & Campbell, E.A. (1990). Sources of occupational stress in the police. Work and Stress, 4(4), 305-318.

Brief, A., Schuler, R., & Van Sell, M. (1981). Managing job stress. Boston: Little, Brown.

- Burke, R.J. (1989). Towards a phase model of burnout: Some conceptual and methodological concerns. Group and Organizational Studies, 14(1), 23-32.
- Burns, R.B. (1979). The self-concept. London: Longman.
- Butler, A. (1987). Strictly confidential. Police Review, March, 580-581.
- Buwalda, R.A. (1990). Stress amongst middle level managers in schools. Unpublished doctoral dissertation, Rand Afrikaans University, Johannesburg.
- Campbell, A., Converse, P., & Rodgers, W. (1976). The Quality of American Life. New York: Russel Sage Foundation.
- Carpenter, B.N. (Ed.) (1992). Personal coping: Theory, research, and application. Westport, CT: Praeger.
- Charlesworth, E.A., & Nathan, R.G. (1984). Stress management: A comprehensive guide to wellness. New York: Atheneum.
- Cherniss, C. (1980a). Professional burnout in human service organisations. New York: Praeger.
- Cherniss, C. (1980b). Staff burnout: Job stress in the human services. Beverly Hills, CA: Sage.
- Christenson, L.B. (1988). Experimental methodology (4th ed.). Massachusetts: Allyn & Bacon.

- Claus, K.E. (1980). The nature of stress. In K.E. Claus, & J.T. Baily (Eds.), Living with stress and promoting well-being. St. Louis, Missouri: Mosby.
- Claus, K.E., & Bailey, J.T. (1980). Living with stress and promoting well-being. St. Louis, Missouri: Mosby.
- Cobb, S. (1976). Social support as a moderator of life stress. Psychosomatic Medicine, 38, 300-314.
- Cohen, S., & Wills, T.A. (1985). Stress, social support and the buffering hypothesis. Psychological Bulletin, 98, 310-357.
- Coleman, T.C., Butcher, J.N., & Carson, R.C. (1980). Abnormal psychology and modern life. London: Scott, Foresman & Co.
- Combes, A.W., & Avila, D.L. (1985). Helping relationships: Basic concepts for the helping professions. London: Allyn & Bacon.
- Cooper, C.L., Davidson, M.J., & Robinson, P. (1982). Stress among police detectives. Journal of Occupational Medicine, 25(7), 30-36.
- Cooper, C.L., & Marshall, J. (1976). Occupational sources of stress. Journal of Occupational Psychology, 49(1), 11-28.
- Cooper, C.L., & Marshall, J. (1981). Coping with stress at work. Aldershot, Hants: Gower.

- Cooper, C.L., & Payne, R. (Eds.) (1991). Personality and stress: Individual differences in the stress process. Chichester: Wiley and Sons.
- Cooper, C.L., & Smith, M.J. (1985). Job Stress and Blue Collar Work. Chichester: Wiley and Sons.
- Coopersmith, S. (1967). Antecedents of self-esteem. San Francisco: Freeman.
- Cox, T. (1978). Stress. London: Macmillan.
- Cox, T., & MacKay, C.J. (1982). A psychological model of stress. In L. Goldberger, & S. Breznitz (Eds.), Handbook of stress: Theoretical and clinical aspects (pp.387-418). New York: Free Press.
- Davidson, M.J., & Veno, A. (1980). Stress and the policeman. In C.L. Cooper and J. Marshall (Eds.), White Collar and Professional Stress. Chichester: Wiley and Sons.
- De Kock, C., Schutte, C., & Ehlers, D. (1995). South African Police Service: post-election legitimacy and societal intergration. Information Update, 5(1), 25-37.
- Delport, J.P. (1990). Attributional distortions in burnout: A correlation study amongst ministers of religion. Unpublished master's thesis, University of Port Elizabeth, Port Elizabeth.
- Denzin, N.K. (1970). The reasearch act in sociology: A theorectical introduction to sociological methods. London: Butterworth.

- Dewe, P.J. (1985). Coping with work stress. Research in Education, 33, 27-40.
- Douglas, P., & Violanti, J.M. (1996). Traumatic stress in critical occupations: Recognition, consequences and treatment. Massey University: New Zealand.
- Dunham, J. (1976). The reduction of stress (part IV), pub. Nasuwt, Kings Norton.
- Eades, J. (1987). The management of stress. Police Review, March, 583-584.
- Eckenrode, J. (1991). The social context of coping. New York: Plenum.
- Edelwich, J., & Brodsky, A. (1980). Burnout: Stages of disillusionment in the helping professions. New York: Human Sciences Press.
- Elks, K.D. (1986). Crime, community and police in Cape Town, 1825-1850. University of Cape Town: Thesis Archives.
- Eisner, E. (1980). On the difference between scientific and artistic approaches to qualitative research. Paper presented at the meeting of the American Educational Research Association, Boston.
- Fallon, B.J. (1997). The balance between paid work and home responsibilities: Personal problem or corporate concern? Australian Psychologist, 32(1), 1-9.

- Farber, B.A. (1983). Stress and burnout in the human services professions. New York: Pergamon.
- Fivaz, G. (1995). The police: Changing the guard. Financial Mail, 135(6), 24-28.
- Fivaz, G. (1995). The new SAPS: Facing the challenges. RSA Review, 8(3), 1-8.
- Flemming, R., Baum, A., & Singer, J.E. (1984). Toward an integrative approach to the study of stress. Journal of Personality and Sociology, 46, 939-949.
- Folkman, S. (1984). Personal control and stress and coping processes: A theoretical analysis. Journal of Personality and Social Psychology, 46, 839-852.
- Folkman, S., Chesney, M., McKusick, L., Ironson, G., Johnson, D.S., & Coates, T.J. (1991). Translating coping theory into an intervention. In J. Eckenrode (Ed.), The social context of coping. New York: Plenum.
- Friedman, R.R. (1992). Community Policing. New York: St. Martin's Press.
- Freudenberger, H.J. (1974). Staff burnout. Journal of Social Issues, 30(1), 159-165.
- Geldard, D. (1989). Basic personal counselling. New York: Prentice Hall.
- Gerdes, L.C., Moore, C., Ochse, R., & Van Ede, D. (1988). The developing adult. Durban: Butterworth.

Gibbs, M.S., Lachenmeyer, J.R., & Sigal, J. (1980). Community psychology: Theoretical and empirical approaches. U.S.A.

Girdano, D.A., & Stotelmeyer, G.E. (1980). The stress solution: The causes and cures of stress on the job. Maryland: Prentice Hall.

Glass, D., & Singer, J. (1972). Urban Stress: Experiments on Noise and Social Stressors. New York: Academic.

Glicken, M.D. (1983). A counselling approach to employee burnout. Personnel Journal, 62, 222-228.

Gold, Y. (1985). Burnout: Causes and solutions. Clearing House, 58(5), 210 - 212.

Gold, Y., & Roth, R.A. (1993). Teachers managing stress and preventing burnout. London: Falmer.

Goodwin, L., & Goodwin, W. (1984). Qualitative vs quantitative research or qualitative and quantitative research. Nursing Research, 33, 378-380.

Greenberg, S.F., & Valletutti, D.J. (1980). Stress and the helping profession. Baltimore: Brookes.

Greenhause, J.H. (1978). Career management. Chicago: Dryden.

- Grundy, K. (1987). The militarisation of South African Politics. OUP: Oxford.
- Helliwell, T. (1981). Are you a potential burnout? Training and Development Journal, 25-29.
- Gudjonsson, G.H., & Adlam, K.R.C. (1982). Factors reducing occupational stress in police officers: Senior officers view. The Police Journal, October, 365-369.
- Gudjonsson, G.H., & Adlam, K.R.C. (1983a). Potential stressors in police work. Police Review, October, 1931.
- Gudjonsson, G.H., & Adlam, K.R.C. (1983b). Personality patterns of British police officers. The Police Journal, 4, 507-512.
- Gudjonsson, G.H., & Adlam, K.R.C. (1985). Occupational stressors among British police officers. The Police Journal, January, 73-80.
- Haynes, N.M., Hamilton-Lee, M.E., & Comer, J.P. (1987). Differences in self-concept among high, average and low achieving high school sophomores. Journal of Social Psychology, 128 (2), 259-264.
- Heiman, M.F. (1975). The police suicide. Journal of Police Science and Administration, 3(3), 267-273.
- Helliwell, T. (1981). Are you a potential burnout? Training and Development Journal, 25-29.
- Honey, P. (1996). Community policing in action: a practitioner's guide, In P. Stevens and D.M. Yach: Making policing work: book review. Financial Mail, 139(4), 62.

- Holroyd, K.A., & Lazarus, R.S. (1982). Stress, coping and somatic adaptation. In L. Goldberger, & S. Breznitz (Eds.), Handbook of stress: Theoretical and clinical aspects (pp. 103-127). New York: Free Press.
- Jackson, S.E., & Maslach, C. (1982). After effects of job related stress: Families and victims. Journal of Occupational Behaviour, 3, 63-77.
- Jagwanth, S. (1994). Defining community policing in South Africa. South African Journal of Criminal Justice, 7(2), 164-176.
- James, L.R., & Brett, J.M. (1984). Mediators, moderators and tests for mediation. Journal of Applied Psychology, 69(2), 307-321.
- Jespersion, A. (1988). New approaches to stress. Police Review, February, 436-437.
- Jones, S. (1986). Policewomen and equality: Formal policy v informal practice. London: Macmillan Press.
- Joubert, S. (1996). The imperativeness of a long-term crime prevention strategy for South Africa. Acta Criminologica, 9(1), 7-10.
- Kaplan, R.M., Sallis, J.F., & Patterson, T.L. (1993). Health and human behaviour. New York: McGraw-Hill.
- Kootzen, P. (1996). Die dimensionaliteit van polisie-stressore. Acta Criminologica, 9(2), 55-63.

Kroes, W.H. (1976). Society's Victim: The Policeman. Springfield IL: Charles C. Thomas.

Kroes, W.H., Margolies, B.L., & Hurrell, J.J. (1974). Job stress in policemen. Journal of Police Science and Administration, 2(2), 145-155.

Krohne, H.W., & Laex, L. (1982). Achievement, stress and anxiety. Washington: Hemisphere.

Kvale, S. (1983). The qualitative research interview. Journal of Phenomenological Psychology, 14, 171-196.

Lanagan-Fox, J., Deery, T., & Van Vliet, S. (1997). Power. Work and Stress, 11(2), 186-195.

Lazarus, R.S. (1966). Psychological stress and the coping process. New York: McGraw-Hill.

Lazarus, R.S. (1976). Patterns of adjustment. New York: McGraw-Hill.

Lazarus, R.S. (1977). Cognitive and coping processes in emotion. In A. Monat, & R.S.

Lazarus (Eds.), Stress and coping: An anthology (pp. 145-158). New York: Columbia University Press. .

Lazarus, R.S., & Folkman, S. (1984). Stress, appraisal and coping. New York: Springer.

Lazarus, R.S., & Launier, R. (1978). Stress-related transactions between persons and environment.

In L. A. Pervin, & M. Lewis (Eds.), Internal and external determinants of behavior. New York: Plenum.

- Lazarus, R.S., & Monat, A. (1985). Stress and coping: An Anthology. New York: Columbia University Press.
- Lue, M. (1994). Crossing the divide. Indicator South Africa, 4, 9-11.
- Luthans, F. (1990). Organisation of behaviour (6th ed.). Highstown: McGraw-Hill.
- Maholtra, N.K. (1993). Marketing research: An applied orientation. Georgia: Prentice Hall.
- Manolias, M., & Hyatt-Williams, A. (1986). Study of post shooting experiences in firearms officers. Report for the Joint Working Party on Organisational Health and Welfare.
- Marais, E. (1991). Police-community relations and the Natal conflict. Paper presented to ASSA Conference.
- Mariano (1993). Practical Research: Planning and design (5th ed.). New York: Macmillan.
- Maslach, C. (1976). Burned out. Human Behaviour, 5(9), 16-22.
- Maslach, C. (1986). Burnout: The cost of caring. Englewood Cliffs, NJ: Prentice Hall.
- Maslach, C., & Jackson, S.E. (1979). Burnout cops and their families. Psychology To-day, 12(12), 59-62.

- Maslach, C., & Jackson, S.E. (1984). Burnout in organisational settings. Applied Social Psychology Annual, 5, 133-153.
- Maslach, C., & Jackson, S.E. (1985). The role of sex and family variables in burnout. Sex Roles, 12, 837-851.
- Mason, G. (1992). The stress factor. Police Review, February, 295.
- McGrath, J.E. (1976). Stress and behaviour in organisations. In M.D. Dunette (ed.), Handbook of industrial and organisational psychology. Chicago: Rand McNally College.
- McLean, A.A. (1985). Work stress (2nd ed.). Reading, Mass: Addison-Wesley.
- Meichenbaum, D., & Turk, D. (1982). Stress, coping and disease: A cognitive-behavioral perspective. In R.W.J. Neufeld (Ed.), Psychological stress and psychopathology (pp.289-305). New York: McGraw-Hill.
- Midgley, J.R. (1995). Community policing: Tentative steps towards true reconciliation. Inaugural lecture delivered at Rhodes University. Grahamstown: Rhodes University.
- Midgley, J.R., & Wood, G. (1995). Familiar strangers: Developing community policing in Grahamstown. Acta Academica, 27(1), 59-81.
- Miller, L., & Braswell, M. (1988). Human relations and police work (2nd ed.). U.S.A.

- Mouton, J., & Joubert, D. (1990). Knowledge and Method in the Human Sciences. Pretoria: RGN
- Mufamadi, S. (1995). A transparent police service. RSA Review, 8(2), 10-21.
- Muller, J.J., & Reynecke, F.J. (1996). The role of field training in the organisational change in the South African Police Service. SAIPA, 31(3), 174-188.
- Nagy, S., & Davis, L.G. (1985). Burnout: A comparative analysis of personality and environment variables. Psychology Reports, 57, 1319-1326.
- Ncholo, P., Mncadi, M., Holtzman, Z., & Isaacs, S. (1995). Towards democratic policing. University of the Western Cape: Community Peace Foundation, Bellville.
- Neiderhoffer, A., & Neiderhoffer, E. (1977). The Police Family. Lexington, MA: Lexington Books.
- Paine, W.S. (1982). Job stress and burnout research theory and intervention perspectives. Beverly Hills, CA: Sage.
- Perlman, B., & Hartman, E.A. (1982). Burnout: Summary and future research. Human Relations, 35(4), 283-305.
- Perrot, S.B., & Taylor, D.M. (1995). Attitudinal differences between police constables and their supervisors: Potential influences of personality, work environment, and occupational role. Journal of Criminal Justice and Behaviour, 22(3), 326-339.

- Pines, A., & Aronson, E. (1981). *From tedium to personal growth*. New York: Free Press.
- Pines, A., & Aronson, E. (1988). Career burnout: Causes and cures. New York: Free Press.
- Poalses, B. (1995). Violent crime is a national crisis. Salut, 2(9), 29.
- Pope, A.W., McHale, S.M., & Craighead, W.E. (1988). Self-esteem enhancement with children and adolescents. New York: Pergamon.
- Plug, C., Meyer, W.F., Louw, D.A., & Gouws, L.A. (1993). *Psigologiese Woordboek* (2de uitgawe). Johannesburg: Lexicon.
- Raath, M.C., & Jacobs, L.J. (1993). Dynamics of the self-concept. Pretoria: Academica.
- Radelet, L.A. (1986). The police and the community. New York: Macmillan.
- Rauch, J. (1992). Policing discourses and the problem of violence in South Africa. University of the Witwatersrand: Center for the study of violence and reconciliation.
- Reichardt, C., & Cook, T. (1979). Qualitative and quantitative methods in evaluation research. Beverly Hills, CA: Sage.
- Robinson, P. (1981). Stress in the Police Service. Police review, 89, 2254-2259, 2308-2312, 2364-2367, 2413-2414.

- Roelofse, C.J. (1996). The challenges of community policing: a management perspective. Pretoria: State Press.
- Roos, N.J. (1986). Theory and practice of stress management. Unpublished master's thesis, University of Stellenbosch.
- Roos, N.J., & Möller, A.T. (1988). Stres: Hanteer dit self. Kaapstad: Human en Rousseau.
- Rosenbaum, D.P. (1994). The challenge of community policing: Testing the premises. California: Sage.
- Rosenberg, M. (1979). Conceiving the self. New York: Basic Books.
- Ross, R.R., & Altmaier, E.M. (1994). Intervention in occupational stress. London: Sage.
- Russel, D.W. (1987). Job-related stress, social support, and burnout among classroom teachers. Journal of Applied Psychology, 72(2), 269-274.
- Santinello, M. (1990). The burnout syndrome. Pordenone, Italy: Erip.
- Sarre, R. (1997). Community policing: Themes for South Africa. Acta Criminologica, 10(1), 5-110.
- Scharf, W. (1996). Community policing, a preliminary critical analysis. Paper presented at the workshop on community policing Technikon SA.

Scharf, W. (1991). Transforming community policing in black townships in the new South Africa. University of Cape Town: Institute for Criminology.

Scharf, W. (1989). Community policing in South Africa. Acta Juridica, 207-233.

Seyle, H. (1976). Stress in health and disease. Boston: Butterworth.

Singleton, R.A., Straits, B.C., & Straits, M.M. (1993). Approaches to social research (2nd ed.). New York: Oxford University Press.

Skinner, P. (1987). Dealing in skills, not pills. Police Review, March, 582.

Slachmuijler, L. (1993). All in it together. Work in Progress, 94, 3.

Smith, C. (1995). Com cops: community policing. Finance Week, 64(3), 8.

Smuts, A.J. (1988). Uitbranding in die bediening. Skrif en Kerk, 9(1), 57-74

Spaniol, L., & Caputo, J. (1980). How to recognize, cope with and avoid professional burnout. Instructional Innovator, 25, 18-21.

Stevens, P., & Yach, D.M. (1995) Community policing in action: A practitioner's guide. Cape Town: Juta & Co. Ltd.

Stratton, J. (1984). Police Passages. Manhattan Beach, CA: Glennon.

- Sudman, S., & Bradburn, N.M. (1979). Response effects in surveys. Chicago: Aldine.
- Susskind, E.C., & Klein, D.C. (1985). Community research: Methods, paradigms and applications. U.S.A.
- Swanepoel, H. (1992). Community development: Putting plans into action (2nd ed.). Cape Town.
- The New Oxford English Dictionary. (1993). Clarendon: Oxford University Press.
- Trojanowitz, R., & Bucqueroux, B. (1994). Community Policing: How to get started. Cincinnati.
- Van der Spuy, E. (1993). Transforming the police, policing the transformation: Book review. South African Sociological Review, 6(1), 66-76.
- Van Dijkhuizen, N. (1981). Towards organisational coping with stress. In J. Marshall and C.L. Cooper (Eds.). Coping with stress at work. Farnborough: Gower.
- Van Rooyen, H.J.N., & Snyman, D. (1995). Community policing. Silverton: Promedia Publishers and Printers.
- Van Vuuren, J.W.J. (1996). The evolution and status of community policing forums in South Africa. Acta Criminologica, 9(1), 100-107.
- Warshaw, L.J. (1979). Managing stress. New York: Addison-Wesley.

Whisenand, P.M., & Ferguson, F. (1989). The managing of police organizations (3rd ed.). New Jersey: Prentice Hall.

Wolcott, H.F. (1990). Writing up qualitative research. New Delhi: Sage.

APPENDIX A

- 1. FRAMEWORK FOR SEMI-STRUCTURED INTERVIEW**
- 2. ORIGINAL TRANSCRIPT DATA FROM INTERVIEWS WITH PARTICIPANTS AND CODING TABLES FOR ORIGINAL DATA**
- 3. BIOGRAPHICAL QUESTIONNAIRE**

1. FRAMEWORK FOR SEMI-STRUCTURED INTERVIEW

INTRODUCTORY QUESTIONS

- (1) What pleasure do you derive from your work as a community- policing officer?
- (2) Are you satisfied with yourself as a community- policing officer?
- (3) What aspects of policing do you cover?

ACTUAL INTERVIEW:

- (1) All of us have certain problems. We are unhappy about various situations or happenings and often experience pressure in our daily routine, but simply have to live with this. Are you also experiencing things like this.

[Depending on how the respondent answered this question, the following questions from previous studies encompassing stressors were put to him]

- * Role conflict
- * Time limitations
- * Working conditions
- * Communication
- * Change
- * Personal life

- (2) We talked about things that put pressure on you. What emotions does it provoke in you?
- (3) How do you get through your day?

2. INTERVIEWS AND TABLES OF KEY CONCEPTS (THEMES) FOR PARTICIPANTS A, B, C, D, E, F, G.

PARTICIPANT A:

Researcher: Everything that will be said today will be considered as confidential. No names will be mentioned. I am going to use a tape recorder to simplify my work. After the interview you can listen to the tape and then decide if I may use it.

Q: (Researcher) What pleasure do you derive from your work as a community- policing officer?

A: (Participant) I meet a lot of different people, higher class and lower class in the community. It's difficult to see differences between the two groups. Enjoy helping people from different backgrounds. "Ek het al die harde pad geloop". I learnt throughout my life, the hard way, how it is to go to someone and expect the answer and the right way forward. I always try to help these people because I know how it is to be in some of these situations [A1].

Q: (Researcher) Are you satisfied with yourself as a Community Policing Officer?

A: (Participant) Yes, its okay. As CPO / PRO were not here to like one another or dislike one another, we here to do a job correctly, the community is satisfied with what I am doing [A2] and the officers around me is satisfied [A3]. If my work is done, it is done and I have no problems with anyone. Achieve my own goals and there are goals that have been set for us, if you reach that target by all means that OK. In the police force we are not here to like each other, we here to do a job, if the job is done that's OK.

Q: (Researcher) What aspects of policing do you cover?

A: (Participant) OK, all problems relating to actually officers in the force, you know if some of them have been rude to the community. I handle those problems, I go lecture at schools, churches, the ACFF, CMR, all the social workers [A4]. I go to pre-schools and lecture them. I do sport clinics, rugby clinics in the disadvantaged areas of our community [A5]. And just being a friend to all the kids in the community [A6]. To win their respect back to the police.

Q: (Researcher) All of us have certain problems. We are unhappy about various situations or happenings and often experience pressure in our daily routine, but simply have to live with this. Are you also experiencing things like these?

A: (Participant) Ja, the other guys, my other PRO's will actually laugh. I sit here now in this position for at least 4 / 5 years. I never had my own transport for about 6 months to do my job. That's a problem that we experience [A7].

You can't do the job, if the telephone is ringing and there's someone trying to commit suicide, I must be able to go out, you can't just sit, or fall around in the halls for a vehicle / stuff like that. That's one problem. We as PRO's feel that we must have our own vehicle, to our use, and a lot of other things. I know a lot of people know how it's going, in the police. You get a lot of difficulties like the vehicles and some-days there's no petrol for the vehicles [A8] and we just have to sit. I feel all these meetings that are been held after hours, are unnecessary [A9]. In our area, people go there and argue for two hours about unnecessary things. Instead of looking at something worthwhile like crime prevention they argue about a name change of Louis Le Grange. I've stopped going to these meetings because I haven't got time to go sit and listen to them argue [A10].

Q: (Researcher) Any situation you are worried about or not happy about and things that you have to accept in your daily routine?

A: (Participant) The community out there don't see a policeman anymore. In the past they use to fear the policemen but nowadays, they don't even respect us [A11]. The children at schools are getting difficult and most of our problems are related to the children. The don't have respect anymore for the police and then as I mentioned some of the colleagues of the police station don't see the PRO as a policeman anymore, they see him as someone that just taking the community's part [A12]. The members don't understand what a Community Policing Officer is [A13]. What they say is the "customer is always right", referring to the community. I am personally here to hear what the police and community are saying and to solve any problems [A14]. Personally I think these problems occurred when the new government came into power, because everything was just thrown overboard [A15]. Really, I think that's when all the major problems started. I mean the children can't even be disciplined by their parents anymore. When I tell the kids I am going to phone their parents they just laugh, because they are no longer afraid of the 'boer'.

Q: (Researcher) How do you experience your time limits?

A: (Participant) Because I live in Algoa Park, in my area, I get a lot of people and I mean a lot, knocking on my door after hours [A16] and coming for help and just wanted to use my telephone at home. I have to bear with that. Nobody forced me into this job. I asked to do it and I must bear with it. I'm not a 8 - 4 policeman [A17]. Now, for instance I had a problem with the hawkers of the shopping centre and Saturday morning when I went there as a private person, I saw that there was a problem and I went to them and sorted it out.

Q: (Researcher) How do you experience the communication among the staff?

A: (Participant) Not as good as I wish to have it [A18]. The okes I worked with in the past, they know what my job is and some of the guys, about six and seven, will give me good co-operation but the people on the shifts see me as an outsider. That's not the way it works. I can say that people that normally gets the hiccups sees me as the outsider. The guys on the shifts are the ones involved with the community during the weekends and they talk to each other and get drunk and swear each other [A19]. So on the Monday morning, I sit with the problem. Normally I go to the community and ask them how the policemen behaved and I explain when they are drunk they don't

understand and explain and help with the problems. I explain to the community that the policemen also get 'katvol' of the job. So the community normally say okay.

Q: (Researcher) How do you experience the communication with the community?

A: (Participant) I have a very good communication [A20]. But I rather work with the kids in the community [A21] because the grown ups have been brought up to believe that a boer is boer, a hotnot is a hotnot and a kaffir is a kaffir [A22]. Especially in this community the people are AWB, etc. But, I am working with the children, and I speak to the children and try and let them help with getting information about crime. But it's a waste of time talking to adults. I try anyway. I get people who ask if they can help but, it is difficult to go to Kwazakhele and ask to trust a white man because these people have been brought up not to trust a white man. The same like a white community like Algoa Park, where they were brought up to believe that a kaffir steals. The women are more acceptable in our community but not the men.

Q: (Researcher) Do you encounter any problems within the community?

A: (Participant) There is some people that give me good responses and help in my community with things that we need.

Q: (Researcher) How do you experience the communication between you and your commissioner?

A: (Participant) Very good [A23]. If I need a vehicle she will get a vehicle for me. If I have phone enquiries due in a week, I go to her and tell her I can't do it, she will phone and sort it out [A24].

Q: (Researcher) Change. How do you experience that?

A: (Participant) For me personally, it was not difficult [A25] because I came in to the police force when all the different political groups were still banned. It must be the way it is now. Colour can't get in the way. I've got no problems. Because I got a lot of coloured and black friends. I am a very open person.

Q: (Researcher) How do you accommodate the different cultures in your police station?

A: (Participant) There is not many variations of cultures. Just yesterday I found it very strange that one black guy told me that it is his culture that if something is going wrong in his life then on a Friday he must make beer the whole day and he must have a party with his family and friends the weekend. Sometimes it is difficult for me to understand these different cultures [A26].

Q: (Researcher) Are you only playing the role of a community police officer in your police station?

A: (Participant) No, I attend crime scenes [A27] also and open dockets. I do a lot of administration work [A28] as well. Whenever there are meetings, I have to attend because I must tell them how the community thinks and in what way they will benefit... what they need from the police.

Q: (Researcher) Do you have to play some other roles too?

A: (Participant) No.

Q: (Researcher) Is there anything else that you would like to mention that could cause pressure?

A: (Participant) The Commissioner put too much tasks on me [A29]. Sometimes I can't deal with them but I cope.

Q: (Researcher) How long are you involved in community policing?

A: (Participant) About five (5) years [A30].

Q: (Researcher) Is there something else?

A: (Participant) Lots of people in the community don't understand how the police work [A31]. That there are lots of ways to deal with any one given problem. Also that if no crime is committed our hands are tied and we are bound by what the law says, we can't just arrest someone.

Q: (Researcher) How does all this affect your personal life?

A: (Participant) Sometimes my wife doesn't understand why I have to attend every meeting and prize giving, because Gelvandale has 2 CPO's [A32]. But I still get a lot of support from my family [A33].

Q: (Researcher) We talked about things that put pressure on you. What emotions does it provoke in you?

A: (Participant) I friendly as I can be, I can be very rude as well [A34], without going out of my way to be rude. I am very straight - forward. If I stressed out, I will probably be rude but if I'm not stressed out, I'll probably deal with it in a different way. I can accept criticism, which is important in the type of job that I do, but it must be constructive [A35]. I suffer with migraines almost everyday [A36].

Q: (Researcher) How do you get through your day?

A: (Participant) My disprin [A37] and my bible [A38] help me get through the day. I also phone my children to relief stress [A39] and go for walks [A40].

Q: (Researcher) Something else?

A: (Participant) No.

Q: (Researcher) According to your observations, how do you see the police station reacting to changes?

A: (Participant) Good and bad, we live in a community that very AWB orientated. In the past you would find a white man beating a black man, and now you say no, this is not the way to deal with it and he says but the last time you helped me 'dormer the ou' [A41]. The police members have changed a lot, for the good [A42].

Q: (Researcher) Do you feel that you need to change certain aspects of your role as a CPO?

A: (Participant) Difficult to answer because every CPO has different problem. Must keep training CPO's in every aspect [A43].

Q: If so, what changes would you make?

A: (Participant) Not really, only sometimes I find it difficult to speak to ladies regarding their problems [A44]. I like a course on how to approach a lady on their problem, I find that they hold back because I am a man. Also maybe they should look at compensating CPO's for their after hours work [A45]. A cell phone where people can contact you [A46].

Q: (Researcher) Do you believe that this would make you a more effective manager of your role?

A: (Participant) Definitely Yes.

Q: (Researcher) Considering all that came out of the interview, how would you assess your present position as a CPO?

A: (Participant) The role we play in community is working, there is change for the good [A48]. It's working well. I feel as if I am making a difference in the community [A47].

Q: (Researcher) Is there anything else?

A: (Participant) The second most important job on this station is the CPO, under the commissioner. There must be a close relationship between the CPO and the commissioner because every decision that the commissioner makes effects the CPO's community. There must be a close relationship between the commissioner, the CPO and the community [A49].

RESEARCHER: Thank you very much for your valuable information.

The verbal data which was obtained through the interview with Participant B was broken down into key phrases and coded (example B1, etc.). The reason for this is so that each theme is easily identifiable and cordon off. The coding unit is noted after each key phrase in the transcripts of the preceding interviews.

PARTICIPANT A

THEMES (KEY PHRASES)	CODING UNIT
Can empathise with the problems of the community	A1
Wants the community to be satisfied with his work.	A2
Wants the other police officers to be satisfied with his work.	A3
He lectures within the community.	A4
He does sports clinics within the community.	A5
Sees himself as a friend to the children in the community.	A6
Needs to have his own transport in order to do his job effectively.	A7
Sometimes there's no money for petrol for the police vehicles.	A8
Feels that the after hours meetings are unnecessary.	A9
Meetings are not constructive.	A10
Community has no respect for the police force.	A11
Police officer's see CPO as taking community's part above there's	A12
Police don't understand what CPO is.	A13
Tries to solve the community's problems.	A14
Feels new Government is responsible for the community's problem	A15
Has to work after hours.	A16
Not an eight to four police man.	A17

Communication with the staff is not as good as he would wish for.	A18
Has problems with the officers on shift.	A19
Has good communication with the community.	A20
Prefers to work with the children in the community.	A21
Adults in the community are to set in their ways.	A22
Has good communication with his commissioner.	A23
Commissioners help him with his problems.	A24
Does not find it difficult to change.	A25
Sometimes difficult to understand the different cultures.	A26
Attends crime scenes.	A27
Does a lot of administrative work.	A28
Commissioner puts to many tasks on him.	A29
Involvement in community policing.	A30
Community don't understand how the police work.	A31
Sometimes his wife doesn't understand why attends every meeting.	A32
His family supports him.	A33
Handles stress by becoming rude.	A34
Can accept constructive criticism.	A35
Suffers from migraines daily.	A36
Takes disprin to help him get through the day.	A37
Relies on his Bible for solace.	A38
Phones his children to relieve stress.	A39
Goes for walks to relieve stress.	A40
The conservative officers in the station don't adapt to change easily.	A41
Police has changed for the good.	A42
Must keep training CPO's in every aspect.	A43
Finds it difficult to approach females with personal problems.	A44
Should compensate CPO's for their after hours worked.	A45
Needs a cell phone were people can contact you.	A46
Feels that he is making a change in the community for the good.	A47
Sees community policing working in his community	A48
There must be a close relationship between the CPO, station Commissioner and the community.	A49

PARTICIPANT B

Researcher: Everything that will be said today will be considered as confidential. No names will be mentioned. I am going to use a tape recorder to simplify my work. After the interview you can listen to the tape and then decide if I may use it.

Q: (Researcher) What pleasure do you derive from your work as a community policing officer?

A: (Participant) I get much pleasure from the community side [B1], I enjoy it, but not from the police side [B2]. Too little policemen understand community -policing [B3]. I've got a good working relationship and understanding with the community [B4]. The information you get freely [B5], as well as problems, we sit down and look for possible solutions. Sometimes we plan workshops together [B6], it works very nice, we have had a lot of success [B7].

Q: (Researcher) Are you satisfied with yourself as a Community Policing Officer?

A: (Participant) Yes [B8].

Q: (Researcher) What aspects of policing do you cover?

A: (Participant) Locate prime criminal sites [B9] as well as a good relationship between the police and the community [B10] and that's about it.

Q: (Researcher) All of us have certain problems. We are unhappy about various situations or happenings and often experience pressure in our daily routine, but simply have to live with this. Are you also experiencing things like these?

A: (Participant) Sometimes. Sometimes the community they get so negative [B11], some of them are very negative and they put so much pressure on us [B12], and there's nothing I can really do about it.

Q: (Researcher) Any situation you're worried about or not happy about and things that you have to accept in your daily routine?

A: (Participant) No. The only thing I worry about is the murders in the community [B13], there are too many murderers and there is nothing I can do about it [B14].

Q: (Researcher) How do you experience your time limits?

A: (Participant) I don't have an eight to four job [B15], I work longer hours I have to [B16] be on time especially for the community.

Q: (Researcher) How do you experience the communication among the staff?

A: (Participant) The communication with the admin staff is very good [B17] but not with the officers and the reliefs [B18]. They don't understand my role, they all think I'm an (impimpi) that I get information and report it to someone else [B19].

Q: (Researcher) How do you experience the communication with the community?

A: (Participant) I have a very good communication [B20].

Q: (Researcher) Do you encounter any problems within the community?

A: (Participant) No, no problems at all... okay sometimes, the community complains when the police vans arrive late at the scene of the crime...but no not any other problems really [B21].

Q: (Researcher) How do you experience the communication between you and your commissioner?

A: (Participant) We have a very good relationship [B22] and he understands my role and he supports [B23] me and when I have problems I consult him [B25].

Q: (Researcher) Change. How do you experience that?

A: (Participant) For me it is very easy [B25]. I adapt easily [B26]. I am patient and some of the police officer don't accept [B27], I talk to them, explain to them what it is to change and then they understand.

Q: (Researcher) How do you accommodate the different cultures in your police station?

A: (Participant) I got no problems. With the black/coloured areas we've got a very good relationship [B28].

Q: (Researcher) Are you only playing the role of a community police officer in your police station?

A: (Participant) I am only a community police officer, I attend crimes scenes also and open dockets. I do a lot of administration work as well [B29].

Q: (Researcher) Do you have to play some other roles too?

A: (Participant) No.

Q: (Researcher) Is there anything else that you would like to mention that could cause pressure?

A: (Participant) The Commissioner put too much tasks on me [B30]. Sometimes I can't deal with them but I cope.

Q: (Researcher) How long are you involved in community policing?

A: (Participant) About five (5) years [B31].

Q: (Researcher) Is there something else?

A: (Participant) At this stage, I had a few problems with my community police forum [B32]. They have produced nothing its only every-time in house fights against the police.... there's no solutions and I don't feel very comfortable with this and speak up about this. The last meeting was okay. I think that they understand now community -policing [B33].

Q: (Researcher) How does all this affect your personal life?

A: (Participant) In a way ... I can't attend my church duties only on Sundays [B34] ... I would like to go on Thursdays but most of the meetings are on Thursdays but my wife and my children they understand, I get a lot of support from my family [B35], it really does not affect my personal life [B36].

Q: (Researcher) We talked about things that put pressure on you. What emotions does it provoke in you?

A: (Participant) I become angry [B37], I think it is because of the workload [B38] ... I've got an assistant now and he's now busy in the office [B39].

Q: (Researcher) How do you get through your day?

A: (Participant) Help the community with social problems [B40]. The community comes to the office then I do a follow up of that problem [B41]. Now we visit schools [B42] and the old age homes [B43]. Sometimes I have changes and I look forward to these changes [B44].

Q: (Researcher) Something else?

A: (Participant) For today I have crime prevention. Patrols in my area, look for house breaking and so on.

Q: (Researcher) According to your observations, how do you see the police station reacting to changes?

A: (Participant) Yes, I see the police station can cope with changes [B45], many of my colleagues will change, there are some difficulties with some people, but most adapt easily [B46].

Q: (Researcher) do you feel that you need to change certain aspects of your role as a CPO?

A: (Participant) Yes [B47].

Q: If so, what changes would you make?

A: (Participant) To make the charge office more friendly [B48]. To follow the man in charge and that there is a free relationship with the police officer. I would like that the community could have more influence in meetings [B49], police stations and more involvement in the police. So that they can understand what community policing is all about [B50].

Q: (Researcher) Do you believe that this would make you a more effective manager of your role?

A: (Participant) Yes

Q: (Researcher) Considering all that came out of the interview, how would you assess your present position as a CPO?

A: (Participant) I see myself as the father of the community [B51], because every second phone call is for me and they come freely to my office for any problem and they are satisfied when they leave my office, and they see me as the second in charge of this station as a Community Police Officer.

Q: (Researcher) Is there anything else?

A: (Participant) No not really.

RESEARCHER: Thank you very much for your valuable information.

PARTICIPANT B

THEMES (KEY PHRASES)	CODING UNITS
The community gives him pleasure.	B1
The police do not give him pleasure.	B2
Policemen don't understand community policing.	B3
Good working relationship with the community.	B4
The community provides information freely.	B5
Have projects were the community is included.	B6
Have had success with projects and workshops.	B7
Satisfied with himself as CPO.	B8
He locates prime crime sites.	B9
Build relations betw. the police & community.	B10
Negative attitude of the community.	B11
Negative attitude of the community causes pressure.	B12
Worries about the murders in the community.	B13
There is nothing he can do about the murders.	B14
Not an eight to four job.	B15
Work after hours.	B16
Communication with the Admin. staff is good.	B17
Communication with the officers & reliefs is not so good.	B18
Other officers see him as an informer.	B19
He has good communication with the community.	B20
Minors problems with the community.	B21
Good communication with the commissioner.	B22
Commissioner supports him.	B23
Consults with the commissioner on problems.	B24
Accommodates change very easily.	B25
Adapts to change easily.	B26
Some officers don't accept change easily.	B27
Accommodates the different cultures with ease.	B28

Does a lot of admin. work.	B29
Commissioner puts too much tasks on him.	B30
Involvement in community policing.	B31
Has problems with community police forums.	B32
CPF does not understand community policing.	B33
Can't attend church duties.	B34
Family understands.	B35
Does not affect his personal life.	B36
Pressure causes anger.	B37
Workload causes pressure.	B38
Has an assistant to help with workload.	B39
Helps the community with social problems.	B40
Does follow- ups on community's problems.	B41
Visits schools.	B42
Visits old age homes.	B43
Looks forward to change.	B44
Police station can cope with change.	B45
Most policemen adapt easily to change.	B46
Should change certain aspects of his role.	B47
Make charge office more friendly.	B48
Community should've more influence in meetings.	B49
Involvement will help them understand CP.	B50
Paternalistic attitude towards the community.	B51

PARTICIPANT C:

Researcher: Everything that will be said today will be considered as confidential. No names will be mentioned. I am going to use a tape recorder to simplify my work. After the interview you can listen to the tape and then decide if I may use it.

Q: (Researcher) What pleasure do you derive from your work as a community policing officer?

A: (Participant) The purpose of the job is servicing the community and to the best of my ability and if that has been reached or that goal has been reached, then automatically the pleasure is there [C1]. You want people to be satisfied, you want people to be serviced, and if they feel comfortable and they feel happy, you automatically feel happy [C2]. You get hiccups here and there, but you concentrate when you come to it.

Q: (Researcher) Are you satisfied with yourself as a Community Policing Officer?

A: (Participant) I love my work [C3].

Q: (Researcher) What aspects of policing do you cover?

A: (Participant) Quite a number. If we are going to work, .. basically we actually need to build relations with the community about it [C4], and there are quite a number of things that can be done like for instance we ran a few soup kitchens [C6], we had workshops [C5], we had talks [C7], we had a drama group so there are quite a number of things to look at.... but the reluctance of the community [C8] is the other thing we have to look at and also it is important that if you look at any project that you want to run, is the community really going to benefit from it? [C9] and that's the whole idea about it. I also co-ordinate quite a number of other activities, especially other departments or NGO's or whatever asks something needs to be done like at present I am a Supervisor for the community service from the Justice Department [C10], I supervise teenagers that's been sentenced by the court, they do voluntary ... not actually voluntary ... their sentence is to do community service and I've got at present three guys who are working under my supervision for that purpose.

Q: (Researcher) All of us have certain problems. We are unhappy about various situations or happenings and often experience pressure in our daily routine, but simply have to live with this. Are you also experiencing things like these?

A: (Participant) I do. It sometimes hamper your private life [C11], but my way of thinking is that my job is important it always comes first and I believe if my job is first automatically my family is secondary and that's the norm I go about, most probably it's wrong, it's hard to know but that's the way I feel about it [C12]. I experience more pressure from my work [C13]. To overcome the pressure or to deal with the pressure, you need to work with it [C14], you need to explore it, so, obvious ... to blow off some steam, you can't go about blaming, hampering your family or

whatever, so you've got to blow off your steam another way by communication with other people [C15] and that's the way I go about it basically.

Q: (Researcher) Any situation you're worried about or not happy about and things that you have to accept in your daily routine?

A: (Participant) Yes there are, here and there things, especially when it comes to personnel ... not satisfied with the instructions or the way things is being done. I usually stress my view with management with a placing of members of the roster and that and that sort of sometimes ... I can't cope with that as such, I feel that an instruction is to adhere to and if that person can't do that then that person is not disciplined and that's what actually "krap" me a lot [C16]. I can't change it [C17]. People every person's got a certain job to do, a duty sheet whatever, and I believe that every person get a salary every month and that person's got to work for it not just by earning it by sitting on their backsides or handing over and that's the one problem we've got at times but people in this room just roam around just doing nothing and even doing little work for the amount of money they get, I am against that [C18]. If you get a higher salary you should get more responsible work but it doesn't work like that at times ... even an Inspector do less than Sergeants.... that's the way it works sometimes.

Q: (Researcher) How do you experience you time limits?

A: (Participant) At present during the day, it is a little bit quiet for the mere fact at present we do have projects to run but we are not up to the tee as yet. For the mere reason is that the community side is not really active [C19], so a person is reluctant to do things to benefit them [C20], but my job is basically after hours [C21]; meetings, to go to people, to see to complaints when it comes to the community, there I've got any number of complaints and problems so we try to fit in with their times so to speak. I have very flexible hours [C22].

Q: (Researcher) How do you experience the communication among the staff?

A: (Participant) There is a problem, a slight problem, because they think that the CPO at present in Gelvandale, is the so called spies [C23]. We do move around a lot, we do engage a lot with the people, see where the service rendering is important but they feel that if we do harp on it, we are there to break them down, to spy on them and that's the small friction we've got at present a very slight friction but I said yesterday in a meeting that I'm not there ... or the CPO's are not there to spy on them but the mere fact to help and see for better servicing to the community. Especially with our management they support us fully [C24] ... on that's side I've got no problems and they give us the necessary sources or it's a 62 hour task but the members feel otherwise or some of the members feel otherwise that we are sort of pawns on a chess board ... I don't think I am one. I get along okay ... I can cope with it yes.

Q: (Researcher) How do you experience the communication with the community?

A: (Participant) Oh!! that's another thing. Depends on the ... how the community is being divided into certain groups put it that way ... when it comes to revenue or financial status and we've got to

basically work with the underprivileged. There is at times some good communications [C25] have good links working relations are not that bad but you get sometimes from other sectors of the community, who get used or abused for their own benefit, but in general it is quite okay.

Q: (Researcher) Do you encounter any problems within the community?

A: (Participant) No, not really, say about two (2) years back we had some problems within our area when it comes to crime basically, that's were the problem lies but, that has been hammered down that's has definitely dropped and now the relationship is better than before [C26] ... people are bound to speak they are willing to help and that's were you get job satisfaction [C27]. The communication between the police and the community is improving.

Q: (Researcher) How do you experience the communication between you and your commissioner?

A: (Participant) Very very sound, for the past two years he's been the station Commissioner, I have a great working relationship with him [C28], I can go to him any time whether it's at the office or whether it's at his house, any time of the day, he's there to help, I definitely go out of my way to assist and because he's the kind of person that's got an open door policy and a fairly down to earth person so when it comes to working with him, it's very easy to do it. We have a fairly good relationship within the police station [C29].

Q: (Researcher) Change. How do you experience that?

A: (Participant) Change, I've got no problem with changes [C30], but like I said within the station people don't easily accept changes [C31], especially when he knows it is going to be his own change and it does not fit within his profile then you automatically get an uphill battle with the person. Personally I got no problems with changes, I can adapt. I have been working for my service being changed from day to night. Overnight I've been changed from one spot to another and just accept it because I feel I'm being disciplined [C32] and if needs be if the service needs me at any point in time I think that it's fair and right that you need the people to go there.

Q: (Researcher) How do you accommodate the different cultures in your police station?

A: (Participant) I got no problems, I usually adapt and accommodate people with culture [C33], I sometimes have the empathy and even pity with the person in certain criteria. Culture is usually linked to religion as well and on the other hand there is only about three basically cultural/religion basis in this station being the Xhosa speaking members, a few Muslim and basically the majority is Christian so it is not that hard to adapt or accept. I usually coincide with the people if it comes to that. There was a feeling amongst the staff about religious holidays especially among the Muslims their religion is bound to certain things, but it's being accommodated for but in general they get the

most benefit out of it... because they have odd days that they celebrate. But none has a problem with culture [C34].

Q: (Researcher) Are you only playing the role of a community police officer in your police station?

A: (Participant) No definitely not.

Q: (Researcher) Do you have to play some other roles too?

A: (Participant) I sometimes play a father figure, being any other profession there is, the CPO is that kind of person. It comes sometimes to religion basically referred to the Bible as such, sometimes to social problems you engage over there, even when you need to discipline a child, I do that as well, so your role is flexible, your role is any other profession that is needed by the community, you play that role.

Q: (Researcher) Is there anything else that you would like to mention that could cause pressure?

A: (Participant) A person don't usually like to think about pressure [C35], you usually accommodate and cross that bridge when you come to it but yes there can be a number of things especially when you don't get the necessary logistics to do what you need to do [C36]. You sometimes don't get the time or the space for that whatever [C37], and sometimes the people are not very keen to be helpful [C38] and the minute you work on your own it looks like you're an island or a Rambo whatever and you are only the right person ... the only person that is right amongst the others. So that's only the hiccups we have at times but in general people don't usually look at pressure. Yes, people do misinterpret your job as the CPO [C39]. People are keen, very very keen to cast stones at it but they are not very eager to do the job, because of the hours, because of the pressure, because ... to communicate with the public [C40].

Q: (Researcher) How long are you involved in community policing?

A: (Participant) The past three (3) years now [C41]. The concept is only now for the past 3-4 years but if you look at it, I've done say 80% of my service with the police I did basically community policing because I did recruiting. So there and then you've got to go out and speak to the community, group people, have a background check on the person just to get an overall view of the applicant. So I would say all my life I've been in community policing.

Q: (Researcher) Is there something else?

A: (Participant) Community policing, to our community is anything and everything under the sun that the police must do for them [C42]. Whether its social, health, mental ... they believe that the police can help. Basically we try to.

Q: (Researcher) How does all this affect your personal life?

A: (Participant) It takes more off my personal life. I am more at work than at home [C43]. Wherever you go, you meet people, you automatically speak work, you discuss work, you live into your work and that's my daily routine. Wherever I go, people get hold of me and they speak about work whether I'm on duty or off duty [C44]. It doesn't affect my family in a negative, because I sort of engage my family in it [C45], in a way that I need to be available whenever I'm needed. My wife at present supports me [C46], my children are still young and they understand. It's not a problem for my family.

Q: (Researcher) We talked about things that put pressure on you. What emotions does it provoke in you?

A: (Participant) Sometimes it brings out anger [C47], but you need to know how to handle it. When I'm cross or not in a good mood, then I'm a quiet person [C48] ... not to hurt another person in words, I'm usually like a turtle, once you touch my head, I go back into my shell. I think that's the best way to deal with it. To fight rather with yourself than with other people [C49]. Sometimes a person can get out of hand, it's easy to get out of hand especially when it comes to people you are working with. You are bound to sometimes be the smaller instead of the bigger person. If needs be, if I have to walk over you I will, to get to my goal or conquer my goal. But, I'm not really that kind of person, I'm very flexible [C50], I'm easy, I need to listen and I'm very tolerant but sometimes you reach a certain stage and then you blow but I try not too. It's not an effort to control myself, it's part of me, it's the person that you are, I usually like to see the other side of me. I try not to expose myself to that side. Especially when you verbally abuse people, it takes a long time to rectify it. I try not to do that. If you need to do it. You do it there and then. Sometimes you collect it and think about and speak to the other person about it and get the other person's view about it. You discuss it. Once you get more than one view, you summarise and look at yourself and maybe find that you are wrong and someone else points that out then you must look at it [C51].

Q: (Researcher) How do you get through your day?

A: (Participant) Moving, mingle. I like to be amongst people.

Q: (Researcher) Something else?

A: (Participant) We sometimes go out to the community. Go to some shops, in general discuss anything that comes up. Even within the police station. You work down the corridor, pop in and get some information, help where you can, and that's how you go about your day, unless you have something specific then you do that. Sometimes the day is hectic especially if people pop in without any notice ... you've got to help them there and then and that can be a problem if you have something on your diary. There's no boundaries in my work [C52]. It's not really nice not to help someone. You can postpone it, but you must meet your commitments.

Q: (Researcher) According to your observations, how do you see the police station reacting to changes?

A: (Participant) If you categorise members in the police station, if you have a percentage linked to it, I would say that 60% of the members are keen to rotate or change or adapt [C53], but you get people within the streamline say "I'm here for quite some time, I don't want to change, I want to go the old way and just stick to that way". But that is a lesser part of that. The older people are more disciplined compared to the younger people [C54]. Because of the new legislation and the new laws and all that kind of jazz, the people have this idea that you can't tell them, you've got to request instead of instruct. When it comes to a person who's got five years and more service, you refer back to the old system of the Force, than a person needs to be instructed to do without asking questions but the new way of doing things is you have to request before you can instruct.

Q: (Researcher) Do you feel that you need to change certain aspects of your role as a CPO?

A: (Participant) If possible, yes, definitely [C55].

Q: If so, what changes would you make?

A: (Participant) I usually say or my way is that once a person has got the know-how or tertiary qualifications that that person should be utilised in that manner [C56]. If I could elaborate on that for instance a guy who's almost completed his degree with community policing or the new Police Administration degree, he isn't being utilised in the proper way. So there I've got a problem with that. If I had that power, I would make this change.

Q: (Researcher) Do you believe that this would make you a more effective manager of your role?

A: (Participant) Yes definitely. The minute you have the links ... then the change is stronger. And if you have the right people in the places for instance you have the easy access and control of that person not to control the person as such but that that person can do what needs to be done [C57]. But because of most probably some decisions within the system that's not really possible.

Q: (Researcher) Considering all that came out of the interview, how would you assess your present position as a CPO?

A: (Participant) Firstly its a very important role to play. People need to understand your role, they need to give you support as such to do your tasks to the best of your ability. And the moment you have that, you reap the fruits of your labour. Again I emphasise that the people need to understand the real role of the CPO, and definitely encourage the person and help him/her to do their task and I

believe the minute you do that, you have a better service ... not just to the people out there but to the family within the service, once you have the understanding, communication, backup, helpfulness, then I think the service will be a great one.

Q: (Researcher) Is there anything else?

A: (Participant) Not really, but let me look at it this way. Service to the community is a very big role, every individual out there needs to put his shoulder to the task and help to let community policing really work. So every individual starts to do that as such, at the end of the day to make their area a crime free area. I think that education amongst the community needs to be done on a more frequent basis [C58], it needs to go to each and every sphere within the community and not only touch the underprivileged, my view is that at present the Government and whatever alliances there is, is only looking at the underprivileged and that's not the right way to go about it because every person out there doesn't really know the concept and a person needs to be educated properly and that's the idea about it. I boils down to that the people get together, the people (councillors) that have constituents need to work on it more and make them aware of the fact that each and every person is responsible for their community.

RESEARCHER: Thank you very much for your valuable information.

PARTICIPANT C

THEMES (KEY PHRASES)	CODING UNIT
Finds pleasure in servicing the community.	C1
When community is satisfied then he is happy.	C2
Loves his work.	C3
Building relations with the community.	C4
Has workshops which involve the community.	C5
Runs projects, eg., soup kitchens, drama groups.	C6
Has lectures for the community.	C7
Concentrates on the reluctance of the community.	C8
Projects must benefit the community.	C9
Supervisor for the community service of the Justice Department.	C10
Work sometimes hampers his private life.	C11
Believes that his job comes before his family.	C12
Work causes him pressure.	C13
To overcome pressure you need to work through it.	C14
Communicating with people also helps overcome pressure.	C15
Police personnel that are not disciplined in their jobs, upsets him.	C16
He feels that he cannot change the problems that make him unhappy.	C17

Believes that every person has to earn his salary at the police station.	C18
Community is not really active in CP.	C19
Inactivity of community makes police reluctant to do anything for them.	C20
Job is basically after hours.	C21
Hours are very flexible.	C22
Other policemen see him as a spy.	C23
Management supports him.	C24
Has good communication with the community.	C25
Since crime dropped relationship with community has improved.	C26
Community willing to help provides job satisfaction for him.	C27
Has a good working relationship with the commissioner.	C28
Has a fairly good relationship within the police station.	C29
He accepts change easily.	C30
Admits that the police doesn't accept change easily.	C31
Change in his job is equated with discipline.	C32
Accommodates different cultures.	C33
None of the staff has a problem with culture difference.	C34
Only thinks about pressure when he has to.	C35
Not getting necessary logistics to do job, creates pressure for him.	C36
Time restraints causes pressure.	C37
Unhelpful people causes pressure.	C38
Other police personnel misinterpret his job.	C39
He is criticised for his job by other policemen.	C40
His involvement in community policing.	C41
The community expects the CPO to solve all their problems.	C42
He is more at work than at home.	C43
He lives his work, even when he is off-duty.	C44
Involves his family in his job.	C45
Family supports him.	C46
Pressure provokes anger in him.	C47
When his angry he is quite.	C48
He fights with himself rather than some else.	C49
He is flexible and tolerant.	C50
Asks others opinion to test whether he is right or wrong on a confrontational issue.	C51
Theres no boundaries to his job description.	C52
Most of the police members adapt easy to change.	C53
Older members are more disciplined than the younger ones.	C54
Feels a need to change certain aspects of his role as a CPO.	C55
Once person has know-how, person should be utilised	C56
If you have right person in the right place, easier to control person	C57
Education amongst community needs to be done frequently	C58

PARTICIPANT D

Researcher: Everything that will be said today will be considered as confidential. No names will be mentioned. I am going to use a tape recorder to simplify my work. After the interview you can listen to the tape and then decide if I may use it.

Q: (Researcher) What pleasure do you derive from your work as a community policing officer?

A: (Participant) Ja, that's an interesting question. I think serving the community and being out there, is what's important to me. I'd rather do something out there than sit in my office and do a lot of paper work. I love being involved in people's everyday lives and helping to solve the problems that they have. It gives me a sense of accomplishment [D1] and its a wonderful feeling to have inside of you to know that the work you do makes a difference [D2].

Q: (Researcher) Are you satisfied with yourself as a Community Policing Officer?

A: (Participant) Yes, definitely [D3].

Q: (Researcher) What aspects of policing do you cover?

A: (Participant) I find myself involved in all sectors of police work. You know ... things like paper work [D5], logistics [D4], attending crime scenes [D6]. I also attend a lot of meetings in the police station as well as in the community but I think at the end of the day most of my police work is related to that of community policing and the problems that are waiting out there for me to attend to. Being a CPO, well now we are known as PRO's so I am involved in alot of media aspects as well... things like handing out pamphlets on community policing to different sectors of the community [D7].

Q: (Researcher) All of us have certain problems. We are unhappy about various situations or happenings and often experience pressure in our daily routine, but simply have to live with this. Are you also experiencing things like these?

A: (Participant) I think that all policemen experience pressure in their lives especially when you serving the community [D8]. All I can do is what I do best and that is to be a dedicated member of the police force. For me, working in the community makes me realise that there are a number of problems out there and that you can only solve them with the help of the community [D9]. Sometimes there are some problems that you cannot solve but you have to accept it anyway [D10]. Sometimes the community sees us as "corrupt" [D11] but then I say to them at least we are doing something about our corruption and if you don't help us you will be encouraging the corruption in your community.

Q: (Researcher) Any situation you're worried about or not happy about and things that you have to accept in your daily routine?

A: (Participant) Sometimes I like to change certain things in the police force ... its actually something I wouldn't like to discuss but I suppose one has to live with it. I also have a lot of frustration but then again [D13], my work keeps me so busy that I don't have time to think about anything else. I do worry a lot but that's all that I can do. My job is quite stressful [D12] but I love stressors and quite honestly, it helps me deal with my worries [D14].

Q: (Researcher) How do you experience you time limits?

A: (Participant) Oh! That's a difficult question to answer. Everyday is a new day for me, filled with new tasks and its almost as if I never have enough time to attend to all of them but I try my best and so far I have had no problems [D15].

Q: (Researcher) How do you experience the communication among the staff?

A: (Participant) I don't really encounter any problems with anybody [D16]. I think the difficulty or the *miscommunication* arises when my colleges tend to think of me as a person who has no specific job task [D17]. They sometimes think that my job is meaningless and sometimes some of them believe that I must be some kind of informer for the commissioner [D18]. But that's only a handful of them.

Q: (Researcher) How do you experience the communication with the community?

A: (Participant) I have a very good communication with them [D19]. Because I cannot attend to all their problems, difficulty does arise but the community knows me and they know that I try my best, so I don't feel to pressurised by them. I think once you've established some kind of trust with them, it's important to maintain it [D20].

Q: (Researcher) How do you experience the communication between you and your Commissioner?

A: (Participant) I've had a number of problems with my commissioner [D21] about matters regarding the community. Nothing serious though, I just think that we are on a different communication level [D22]. I seem to have a better relationship with the area commissioner [D23]. But I think now my commissioner is beginning to understand that my role as a CPO demands a lot of assistance from the rest of the police personnel [D24], especially from my commissioner [D25].

Q: (Researcher) Change. How do you experience that?

A: (Participant) Personally I don't have a problem with it [D26]. But I think, that with the transformation of the country's political status it was required of the police to transform as well and this change has been slow but progressive for the police force as a whole [D27]. For me community policing has been a recent development and therefore I know that change is necessary in order for it to work out there.

Q: (Researcher) How do you accommodate the different cultures in your police station?

A: (Participant) I don't have anything to complain about because I get along very well with all my colleges in the police station [D28]. Certain problems are approached differently by different cultures [D29] but that's what change is about, the ability to adapt and accept another persons perspective [D30]. I think we can learn a lot from each other about our culture because in the police force we all fall under one culture and that is to serve our community.

Q: (Researcher) Are you only playing the role of a community police officer in your police station?

A: (Participant) No, I also play the role of a communication officer, that is internal and external communication. I think that's the biggest role I play in the police force.

Q: (Researcher) Do you have to play some other roles too?

A: (Participant) Yes, now and then I take quite an active part in the crime unit.

Q: (Researcher) Is there anything else that you would like to mention that could cause pressure?

A: (Participant) There actually is, besides all the other stressors that police people deal with, one which I think is especially mine, is the fact that persons in higher positions want to get involved in what you are doing and this now means that I have to report to the area commissioner which is a lot of extra work [D31]. I feel that if you employ someone to do the job you should leave him alone so that he can get on with doing that job. In my own way I learn to deal with that pressure.

Q: (Researcher) How long are you involved in community policing?

A: (Participant) About four (4) years [D32].

Q: (Researcher) Is there something else?

A: (Participant) I was taken of the crime unit in 1995 and then I moved to community policing. I now realise that this is the perfect job for me [D33], because I really enjoy being out there in the community.

Q: (Researcher) How does all this affect your personal life?

A: (Participant) It does actually, but in a positive way [D34]. I am fortunate that my wife is also a career woman and she understands [D36] that my career is important to me and that means I work all hours [D35]. If I make a success, she's happy for me.

Q: (Researcher) We talked about things that put pressure on you. What emotions does it provoke in you?

A: (Participant) Sometimes I think that this is not for me [D37]. Constantly, people let me down or something happens and I could get angry but rather I see it as part of the excitement [D38]. Actually for me anger and excitement are very close [D39]. Stressors are a good thing for me [D40].

Q: (Researcher) How do you get through your day?

A: (Participant) Its very difficult to say, some days its very quite and you sit around but other days its so hectic that you could work around the clock without even knowing it. So much depends on the type of day I'm having.

Q: (Researcher) Something else?

A: (Participant) Ja, you must be committed to responsibility in terms of time [D41]. If I say I'm going to meet you at 10 AM come hell or high water I'll be there at 10 AM. Its part of the trust you build up, they trust that you will be there when you say you will [D42]. In our line of business its important to keep your promises [D43]. This causes me a lot of stress [D44]. If I really can't make it, I'll phone and cancel before the time.

Q: (Researcher) According to your observations, how do you see the police station reacting to changes?

A: (Participant) At first, it was like the calm before the storm, but lately they seem to be getting out there more, and now with the workshops we've been having [D45], it has shown that they have ideas and they want to get involved. I thought that we were quite bad at change but it has surprised me to see that we are moving faster than I thought we were [D46]. We had problems of racism and favouritism but that has changed and know the adoption is becoming easier. The change that happened is now the norm [D47].

Q: (Researcher) do you feel that you need to change certain aspects of your role as a CPO?

A: (Participant) Yes.

Q: If so, what changes would you make?

A: (Participant) Nothing is perfect, there will always be something that I'm not satisfied with [D48]. Both in the force and the community, there are people with tunnel -vision and I would like to make them more open and receptive [D49]. And the way I change that is by doing lectures to the community and the police [D50], workshops about being motivated and positive. I would like to change people's attitudes towards each other and the police.

Q: (Researcher) Do you believe that this would make you a more effective manager of your role?

A: (Participant) Yes, I think so, you know there's a concept that I heard about that I would like to adopt and that is team management [D51], where there is no boss only a leader, not a commander. With an understanding the person feels more comfortable, it has to be collaborative [D52].

Q: (Researcher) Considering all that came out of the interview, how would you assess your present position as a CPO?

A: (Participant) I think that the job I'm doing, every policeman should have the opportunity [D53]. If I must assess my present position then I must say that I'm very fortunate to have this kind of job [D54] because at the end of the day I feel good inside when I know that I've helped members of the community. I have had the opportunity to do things that others have not had, I had the opportunity to really make a difference [D55], and not many people have that. Early on we spoke about change, I just like to say regarding that that I would like to spend time to train the other police personnel so that they can have the opportunity of doing what I do and better understanding their community.

Q: (Researcher) Is there anything else?

A: (Participant) Yes, what I would like to see is that CPO's be recognised as a component and be given proper training [D56].

RESEARCHER: Thank you very much for your valuable information.

PARTICIPANT D

THEMES (KEY PHRASES)	CODING
	UNIT
Helping people solve their problems, gives him sense of accomplishment.	D1
Likes to know that he makes a difference.	D2
Satisfied with himself as a CPO.	D3
Involved in logistics.	D4
Does administrative work.	D5
Involved in crime prevention.	D6
Involved in media aspects.	D7
Dealing with the community causes pressure.	D8
Can only solve the community's problems with help from the community.	D9
Have to accept the problems that you cannot solve.	D10
Sometimes community sees the police as corrupt.	D11
His job is stressful.	D12
Stressors help him deal with his frustrations.	D13
He loves to be challenged by his job.	D14
Tries his best to fulfil all the tasks he has in the day.	D15
Has a good relationship with the other staff.	D16
Difficulties arise when the staff think of him as a person who has no specific job task.	D17
Some officers see him as an informer for the commissioner.	D18
Has a very good communication with the community.	D19
Once you have the trust of the community its important to maintain it.	D20
Does not have such a good relationship with the station commissioner.	D21
Feels that he and the commissioner are on different wave lengths.	D22
Has a better relationship with the area commissioner.	D23
Needs support from the police officers.	D24
Needs support from the commissioner.	D25
Adapts to change easily.	D26
Change in the force has been slow, but progressive.	D27
Accommodates all cultures within the force.	D28
Different problems are approached differently by different cultures.	D29
Change is the ability to accept and adapt to another persons perspective.	D30
Persons in higher positions want to get involved in CP but this only means that you have to report to them, which is time consuming.	D31
Involvement in community policing.	D32
Sees his job as the perfect job for him.	D33
Affects his job in a positive way.	D34
Works after hours.	D35
Wife supports him.	D36
Sometimes feels that the job is not for him.	D37

When people let him down he sees it as part of the excitement of the job.	D38
Anger and excitement are very close.	D39
Stressors are a good thing for him.	D40
You must be committed to responsibility in terms of time.	D41
Commitment to time, results in trust in the community.	D42
Important that you keep promises.	D43
His commitment to the community in terms of time causes him alot of stress.	D44
Has workshops.	D45
The police is moving faster towards change than he thought they were.	D46
The change that happened is now the norm.	D47
Always will be something that his not satisfied with.	D48
Both in the force and in the community their are people with tunnel vision.	D49
Does lecture for the community and the police.	D50
Concept of 'Team Management' that he would like to adopt.	D51
CP has to be collaborative.	D52
Feels that all policemen should have the opportunity of doing his job.	D53
Considers himself fortunate to have this job.	D54
Job gives him an opportunity to make a difference.	D55
Would like to see the CPO given proper training for their job.	D56

PARTICIPANT E:

Researcher: Everything that will be said today will be considered as confidential. No names will be mentioned. I am going to use a tape recorder to simplify my work. After the interview you can listen to the tape and then decide if I may use it.

Q: (Researcher) What pleasure do you derive from your work as a community policing officer?

A: (Participant) As I said to you last time when we spoke, I'm doing this...I'm going into my eight(8) year already. Actually when I started out at the fingerprint department, usually...the people when they started the organisation that time, the Public Relations Office, they pulled me in because of my artwork and the stuff that I did, and that time I never realised that this is actually the calling for me. I actually came to the police because of the arts side of the police work, the identikit. And then I started visiting schools [E1] and there I saw that this is the thing for me. And I'm telling you everyday of my career I enjoy it thoroughly, because every single day is different, you work with different people, you work with different challenges, you need to get through a problem fast and sometimes the guys come and sit here and speak to me about their problems, I am not a psychologist but it is nice to know that they see me as their mother [E2], if I can say that, because they know that I've got a straight talking to the Station Commander and that's the thing that gives me satisfaction. In actual fact with the new Station Commander, if I can be open to you, funny enough, when you here that you are going to get a coloured guy for a Station Commander, you think that oh!! no, here is going to be problems....racist problems and whatever, but we never knew him. But, he gives me all the help that he can give me. The community comes to speak to me and I know that I can walk down to his office now and we will get a solution [E3]. It's not like...a guy chasing you out because that happened to me with the previous Station Commissioner you see he knows me and he looked down on me. With community policing...the Station Commander and I have to work hand in hand [E4], if there's problems there, forget it.

Q: (Researcher) Are you satisfied with yourself as a Community Policing Officer?

A: (Participant) Yes. Absolutely [E5].

Q: (Researcher) What aspects of policing do you cover?

A: (Participant) Firstly, I work with our forums that we've got here and because we have a very big station area, we cover three police stations including Kabega, Seaview and Rockland. All of them have forums. When I arrived here, there was only one forum [E6]. I actually saw that that was a problem, because of the people...they are not the same. The people working in the city area compared to people working in the rural areas, there's different problems. I've got a Kabega Park forum running, a city forum. I've got a Greenbushes forum running, I've got a Rockland's Forum, a Seaview Forum as well as the management forum running [E7]. We sit once a month with all our managers i.e. our Inspectors, the officers. we've got two officers from the Rockland and Seaview, two Captains here, two Captains on that side... so it's four Captains and that the Station Commissioner as well as the Warrant Officer's we've got on all the shifts [E8]. There actually you know you get to your problems there. Sometimes I will sit and work here...doing my own thing

then the guys outside will bring someone in. They will pick up someone from outside, like they picked up a lady the other who was a bit psycho... the guys couldn't just take her to the hospital because she wouldn't let them. So I had to speak to her, nearly the whole day, to get into her problems, to get her to trust me. Then I went with her, I sat at the back of the police van with her and then they took her down. That's the thing...you have to get involved with the community. Like the other day, a girl came to me, she was actually raped by her step father. As I got into the deeper of the problem, I found out it was an ex-policeman. But now that is a different ball game. You have to get her to trust you but you have to think of that guy as well....don't get me wrong...I didn't want to.....keep him in the dark as if to say the child is wrong...actually it came through that he is now in big problems.....it was one of the cases on the internet...this case took about a week....now all the admin comes through [E10] because of problems like these [E9]. I run the reservist [E11]... look after them. Make sure they are into their work. See if they have any problems. They know me and I know them because I look after them. They are also working people, not giving their full support but you must look after them. Then I've got my projects running at schools. Then I've got my neighbourhood watches running [E12]. Everyday you get into a new situation. Like theft at school, or problems at a scene of crime where I have to go out and see what happened as I must speak to the media [E13]. One thing I do I must look at the people on shifts before going to the community. The admin people working here and the policemen working on shifts there is a gap between them [E14]. They are like a little family and we are like a little family. This is where I come in. I like to organise functions for all of us to get together and they get to speak to each other on a nice and relaxing way. If it wasn't for the people in the front we wouldn't have a job and if it wasn't for us, they can't go on with their job. One hand feeds the other. When a guy has done a good job...when you open the newspaper you see the police this, the police that, you always see the negative [E15], but like this week two of our guys were given stars of the month. The media was asked to be there but they weren't. Because they only pick on the negative stuff. This is one of my top priorities, to get into the newspaper what the cops are doing...the good stuff. So that the community can see this.

Q: (Researcher) All of us have certain problems. We are unhappy about various situations or happenings and often experience pressure in our daily routine, but simply have to live with this. Are you also experiencing things like these?

A: (Participant) Okay, you get your problems. Like at the moment I am sitting with a logistical problem [E16]. It's a motor car problem [E17]. I had one and it has actually been taken away, and to replace it, it takes about 2 months and I am dependant on transport, as well as a cell phone [E18]. The other problem is the previous Station Commissioner, I was very negative but I still went and did the job as if nothing was wrong. I didn't tell anyone only my husband. But when he went away, this new guy is great, now these other problems are not as big as it was. Actually I will do my work to the full if I had a vehicle and cell phone. I can't get into contact with the community when they need me if I am not near a phone.

Q: (Researcher) Any situation you're worried about or not happy about and things that you have to accept in your daily routine?

A: (Participant) Yes, my husband is also in the police force but he is under cover [E19]. I am myself in the police force so I know what's going on so I know a lot of people. But firstly I don't know where my husband works. The only contact I have is by cell phone. With his work he has to

go away a lot. It feels that sometimes the workload gets so intense, it does not bother me, but then the family life comes in. I have to be a mother and father at once and that's where the problem comes in [E20]. If he leaves, then we have to move because everyone thinks he is out of the police force. This is in confidence. If I have to go to a meeting and one of the children get sick then I can't go because he is not here.

Q: (Researcher) How do you experience your time limits?

A: (Participant) No, you can't organise time [E21]. Sometimes I come with the fullest of attention to my office and I'm going to work today...I open my diary in the morning and I work out my day and then the next thing you look, it's four o'clock. It doesn't necessarily end at four. Sometimes at four I go home or most times I go home by six o'clock [E22]. At the moment I got 97 hours outstanding for a holiday but, I can't. Sometimes you feel you have to take it. You can't put it off. Like for my family (my father). If my children need me, I will go. If something happens to them, because I can't get to them, I will never forgive myself [E23].

Q: (Researcher) How do you experience the communication among the staff?

A: (Participant) They are very supportive [E24].

Q: (Researcher) How do you experience the communication with the community?

A: (Participant) Very good. If I encounter any problems, it would be a police problem, where the van didn't come on time, petty complaints like if someone is loitering and the van didn't get there in time. The community is very supportive. They can see that I make an extra effort.

Q: (Researcher) Do you encounter any problems within the community?

A: (Participant) My community is very very supportive [E25] if it comes to problem orientated policing things that happen here. Like I've already got people in Greenbushes that I've given some information to regarding how many people we need on each station. They already went as a delegation to the M.E.C. for Safety and Security for the Eastern Cape. If they solve our problems we will solve theirs because then there will be more police patrols and there will be more police on the ground.

Q: (Researcher) How do you experience the communication between you and your commissioner?

A: (Participant) Absolutely [E26]. He is a good support system for me. Sometimes he relies more on me. Some of the guys still have a problem with him and he comes to me for support but we are busy solving this. This guy dealt with some of their problems and they still can't believe that he helped them. Now they start talking to him and this is the one positive thing that I have within myself. I can read a person very clearly.

Q: (Researcher) Change. How do you experience that?

A: (Participant) I was in the middle of the change [E27]. With the police as well as with the country. With the taking over of the new Ministers as well as the amalgamation of Transkei and Ciskei police. We were in the middle, sorting out the differences that the people had. We were the Public Relations Department handling all these things. I took the change very very well. I adapted very quickly [E28]. Some of the police have difficulty adapting to this change. It is actually just two guys, one is because of religion and one is because of the change in the country [E29]. Because of race and skin colour....the police was running very strong. Now with the change...it is falling. Because of the change in the government there is change within the police force. Like some people will come in here as a Superintendent and they don't have any idea of what's going on. I think that makes anyone feel despondent [E30]. A police Captain from Bisho came down and she actually reported to the Sergeant and asked him what to do, this happens everyday. You feel that people like this have to blend in but they can't because they don't have the training although this seems very unfair.

Q: (Researcher) How do you accommodate the different cultures in your police station?

A: (Participant) At the moment they are busy with this project were we have to be fully 50%/50% We are more white people then blacks and coloureds. But, the black people and coloured people work very well with the whites. To accommodate them is not very hard [E31]. The whites are workable and sociable friends. But the blacks and coloureds keep to themselves. But when the whites mix with them, then everyone mingles. This is why when I organise these get-togethers they all get to mix. I adapt to their culture when needs be. I know these cultures better so can accommodate these cultures.

Q: (Researcher) Are you only playing the role of a community police officer in your police station?

A: (Participant) No. I find myself filling various other duties, in the police station but my main role is that of being in the community [E32].

Q: (Researcher) Do you have to play some other roles too?

A: (Participant) I am in charge of the Reservists. I also run the neighbourhood-watch as well as run various forums in the 3 police station areas. I'd also like to mention that I find myself taking on various roles in my community, depending on the needs of the people.

Q: (Researcher) Is there anything else that you would like to mention that could cause pressure?

A: (Participant) The thing that bothers me that gives pressure the most, is that....me sometimes being both parents. That gives me the most pressure. But like I've said, I've learnt to cope with it. Other pressures are, that I've experienced in the beginning which I have sorted out already is that some of the men see me in a men's role. They saw me as someone tramping on their ground. But now they have a new respect for me. They can see that I am really looking after them.

Q: (Researcher) How long are you involved in community policing?

A: (Participant) Nearly eight years [E33].

Q: (Researcher) Is there something else?

A: (Participant) Well with the community police it is just five years.

Q: (Researcher) How does all this affect your personal life?

A: (Participant) Not the police itself. Sometimes my husband has a job to do for a week and then he comes back and that day, I have to go to a meeting and that causes conflict. My husband usually gives me support [E34] but sometimes he thinks that his work is more important than mine [E35]. We are both so strong in our work, we tend to clash.

Q: (Researcher) We talked about things that put pressure on you. What emotions does it provoke in you?

A: (Participant) With the personal side, sometimes I think, why does this happen to me [E37], like with my little boy he gets fits and sometimes when he gets fits I had to get him to hospital in time and things like this, I sometimes felt that I couldn't handle it because of all the responsibility. Sometimes it makes you cross [E36]. Because you put everything in, and then his work comes in and breaks it down. I think because we have such different police roles.

Q: (Researcher) How do you get through your day?

A: (Participant) I normally look at my diary to see what appointments I have. It normally involves offences taking place at schools. But if I am needed at any other crime scene, I have to be available as I deal with the media. I also run forums in Seaview and Rocklands. As you can see my day is pretty full.

Q: (Researcher) Something else?

A: (Participant) Yes, I'd just like to mention that everyday is a different day and I experience new things. So I pretty much look forward to working in this field because I don't know what to expect for each new day.

Q: (Researcher) According to your observations, how do you see the police station reacting to changes?

A: (Participant) Generally, the staff here seem to adapt very easily to any new changes that are made but there are a few individuals that openly express their discontent when it comes to adapting to change. I think it's mostly those individuals who have been at the police station for years and who feel comfortable with the traditional role that existed before [E38].

Q: (Researcher) Do you feel that you need to change certain aspects of your role as a CPO?

A: (Participant) Something that I need, I don't think that that will ever happen but I think that our jobs will benefit from it 100% if get someone helping, like a secretary to assist me [E39]. Like doing the admin work. Like if you had the assistance inside, I can fulfil my role.

Q: If so, what changes would you make?

A: (Participant) More to the community policing aspect, we have to be given more room to work in like money-wise [E40], and support from Head office. I can see that the CPO's want to do the work, but some or time they are going to be stuck. You feel sometimes you want to be on a same level as a PRO like in SAB, but you don't get that. I feel that they have to give us more encouragement for what we do. I think that I've already made a good difference with the front office staff and the police officers on shifts. I really looked after them and I feel like a person who is really working here not just for the money. And I started with the workshops, going to farmers and businesses out here to get monetary input for the police station. Since then the guys got along very well with me. The only way I can do it is to start with the police station first then go to the community [E41].

Q: (Researcher) Do you believe that this would make you a more effective manager of your role?

A: (Participant) Yes, absolutely. A person gets to think about this, there will be a little change here and there, sometimes you get to work with so much admin you don't get outside but it can be done.

Q: (Researcher) Considering all that came out of the interview, how would you assess your present position as a CPO?

A: (Participant) As I said, I think the one thing I can say thank you to today is the type of person I am. I does not matter what problems you get [E42], the type of person I am, makes me enjoy my work and look forward to the next day. Because I am an open person, I can help anyone with anything. That's the type of person that a PRO must be. You have to see the problem as something that challenges you, and every-time you do it well, you feel good about it.

Q: (Researcher) Is there anything else?

A: (Participant) No, not really. I myself want to thank you for what you are doing. It will actually be nice to know what you as an outsider thinks about what I am as a CPO.

RESEARCHER: Thank you very much for your valuable information.

PARTICIPANT E

THEMES (KEY PHRASES)	CODING
	UNIT
Visits schools.	E1
Has a maternalistic approach to CP.	E2
Finds solutions to the community's problems with the station commander.	E3
Has a good relationship with the station commander.	E4
Very satisfied with herself as CPO.	E5
Helped to establish more CPF in her area.	E6
Has established a management forum.	E7
Commissioner is actively involved in the management forum	E8
The community has to trust you before you can help them with their problems.	E9
She does a lot of administrative work.	E10
She runs the reservists.	E11
She runs neighbourhood watch project.	E12
Handles a lot of the media exposure.	E13
Rift between admin. staff & shift staff.	E14
Newspapers portray the police in the negative.	E15
Has problems with logistics.	E16

Needs a motor car.	E17
Needs a cellular phone.	E18
Her husband is a policeman and is away a lot.	E19
She has to play mother & father to her children.	E20
She cannot organise her time.	E21
Works after hours.	E22
Feels guilty about not spending time with her children.	E23
The staff at the station is very supportive.	E24
The community is very supportive.	E25
Has good communication with the community.	E26
Police was in the middle of the change sorting out the problems that the people had.	E27
She adapts to change easily.	E28
Most of the police adapt to change easily.	E29
Feels that change has brought unfairness, in that people who do not know what they are doing is in charge of key roles.	E30
She accommodates the different cultures easily.	E31
Fills different roles in the community depending on what the community needs.	E32
Involvement in community policing.	E33
Gets support from her family.	E34
Husband sometimes thinks that his job is more important than hers.	E35
Pressure makes her angry.	E36
Pressure makes her despondent.	E37
Older police staff finds it difficult to change.	E38
An assistant will help her be a more effective manager.	E39
Needs more financial support from Head Office.	E40
Has to build relations within the station first before you can more out into the community.	E41
CPO must help anyone with any problem.	E42

PARTICIPANT F:

Researcher: Everything that will be said today will be considered as confidential. No names will be mentioned. I am going to use a tape recorder to simplify my work. After the interview you can listen to the tape and then decide if I may use it.

Q: (Researcher) What pleasure do you derive from your work as a community policing officer?

A: (Participant) The first thing I can say is that I am happy to work with the community. In the past the community did not regard us as a community builder but now we try to bring the people, that they can see that we as the police we are the community, because when we go out after work, we stay there with the community, we are part and parcel of the community. They must know that this police station is working for them. We are not here for ourselves, we are here to assist them to combat crime [F1]. If we do not have a good relationship with the community, there is no way we can have a SAPS that is why I am happy to work with the community because they know that we also have problems. So when they come to the police station and want us to help them with their problems, they can see how far we can get with this.

Q: (Researcher) Are you satisfied with yourself as a Community Policing Officer?

A: (Participant) I am very happy. I like to work and help people [F2]. If someone comes in here with wanting me to assist them, I must be able to assist them, or I must be able to send them to someone who can assist them. And some people don't know that there are other places to go to, like Todd Chambers etc. They come to the police for everything and they don't know that the police cannot handle everything [F3]. So we must be able to send them where they can get the most help.

Q: (Researcher) What aspects of policing do you cover?

A: (Participant) In our area, we are struggling because we only got one section and we must cover four areas and we don't have the facilities for this [F4]. If people are suffering in one section they say why must they phone Kwadwesi because they don't do their work, but they don't understand that we are also suffering because we haven't got the means to help them. If the area Commissioner of the Bisho area could assist us, because we need a lot of things that other police stations got. I am involved in the short areas. My job is very involved in the community, more than a police officer [F5].

Q: (Researcher) All of us have certain problems. We are unhappy about various situations or happenings and often experience pressure in our daily routine, but simply have to live with this. Are you also experiencing things like these?

A: (Participant) Yes, in our area, there is lot of child abuse [F6], and I see to those problems now. The mother does not want to say the husband's are abusing the children because if the husband sit in jail, they have no food at home. That is no excuse. At the moment we have no social workers at our schools [F7]. Some problem came from school that a std. 10 child raped a std. 6 child and they learn this from their home because they see how their parents behave. Now my duty is to search the background of that child because that child cannot do such things without learning from it. It worries me, it haunts me. That is why I go to the Station Commander and talk to him, that is how I get relieved [F8].

Q: (Researcher) Any situation you are worried about or not happy about and things that you have to accept in your daily routine?

A: (Participant) Yes, I am sitting here from 1994 without transport [F9]. If something happens, I have to wait for a van. If the people need me, I can't get there. The people say yes when they need me, I am not there. We write letters to the area commission and they don't reply [F10]. I accept it now. I have to wait for the van before I can go to the meeting. Even if I go to the meeting with the Area Commissioner, I have to wait for a lift back. It is more that 3 years that this is going on. So we have to wait for a lift. We are used to that now. This haunts me too. The three police stations have to assist each other when we need transport.

Q: (Researcher) How do you experience you time limits?

A: (Participant) I cannot limit my time. Some of the colleagues here say I sacrifice too much. But it is the way I was brought up. Each and every one that come in to my office, I try to show the people that I care. I know that I must help them. People come with lot of problems and they don't think I am only a police officer [F11]. I cannot say that such and such a time I will be free. Sometimes they phone me late at night [F12]. I can't say no.

Q: (Researcher) How do you experience the communication among the staff?

A: (Participant) I have a good relationship with the staff members [F13]. Some of them, if they have problems, they come to me. The communication is very good.

Q: (Researcher) How do you experience the communication with the community?

A: (Participant) The community people won't be satisfied [F14]. They will always take a side. They change sides all the time. One week they are like this, the next they are different [F15].

Q: (Researcher) Do you encounter any problems within the community?

A: (Participant) Yes, especially in this place, the ANC, UDG, etc. There is lot of politics here [KW16]. I am not involved in the politics. But I advise that the community must contact their councillors if they have problems so that I can prevent them fighting. At the end of the day, I must make sure that they do not fight and do not harm the community by fighting.

Q: (Researcher) How do you experience the communication between you and your commissioner?

A: (Participant) We have a good relationship [F17]. I feel that the new Station Commissioner will be much better than the previous commissioner. He did not have a good relationship with the community. He never had time after hours. But the community is made up of teachers and doctors also and they did not have time when that Station Commissioner wanted to have the meetings during the day. I have no problems with him. He promised us that he will look for transport for us.

Q: (Researcher) Change. How do you experience that?

A: (Participant) The change you see we can accept [F18], but it has not come right [F19]. We got a new Station Commander, he does not have a lot of experience. They take a new person who don't know anything about what is going on [F20]. But these people expect that the Station must carry on. They say we need a good man but they don't send someone with good experience. They want to say they making a good change but they bring the wrong person from another community to work with this community. He don't know the community. I am sure my colleagues are very disappointed.

Q: (Researcher) How do you accommodate the different cultures in your police station?

A: (Participant) It is not difficult for me because I am born and bred here in Port Elizabeth [F21]. But, for the people from the homeland it is very different [F22]. I got not problem. I am used to mixing with people from school. If anyone has a problem here at the office, they know that they can talk to me about it not matter what race they are.

Q: (Researcher) Are you only playing the role of a community police officer in your police station?

A: (Participant) I cannot say that I am only a Community Policing Officer because if they office is short of staff I know that I must go there and assist [F23]. This is our station. It is my duty to do that. It is my duty if someone ask me anything. I am versatile in my role. The people can judge me however they want. Sometimes there is the police side and sometimes there is the community side. If a community member come here, I am always solving their problem.

Q: (Researcher) Do you have to play some other roles too?

A: (Participant) I am very versatile.

Q: (Researcher) Is there anything else that you would like to mention that could cause pressure?

A: (Participant) Yes there is things that we need from the area Commissioner. Like the people from Vista cannot walk all the way to the police station to report. We asked if they can put another police station in that area. That there can be a visible police station for that area. Because they are too far. The community asks for this and the area commissioner don't want to give this, and this puts pressure on me when they refuse and the community don't understand [F24].

Q: (Researcher) How long are you involved in community policing?

A: (Participant) About four (4) years [F25].

Q: (Researcher) Is there something else?

A: (Participant) While working with the community I learn a lot of things. Like the meetings with the Social Workers. When we go to workshops [F26] we find out that there are places available that the community can go to if they are in trouble eg. the Mother of Hope Centre. They help families if they are having problems. For the township people I can tell them where to go for help. I have a lot help to offer the people.

Q: (Researcher) How does all this affect your personal life?

A: (Participant) It affects me because sometimes I want to relax with my family and if there is a problem I have to go at once [F27]. Sometimes I feel bad but, I love my job. I love to assist people. As a result, I have received trophies for my services. I make a day for the schools. I try and get all the schools together with their parents [F28]. I call up the people from Bisho on a Saturday to give talks on crime prevention. And we have competitions amongst the schools to make them aware of crime [F29]. We must make them aware that they are the youth and we expect this and this from them. We get a lot of sponsorship for this [F30].

Q: (Researcher) We talked about things that put pressure on you. What emotions does it provoke in you?

A: (Participant) Especially talks back. I was crying [F31]. If we do anything it has to go to the Area Commission. We had a function for Saturday. On Friday they phone us to say that they didn't have any money for this. What was I going to do? Earlier on they said they had they money but now they said they didn't. They said that Bisho was only going to give the money the following Wednesday. The community was ready for this function. I felt like a failure when I had to tell the community. The people from Bisho said that I must write my own letter to them. I get very emotional when I feel like a failure [F32].

Q: (Researcher) How do you get through your day?

A: (Participant) It was the first time I cried. Most times I am not under pressure. I can deal with this. I see the result when I see the trust in the community [F33]. Especially when people come with a problem. I can solve it, we give support to each other [F34]. My family also support me very much [F35]. Even this function, the police officers marched down to the hall to tell the people also. I can cope with pressure if I have people who stand with me [F36]. I like things to be a success [F37].

Q: (Researcher) Something else?

A: (Participant) I just see the hours past. I don't get time to even make a cup of tea. Sometimes I try to adjust and tell myself that no man I can't kill myself like this. But when the community comes, I try to help. I want to adjust myself because I must finish with my studies. That's why I say now, I am old enough. I must not sit like this, I must adjust myself.

Q: (Researcher) According to your observations, how do you see the police station reacting to changes?

A: (Participant) The more I see the officers, I see they are trying to change [F38]. Twice a month, people come to lecture the police officers [F39]. They think the other people are trying to take away their jobs and this is negative to community [F40]. But as the time goes, they know the role of the community police officers. Some of them want to learn and they come to the meetings [F41] because they want to know what is going on. And now they want to change. One by one.

Q: (Researcher) Do you feel that you need to change certain aspects of your role as a CPO?

A: (Participant) I am the one that must change. Because I want to help the community. I must change myself.

Q: If so, what changes would you make?

A: (Participant) I want to make changes where I can get the people from the community to be involved with the meetings. I want them to get an office next to me [F42] so that they can listen to the other problems and help as well. I am not used to the political structures and the community is working with this. At the end of the day I cannot get involved with politics because I am a police-women. If there was someone from the community who knows about these structures, they could help the other community members and it wouldn't be necessary for the police to get involved.

Q: (Researcher) Do you believe that this would make you a more effective manager of your role?

A: (Participant) Yes, if we can make this changes, I could be more effective in my role. If I could get others do deal with some of the problems it would take a lot of the work of my shoulders [F43], because at the moment I am dealing with everything. Even if I can get an office for them. And opening of dockets cause a lot of work [F44] where we can solve these problems without opening these dockets. We can send them to places like small claim courts. Then I can have more time to work on the necessary issues.

Q: (Researcher) Considering all that came out of the interview, how would you assess your present position as a CPO?

A: (Participant) One my side, since 1994, I have never seen the people come to the Station Commander and report me. This is the third Station Commander that I am working with. I have never seen one day, the members of the community reporting that I have done anything wrong. I don't say that I am 100% right, but I try my best to do what the people want. The people, not all of them are satisfied. If I show them the right way, they accept it. I know that I can't please everybody [F45]. At the end of the day, these people will come back and say they know that they were very cross but they realised that I was right. I am very competent and am happy being a CPO.

Q: (Researcher) Is there anything else?

A: (Participant) You don't get training to be a CPO [F46], but with my age, I just stay and try to do the best that I can. When you work in the charge office, you meet different types of people and you learn to adjust.

RESEARCHER: Thank you very much for your valuable information.

PARTICIPANT F

THEMES (KEY PHRASES)	CODING
	UNIT
Community must know that the police is their to assist them.	F1
She likes to help and work with the community.	F2
The community come to the police with every problem.	F3
Her section is understaffed.	F4
Sees her job as being more than a police officer.	F5
Her area has a high rate of child abuse.	F6
No social workers at the schools to help her.	F7
Talking to the station commissioner helps her deal with her stress.	F8
Needs transport in order to do her job effectively.	F9
Area commissioner does not reply to her letters for help with logistics.	F10
Community doesn't see her as only a police officer.	F11
Works after hours.	F12
She has a good relationship with the staff.	F13
The community is never satisfied.	F14
Communication with the community is unstable.	F15
Lots of political problems within the community.	F16
Has a good relationship with the commissioner.	F17
Can accept change.	F18
Feels that the change was not properly implemented.	F19
Feels that they are receiving under qualified staff.	F20
She can accept different cultures.	F21
Feels that the people from the homelands don't accept the different cultures easily.	F22
Works wherever the station is short staffed.	F23
The refusal to put another police station in the section, causes pressure.	F24
<i>Involvement in community policing.</i>	F25
Holds workshops within the community.	F26
Her job stops her from relaxing with her family.	F27
Gives lectures to schools.	F28
Have projects in the community.	F29
Raises money through sponsorships for projects.	F30
She cries when she in under pressure.	F31
Perceived failure makes her feel pressure.	F32
The community's trust helps her deal with stress.	F33
She gets support from her family.	F34
The officers at work support her.	F35
The support of people around her helps her to deal with stress.	F36
She likes things to be a success.	F37
Officers are trying to change with the times.	F38
Hold workshops for the police officers.	F39

Police officers are scared of losing their jobs.	F40
Community should be involved in the meetings.	F41
Community should have an office in the station.	F42
Needs an assistant to help her with some of the tasks.	F43
Does a lot of administrative work.	F44
Knows that she can't please everybody.	F45
Didn't get training to be a CPO.	F46

PARTICIPANT G:

Researcher: Everything that will be said today will be considered as confidential. No names will be mentioned. I am going to use a tape recorder to simplify my work. After the interview you can listen to the tape and then decide if I may use it.

Q: (Researcher) What pleasure do you derive from your work as a community policing officer?

A: (Participant) Just to serve my community. I have been sent here, its my job and its in my heart. I am very community orientated [G1], even when I worked in other sectors of the police.

Q: (Researcher) Are you satisfied with yourself as a Community Policing Officer?

A: (Participant) Yes [G2].

Q: (Researcher) What aspects of policing do you cover?

A: (Participant) I am involved in the pro-active side of crime prevention [G3]. Youth and forums and how to use them. I've been involved in community policing for 2 years.

Q: (Researcher) All of us have certain problems. We are unhappy about various situations or happenings and often experience pressure in our daily routine, but simply have to live with this. Are you also experiencing things like these?

A: (Participant) It's normal, you have to learn to live with this, it part of my job [G4]. You have to learn to cope with it. Take that 5 deep breaths and then sort it out.

Q: (Researcher) Any situation you're worried about or not happy about and things that you have to accept in your daily routine?

A: (Participant) I've got frustrations. Have to learn to accept the things that you can't change [G5]. You can't have it all your way. Like people's attitudes [G7]. You know that things can work in an easier way, but you have to fight the system to get the same results [G6]. The system is too heavy and its difficult to change [G8] and therefore you have to be an individual within the system. I take my risks, but I do my homework before.

Q: (Researcher) How do you experience you time limits?

A: (Participant) Sometimes I wish I had a 25 hour day and eight hands [G9]. I don't take home admin work. If you plan properly you can complete it in a day [G10]. But it is the other side, the inter-active side, your relationship with the community that you take home with you [G11]. I put my personal life second to attend meetings [G12]. Your commitment to the community that take a lot of time [G13].

Q: (Researcher) How do you experience the communication among the staff?

A: (Participant) I haven't got a problem with anyone, I can work into anyone's office and talk to anyone [G14].

Q: (Researcher) How do you experience the communication with the community?

A: (Participant) I have a very good communication [G15].

Q: (Researcher) Do you encounter any problems within the community?

A: (Participant) There is a lack of interest in the community [G16], and that's why from my side I publish and sell the community policing to them [G17]. I go out and work were its convenient for them, in their house, or shop. I take community policing to them. Sometime I feel under appreciated [G18] but the next day I get up and I'm full of energy to go again [G19]. This is one job where you have to learn to accept rejection and learn to go on [G20].

Q: (Researcher) How do you experience the communication between you and your commissioner?

A: (Participant) Its very good [G21]. His one of the old guys, but his trying.

Q: (Researcher) Change. How do you experience that?

A: (Participant) I don't have a problem with change. I don't adapt easy [G22], I always look at a situation and see if I can live with it. I'm not difficult to adapt. I grew up very conservative, and at this age to change was difficult, but fortunately I have the kind of personality that can change.

Q: (Researcher) How do you accommodate the different cultures in your police station?

A: (Participant) I use them in all my projects [G23] and I don't have a problem with any one [G24]. I study with them.

Q: (Researcher) Are you only playing the role of a community police officer in your police station?

A: (Participant) The CPO is also a leader [G25], I sit on management meetings and financial meetings [G26]. Also with the guys, if they have problems they know my door is always open. The police guys also. I do project with internal and external parties [G28] and I am also involved in the intelligence side [G27].

Q: (Researcher) Do you have to play some other roles too?

A: (Participant) No.

Q: (Researcher) Is there anything else that you would like to mention that could cause pressure?

A: (Participant) My pressure is my love life [G29]. I am hopeless where men are concerned. I tend to dominate them, because I so used to being the leader.

Q: (Researcher) How long are you involved in community policing?

A: (Participant) About two (2) years [G30].

Q: (Researcher) Is there something else?

A: (Participant) Community policing is what the old policemen use to do years ago. When they used to get on the horses back and go and see the community. The police still feel that the community is looking over their shoulder [G31]. So I introduce them into my projects, so that there is not so much a fear of the unknown.

Q: (Researcher) How does all this affect your personal life?

A: (Participant) I have a little girl, and she sacrifices a lot of her time and that why I try to give her all my spare time [G32]. She also comes along on the projects that I can involve her in [G33]. She's very supportive [G34].

Q: (Researcher) We talked about things that put pressure on you. What emotions does it provoke in you?

A: (Participant) I come to my office, and sometimes I cry [G35] but I hardly ever get cross where I'm out of hand [G36]. I rather keep quite but if I'm right then I'll fight. I get rid of my frustration, by throwing a cup against the wall. I do a lot of sport and this also helps to get rid of the frustration [G37].

Q: (Researcher) How do you get through your day?

A: (Participant) I get up at 5 am and do a bit of exercises and I also do some studying. When I get to work I sometime sit in my office and do a lot of admin. work [G38] or I see people from the community who come to the police station. I also find myself attending to other police personnel and their problems [G39]. On other days I am more out in the community... I visit schools [G40], different homes [G41], and stuff like that. So its really quite difficult to say how I get through my day. I just know that I really enjoy my job because everyday is a different day and I don't know what to expect.

Q: (Researcher) Something else?

A: (Participant) Ja, sometimes my day seems so hectic that I wish I had more time available to me because I basically take an active role in most of the police matters and I find myself having to attend after hour meetings [G42].

Q: (Researcher) According to your observations, how do you see the police station reacting to changes?

A: (Participant) I must say that most of the younger guys seem to adapt to change very easily and are willing to express their differences if they don't feel comfortable with the change [G43]. But the older guys who have been here for a while are still attached to the old police ideas and therefore are always indifferent to change [G44]. Sometimes it really becomes a problem because they become very irrational... I suppose that expected.

Q: (Researcher) do you feel that you need to change certain aspects of your role as a CPO?

A: (Participant) Yes.

Q: If so, what changes would you make?

A: (Participant) I am in the process of trying to get an assistant [G45] to do more of my admin. work so that I can spend most of my time out there in the community, because you know those guys out there need me and I think they feel comfortable with me [G46]. I would also like to spend more time educating our own police personnel about community policing [G47], because even though I don't have any problems with them, they seem to think that a CPO's job has no specific clarity and therefore I find that they don't take me seriously [G48]. I also believe that by spending more time in the community, I can educate them about community policing [G49].

Q: (Researcher) Do you believe that this would make you a more effective manager of your role?

A: (Participant) Yes, I think if one really enjoys what they do you always end up giving off your best. I don't doubt my abilities as a police officer [G50]. In fact I really love what I do. I have so much to share with the community and they are always prepared to listen.

Q: (Researcher) Considering all that came out of the interview, how would you assess your present position as a CPO?

A: (Participant) I see myself as being very much involved in my role. Sometimes I am so involved in my work that my colleges tell me that I need to take a break. There is so much to do out there and time does not allow me to do everything. I think that sitting here talking to you has made me realise that the role that I'm in, in the police force, is the most comfortable position for me to be in and also that being in this position gives me the chance to change the things that I know I can change [G51].

Q: (Researcher) Is there anything else?

A: (Participant) Yes, when you feel like you doing something good for your community, you feel good about yourself [G52]. I enjoy helping people and I don't only see myself as a community police officer but also as a counsellor because I know that its important for me to be sensitive to the communities needs and that requires that I listen more closely to their problems.

RESEARCHER: Thank you very much for your valuable information.

PARTICIPANT G

THEMES (KEY PHRASES)	CODING
	UNIT
Very community orientated.	G1
Satisfied with himself as a CPO.	G2
Involved with the pro-active side of crime prevention.	G3
Problems are part of the job and you have to learn to live with them.	G4
Have to accept the things you can't change.	G5
Wishes that things could work in an easier way.	G6
Difficult to change people's attitudes.	G7
The system is too heavy and difficult to change.	G8
Not enough hours in the day.	G9
Takes alot of planning to complete all the tasks	G10
Takes home her relationship with the community.	G11
Personal life comes second to her job.	G12
Commitment to the community takes up alot of time.	G13
Has good communication with the other staff.	G14
Has a good relationship with the community.	G15
Lack of interest in the community to CP.	G16
Tries to sell CP to the community.	G17
Sometimes he feels underappreciated.	G18
Works after hours.	G19
Have to learn to accept rejection in this job.	G20
Has good communication with her commissioner.	G21
She has the kind of personality that adapts to change easily.	G22
Incorporates all the cultures easily into her projects.	G23
Does not have a problem with culture differences	G24
The CPO is a leader.	G25
Involved in management and financial meetings.	G26
Involved in the intelligence side.	G27
Runs projects in the community.	G28
Job creates problems in her personal life.	G29
Involvement in Community Policing.	G30
Police feel that the community is looking over their shoulders.	G31
Tries to give her family all her spare time.	G32
Involves her family in her projects.	G33
Has support from her family.	G34
She cries when shes under pressure.	G35
Very rarely gets angry if she is under pressure.	G36
Doing sport help to get rid of some frustrations	G37
Does alot of administrative work.	G38
Attends to the police personnel and their problems.	G39

Visits schools.	G40
Visits homes.	G41
Works after hours.	G42
Younger police officers adapt to change easily.	G43
Older members of the force are indifferent to change.	G44
Needs as assistant to do more of the admin.	G45
Thinks that the community feels comfortable with her.	G46
Needs to educate police personnel about CP.	G47
Find that other police personnel don't take her job seriously.	G48
Needs to educate the community about CP.	G49
Doesn't doubt her abilities as a police officer.	G50
The position she hold allow her to change the things that she can change.	G51
Feels that she is doing something good for the community.	G52

3. BIOGRAPHICAL QUESTIONNAIRE

Please answer the following questions by placing a cross (X) in the relevant block, or write the relevant information in the given space, or mark the relevant number from scale 0 to 6, with an "X" (0 1 2 3 4 5 6).

1. Age: _____

2.

Sex: Male	
Female	

3. Police department (eg. Gerlavndale, Kabega, etc.) _____

4.

Marital status: Married	
Single	
Divorced	
Widower	
Widow	

5. Previous police experience: _____

6. Highest standard passed: _____

7. Tertiary qualifications: (eg. Degree, diploma, etc) _____

8. Present positions: _____

9.

Areas of responsibility: Community policing	
Relief work	
Logistics	
Other (specify)	

10. How many hours after a normal working day do you spend on work-related tasks
(specify per week) _____

11. In what way does you police work influence your personal life?

0 1 2 3 4 5 6

NEVER

ALWAYS

12. How much of the stress that you are experiencing is work related?

0 1 2 3 4 5 6

NONE

EVERYTHING

13. In what way does stress at work have a negative influence on your family life/marriage?

0 1 2 3 4 5 6

NO IMPACT

SERIOUS IMPACT

14. How much acknowledgement do you receive from your colleagues?

0 1 2 3 4 5 6

NONE LITTLE MUCH

15. How much support do you receive from the following sources? (Mark the relevant number on the scale with an "X".

0 1 2 3 4 5 6

NONE ENOUGH

(a)	0	1	2	3	4	5	6	Spouses/family
(b)	0	1	2	3	4	5	6	Colleagues
(c)	0	1	2	3	4	5	6	Commissioner
(d)	0	1	2	3	4	5	6	Community
(e)	0	1	2	3	4	5	6	Friends
(f)	0	1	2	3	4	5	6	Other (specify)

16. With whom could you speak to about your persoanl life, if you did find it necessary?

NOBODY	
SPOUSE	
FRIENDS	
COLLEAGUE	
COMMISSIONER	
OTHER (SPECIFY)	

17. How much control do you have over your work?

0	1	2	3	4	5	6
NONE						ENOUGH

18. Do you delegate your workload to others?

0	1	2	3	4	5	6
NEVER						OFTEN

19. How many of your colleagues in your department have the necessary qualifications and motivation?

FEW	
ABOUT 50%	
ABOUT 75%	
ALL	

20. Do you feel that it is necessary to make use of other professional people (eg. Psychologists), to help with some of the problems that your encounter in the police force?

0	1	2	3	4	5	6
NEVER						OFTEN

21. During the part year, how often did you visit your doctor?

0	1	2	3	4	5	6
VISITS						MORE THAN 5

22. Do you suffer from a long term illness?

YES	
NO	

23. Have you ever considered leaving the police force?

YES	
NO	

24. Are you busy considering leaving the police force?

YES	
NO	

25. Which of the following mechanisms do you use to handle stress

RELAXATION	
MEDICATION	
RELIGION	
PSYCHOTHERAPY	
OTHER (SPECIFY)	

APPENDIX B

1. WRITTEN SUMMARIES OF INDEPENDENT ASSESSORS REGARDING THE EXTERNAL VALLIDITY OF THE PRESENT STUDY.

Clinical Psychologist
Nadeema Ward

MA (CLIN.PSYCH.) (UPE)

ROOMS:

1 Hillcrest Mansions, Cnr. Rose & Pearson Streets, Central, Port Elizabeth 6001

TELEPHONE
(041) 582 3364
(041) 81 4422
Cell. 083 747911

ASSESSOR 1

It is evident that the researcher has spent much effort delineating themes from the contents of the data. The table given to summarise these themes is a fairly accurate interpretation of the original data. In my opinion, on a scale from 1 - 10 it would score an 8.

The researcher has remained faithful to the research methodology and therefore endeavoured to give an accurate account of the data. The discussion of each participant's stress patterns is clearly illustrated in both discussion and table format and is well organised. Commonalties and differences between individuals are clearly outlined.

Prema Balakistnen

B.A. H.D.E. (Rhodes), M.A. Clin. Psych. (U.P.E.)

Room 210
Mercantile Centre
Corsten
Port Elizabeth
☎ (041) 43-6023

Clinical Psychologist
Kliniese Sielkundige

P.O. Box 8138
Schauderville
6060

ASSESSOR 2

In my assessment of the faithfulness and accuracy of the interpretation of the original data, I checked the following:

- Firstly, I read the individual transcripts and checked to see if the codes assigned matched the codes in the individual tables and discussions.
- Secondly, I painstakingly checked that the codes from individual tables were correctly counted and placed into frequencies on the group table.

I am pleased to conclude that Deena Govender has been faithful and accurate in his interpretation of the original data. I am therefore satisfied to give him a rating of, 10.