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Work Resources and Well-being at Work

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Abstract

This study investigated the importance of occupational resources within the context of a sample group of Corrections Officers in New Zealand. It was hypothesised that resources including decision latitude, social support from colleagues and supervisors, and satisfaction with supervisors and job training, would make an impact on all stages of the Stress – Appraisal process, with the intention to illustrate that resources can have positive influences on a potentially demanding role. Relationships between resources and the variables of the Stress – Appraisal model were tested using regression analysis. Results revealed that overall resources made small but significant contributions to appraisal, well-being, stress and all three outcomes; job satisfaction, affective commitment and intentions to stay, but not to coping and affect. The only resource to make an impact on emotion-focused coping was decision latitude. Decision latitude, satisfaction with job training and supervisor support were the three resources most valued in this sample group of Corrections Officers. In terms of the Stress –Appraisal model, regression analysis also indicated that threat appraisal was important to emotion and support focused coping, while challenge appraisal and emotion focused coping explained significant variance to positive affect. Negative affect was only influenced by emotion-focused coping and well-being and stress was significantly influenced by affect. Given the partial support of the impact of resources and the Stress – Appraisal model, this study concludes that resources are indeed important and can make an impact on positive outcomes, however more research is required in this area to investigate other factors such as personal dispositions that may also add variance in the understanding of positive outcomes and the well-being process.

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Chapter 1: Introduction

The working world in the 21st century has developed into a fast paced and demanding environment. Due to the ever-increasing dynamic of the way in which businesses are run, competition and the speed of production, demanding roles are more prevalent than ever before.

A stressful situation is described as “circumstances that threaten a major goal, including the maintenance of one’s physical integrity (physical stressors) or one’s psychological well-being” (Kemeny, 2003, p. 124). Distress relates to a negative psychological response to a threat that can include affective and cognitive states such as anxiety, sadness, frustration, and a sense of being overwhelmed or feeling helpless (Kemeny, 2003). There is supporting evidence to show that stressful work can cause problems such as low levels of job satisfaction (Andrews & Dziegielewska, 2005; Chen, Chen, Tsai & Lo, 2007; Karsh, Booske & Sainfort, 2005), dissatisfaction, fatigue and tension (Beehr, Walsh & Taber, 1976), low levels of commitment (Karsh et al., 2005; Lambert, Hogan & Griffin, 2007), as well as organisational problems including low work morale (Andrews & Dziegielewska, 2005), turnover (Karsh et al., 2005; Meyer, Stanley, Herscovitch & Topolnytsky, 2002), low quality of work and performance (Beehr et al., 1976; Eisenberger, Fasolo & Davis-LaMastro, 1990), and absenteeism (Eisenberger et al., 1990; Lambert, 2001). Although the literature to date has a wide variety of studies investigating the concept of stress we still do not have a single agreed theory about it. The vast interest in stress by researchers may be due to the negative impact it can have on both an individual’s mental and physical state as well as causing organisational problems. Therefore, occupational strategies for managing stress and encouraging well-being are key to an organisation and its success.

Well-being on the other hand has received much less attention than stress. Considering that for many, their lives revolve around work and earning an income, being content in the workplace is important to overall health. It has been found that between one fifth and one quarter of the variation in the satisfaction of an adult’s life can be accounted for by work satisfaction (Harter, Schmidt & Keyes, 2003). A multidimensional

model of well-being described well-being as the combination of six components of positive psychological functioning, including “positive evaluations of one’s self and one’s past life (Self-Acceptance), a sense of continued growth and development as a person (Personal Growth), the belief that one’s life is purposeful and meaningful (Purpose in Life), the possession of quality relations with others (Positive Relations with Others), the capacity to manage effectively one’s life and surrounding world (Environmental Mastery), and a sense of self determination (Autonomy) (Ryff, 2003; Ryff& Keyes, 1995). Employees who experience a positive state of well-being are likely to be healthier and happy with their working situation, and to experience increased performance, which makes factors that contribute to well-being important in order to enhance these outcomes. Not only are satisfaction and well-being important for the employee but they are also important for the employer, as happy, satisfied employees contribute to reduced costs of hiring and replacing employees and contributing positively to productivity and profit (Harter et al., 2003).

Demanding work can be stressful, but also rewarding, and it is this element of rewarding work and the ability to cope in the face of pressure that requires further investigation. Hence, the intention of this research project is to remove the focus from stress and explore how satisfaction and well-being are developed and to illustrate that a demanding job can indeed be an enjoyable one and may not necessarily cause strain (Newton, 1989). It is typical of many professions to be described as ‘highly stressful’, however; there are many individuals who thrive in their roles despite the level of demands placed on them. Gaining an understanding of what contributes to enjoyment and satisfaction in the work place in demanding situations is relevant for employees as well as organisations.

Key factors considered by this project in determining both stress and well-being are occupational resources. Resources can be of a physical, psychological, social or organisational nature and are factors within one’s environment that have the potential to reduce demands, aid in goal achievement and learning and development (Bakker& Demerouti, 2007; Hakanen, Schaufeli & Ahola, 2008). Occupational resources include social support from a colleague or supervisor where supervisors can provide support in the form of advice or guidance on the best way to deal with a demand, or simply

someone who can provide emotional support during difficult times. For example, social support was found to be significantly associated with stress, in samples of American Corrections Officers (Cullen, Link, Wolfe & Frank, 1985), Police Officers (Graf, 1986), as well as being a moderator of stress in a sample of academic and general staff of an Australian university (Gillespie, Walsh, Winefields, Dua & Stough, 2001). It has been related to work absorption, enjoyment and motivation (Salanova, Bakker & Llorens 2006), employee organisational citizenship behaviour (through job satisfaction and person organisation fit) (Chen & Chiu, 2008), and work engagement which in turn predicted organisational commitment (Hakanan et al., 2008).

Satisfaction with training is another valuable resource in the workplace. It relates to the perception staff have of the relevance and usefulness of the training they receive and how effective and practical it is when placed in a working environment. Rowden (2002) and Rowden & Conine Jr (2005) looked at three different forms of learning: incidental, informal, and formal learning. They found them all to be positively related to job satisfaction, finding formal learning, which involves formal training programs, to be the least strongest relationship (Rowden, 2002). Thus, understanding the employee's views on the training provided and whether they view it as an appropriate learning environment is important for acquiring knowledge and the outcome of job satisfaction. Triplett, Mullings & Scarborough (1996) indicated in their study that U.S Correction Officers in a medium security prison highlighted concerns over career development and advancement. It was suggested that more career development and training opportunities were needed to enhance performance and handle the quality of work required (Triplett et al., 1996). Knowing information like this will be useful to the organisation when improving their training programs, which ultimately will contribute to employee satisfaction.

Thus, it is thought that in a stressful encounter, an individual attempts to deal with demands by utilising resources available. When there are insufficient resources available to meet the demands, it is likely that the individual will appraise the situation as stressful (Lazarus & Folkman, 1984). In contrast, the belief that a person has the necessary resources to cope with a demand, viewing it as a challenge rather than a threat, is associated with positive emotions (Skinner & Brewer, 2002, 2004; Smith,

Haynes, Lazarus & Pope, 1993). However, daily demands do not necessarily imply stress, as it is possible to work in an environment where there are resources to match demands. Undesirable states such as strain or boredom are likely to be experienced when demands either exceed or fall significantly below resources, which may then affect an employee's performance and level of well-being (Harter et al, 2003). Hence this project investigates the levels of perceived available resources and their contribution to stress and well-being.

The role of Corrections Officer was selected for this study because the findings are not only important to the Corrections Department, but they are also important within our society. This is a unique group to investigate as their job involves a certain kind of danger and threat, and involves working in a unique environment. Their efforts are far reaching, as they aid in protection of society by supervising members of the community who may be potentially dangerous or problematic. Research based on Corrections Officers has predominantly focused on stress within the workplace. This is reflected by the fact that we know a great deal about the demands Corrections Officers face such as lack of decision-making opportunities, little authority and conflict management (Brough & Williams, 2007). In addition to this, there are the demands relating to the perceived danger of the job and to perceived role conflict, role ambiguity, and role overload (Lambert et al., 2007, p. 646). Issues regarding work enjoyment, satisfaction and thriving have received much less attention and so these issues are the focus of this research project.

Therefore, the aim of this project is to investigate whether the perceived availability of occupational resources and satisfaction with resources, for example social support and satisfaction with training, contribute to stress, well-being, job satisfaction, affective commitment and intentions to stay. This project has been broken down into chapters. Chapter 2 covers the main focus of this study, resources, discusses what they are, their place in the work force, and the resources specific to this study. Chapter 3 describes the key elements of the stress process and well-being at work which are then linked in with the hypotheses of this project. Chapter 4 focuses on the unique role of Corrections Officers, in order to gain an understanding of their purpose, demands and motivators; Chapters 5 to 8 focus on the analysis specific to this study, including method, results, and discussion.

Chapter 2: Occupational Resources and their role in the work place

Occupational resources are “physical, psychological, social or organisational aspects of the job that may do any of the following: (a) be functional in achieving work goals; (b) reduce job demands at the associated physiological and psychological costs; (c) stimulate personal growth and development (Demerouti, Bakker, Nachreiner & Schaufeli, 2001, p. 501). Resources were the main focus of this study because it is believed that having these at one’s disposal is key to maintaining satisfaction in a person’s working life. Below is a discussion covering the origin and types of resources - the two dominant resource theories in the literature being the Conservation of Resources and Job Demands – Resources Model -followed by a discussion of the five resources relevant to this study.

The interest of resources (Hobfoll, 2002) in the psychological study of stress has had a long history dating back to the early 1900s where resources were considered in light of World War II when researchers such as Grinker & Spiegel (1945) and Caplan (1964, 1974) were interested in why some men experienced combat-induced psychopathology whilst others did not. The early work by Frederick Herzberg and his Motivation – Hygiene theory (Herzberg, 1965) partially explains where the interest of resources originated. Although the Motivation – Hygiene theory is not a resource theory, it gave us the foundation for resources theories. According to this theory, it is proposed that job satisfaction and job dissatisfaction are caused by separate work factors (Herzberg, 1974). Job satisfaction was said to be produced by work factors relating to the content of the job called ‘motivators’ including aspects such as achievement, recognition, interesting work, responsibility, growth, and advancement (Brenner, Carmack & Weinstein, 1971; Herzberg, 1974). Factors that contribute to job dissatisfaction relate to ‘hygiene factors’ including aspects such as company policy and administration practices, supervision, interpersonal relationships, working conditions, salary, status, and security (Brenner et al., 1971; Herzberg, 1974). The motivation and hygiene factors can be considered as forms of resources in the workplace which have an impact on levels of satisfaction and well-being.

Along with the resources mentioned above, it is clear that resources come in several forms and fall into different categories. For example, personal characteristics such

as self-efficacy and organisational characteristics such as job security. Resources have also been described as intrinsic or extrinsic in nature, the former referring to but not restricted to autonomy, feedback and professional development and the latter referring to aspects such as financial rewards (Bakker et al., 2003). More specific to this research project are the examples of resources found in studies using a sample of Corrections Officers which included supervision, job variety, job autonomy, job control and support (Dollard & Winefield, 1998; Griffin & Hepburn, 2005; Lambert, 2004). Resources come in various forms and play different roles within the organisation. Below is a discussion on how resources have been integrated into occupational psychology.

The Conservation of Resources Theory and the Job – Description Model

Two theories of Occupational Resources which have gained significant amounts of attention are the Conservation of Resources Theory and the Job – Demands Theory, both of which are discussed below.

The Conservation of Resources (COR) theory was developed by Steven Hobfoll, and proposes that “people strive to retain, protect and build resources and that what is threatening to them is the potential or actual loss of these valued resources” (Hobfoll, 1989, p. 516). According to this theory, resources were defined as “those objects, personal characteristics, conditions, or energies that are valued by the individual or that serve as a means for attainment of these objects, personal characteristics, conditions, or energies” (Hobfoll, 1989, p. 516). Thus, stress or eustress are caused by the loss or gain of object resources (material or physical in nature), conditions (e.g. marriage or seniority), or personal characteristics and energies (e.g. time, money and knowledge). Here stress is considered as a reaction to the threat of resource loss, loss of resources, or lack of resource gain following resource investment (Hobfoll, 1989). Individuals strive to obtain and maintain resources in order to help avoid the negative impacts of stress. Evidence supporting the COR theory is illustrated in the findings that possessing resources is central to the management and prevention of stress (Brotheridge & Lee, 2002; Chen, Westman & Eden, 2009; Salanova, et al., 2006) and providing motivation (Salanova et al., 2006). Hence, the COR theory provides a perspective on how resources can be significant to stress (Lee & Ashforth, 1996; Neveu, 2007).

An alternative view on stress is reflected in the Job Demands-Resources (JD-R) Model, developed by Demerouti and colleagues (2001) proposing that working conditions can be categorised into two broad categories, job demands and job resources, each of which is related to different outcomes (Demerouti et al., 2001). The assumption made in this model is that irrespective of the occupation of interest and its unique risk factors associated with stress, job demands and job resources can be generalized across various occupations (Bakker & Demerouti, 2007). In the JD- R model, resources can be located at four levels, comprising the organisational level (pay, job security), interpersonal and social relations level (supervisor/colleague support), the organisation of work (role clarity), and task level (skill variety, autonomy) (Bakker & Demerouti, 2007).

In contrast to the COR theory, which assumes that stress is caused by loss or the threat of losing resources, the JD-R model proposes that: 1) there are two separate psychological processes where job demands and poorly designed jobs lead to health impairment /strain, whereas resources lead to motivation and satisfaction (a dual process model), 2) resources can act as a buffer to the effects of demands, and 3) even when job demands are high, resources can influence motivation and work engagement (Bakker & Demerouti, 2007). Thus, occupations high in demands can still be enjoyable provided that there are resources at the employee's disposal in order to manage the demands inherent in their role. Demands are often regarded as with them, demands do not necessarily have to be regarded in a negative manner.

Although the COR theory provides a valuable description of how resources can contribute to stress and strain, it is a very simple way to define the pathway to stress, and does not take into account the value of demands and how they may impact on a person's health. The JD-R model proposes a much more varied look into the stress process, showing the different pathways that it may develop in employees. It takes into account the demands as well as the idea that resources can act as a buffer against them. By recognising that demands are involved in the stress process, we gain a greater understanding of factors that influence health impairment and the positive influence psychological resources can have in the workplace. Several studies have found support for this model, illustrating the separate relationship between demands and health problems (e.g. burnout, exhaustion) and resources and positive outcomes (e.g.

organisational commitment, involvement) (Bakker, Demerouti, Taris, Schaufeli & Schreurs, 2003; Bakker, Nachreiner & Schaufeli, 2001; Hakanen et al., 2008; Lewig, Xanthopoulou, Bakker, Dollard & Metzger 2007).

As suggested by Bakker & Demerouti (2007), job resources may play an intrinsic motivational role because they foster employees' growth, learning and development or they may play an extrinsic motivational role because they are instrumental in achieving goals. Thus, they play a key role in this study which is interested in looking at the value of resources in demanding roles and how even when there are stressors in a working environment, having resources available for employees means that stressors are likely to make less of an impact. The occupational resources specific to this study include *social support from supervisors and colleagues, decision latitude, training satisfaction and supervisor satisfaction*, all of which will be discussed below.

Social support

Social support has been defined as "an interpersonal transaction involving one or more of the following (1) emotional concern (2) instrumental aid (3) information, or (4) appraisal" (Dunkel – Schetter, Folkman & Lazarus, 1987, p. 71). People networks provide a person with psychosocial supplies in order to maintain their mental and emotional health (Sarason, Levine, Basham & Sarason, 1983). Two basic components of this construct are "the perception that there is a sufficient number of available others to whom one can turn in times of need, and a degree of satisfaction with the available support" (Sarason, Sarason, Shearin & Pierce, 1987, p. 128). Social support can be provided from many people, usually those whom we trust, have established relationships with, or share something in common with. These can include friends, family, colleagues and peers. Cohen & Wills (1985) suggest four kinds of social resources: esteem/emotional support (valuing and accepting a person), information support (the help provided for defining, understanding and coping with problems), social companionship (spending time with others), and instrumental support (provision of financial, material resources and services and aiding in the reduction of stress by providing more time for activities). While social support can have a positive influence on outcomes such as job satisfaction and can moderate the relationship of stress, it is the perception of the employee that counts most

in relation to support. Even if there are support systems in place, they need to be perceived by the individual as relevant and useful (Sarason et al., 1987).

Having the opportunity to talk to someone and discuss issues, to vent, gain advice, or to express opinions is important in order to work through things that may bother you. This is particularly so in an environment such as a prison where dealing with inmates, and the pressures that go with working in a potentially dangerous environment, can impact on a person's emotional state. Thus, having a network of people around you who share an understanding of your environment is important. Hence social support was selected as a variable in this study. In the present study, sources of support include support from supervisors and colleagues. The value of social support is reflected in two models proposing *social support as a main effect* and *social support as a stress buffer* (Cohen & Wills, 1985), both discussed below.

The first model of social support known as the main effect model suggests that social resources are important even if a person is not under stress (Cohen & Wills, 1985), thus a direct effect on stress, with the potential to provide regular positive experiences. As Cohen and Wills (1985) suggests, support as a main effect provides positive affect, predictability, stability and recognition of worth, which could be related to overall well-being. This direct effect of support suggests social support makes significant contributions to levels of employee jobs satisfaction (AbuAlrub, Omari & Al-Zaru, 2009; Brough, 2005; Cortese, Colombo & Ghislieri, 2010), and commitment (Ng & Sorensen, 2008; Vashishtha & Mishra, 2004; Weaver, 2002). Turnover rates have also been found to be an outcome of social support (or the lack thereof) (Carlson & Thomas, 2006; Ng & Sorensen, 2008; Skytt, Ljunggren & Carlsson, 2007), therefore providing evidence that this resource contributes to desirable outcomes.

In contrast, social support as a buffer model is more complex in nature, suggesting that social support acts as a defence mechanism or safeguard against potentially stressful situations; it does not deal directly with the demand in question. Thus, when there is a demand causing pressure on a person, social support can intervene in order to avoid or reduce the potential negative impacts that the demand may have. Cohen and Wills (1985) suggested that social support as a buffer can prevent a person from *appraising* a situation as stressful by intervening between the initial stressful event and the potential

reaction caused by it or, reducing or eliminating the stress *reaction* by intervening between the actual experience of stress and negative outcomes. Evidence has been found for the support buffer hypothesis with buffer effects found for appraisal, self-esteem and belonging support (Cohen, Sherrod & Clark, 1986) as well as a significant effect of satisfaction with support in reducing psychological symptomology (Sandler & Barrera, 1984). However, this hypothesis of support has been subjected to conflicting results with some studies only finding partial support (LaRocco, House & French, 1980; Lepore, Evans & Schneider, 1991) while other studies found no support at all (Beehr, Jex, Stacy & Murray, 2000; Ganster, Fusilier & Mayes, 1986). Therefore, support as a buffer provides us with one view on how this resource can reduce the negative impacts of demands in a working environment, and how important human relationships are to us.

Decision Latitude

Decision latitude is the discretion an employee is allowed to exercise over their own tasks and work activities. It involves the organisation giving employees a degree of control over the decisions made in order to enhance their perceived sense of responsibility at work. An addition to this decision latitude allows for the development and use of skills on the job (Lourel, Gana, Prud'Homme & Cercle, 2004). It is suggested that decision latitude has two components, namely skill discretion and decision authority (DeJonge, Mulder & Nijhuis, 1999). Hence, decision latitude as a concept referring to various forms of control over elements of the working situation is an important resource to take into account when considering the empowerment and responsibility it can provide an employee. Studies have found an association between levels of decision latitude and stress (Kjellberg, Tooming, Norman, Hagman, Herlin & Tornqvist, 2010) and physiological symptoms of stress such as cholesterol (Kang, Koh, Vha, Park, Baik & Chang, 2005) and systolic blood pressure (Riese, Van Doornen, Houtman & De Geus, 2004).

Early consideration of this resource was taken into account by Karasek (1979) who developed the Job Demands – Control Model (JD – C) also known as the Job – Strain Model, which proposes that psychological strain is the result of the relationship between high work demands and low levels of decision latitude (control). Here, decision latitude provides an employee with a sense of control over their working situation and involves

allowing them to manage their own actions and judgement according to how they feel most comfortable and best suited given a particular circumstance. Having the opportunity to participate in decisions that affect you directly can provide a sense of inclusion and responsibility. Thus, according to this model, decision latitude is perceived to moderate the stress caused by demands by managing time or learning new skills (Kuper & Marmot, 2003). Studies have found supportive results for the contribution of decision latitude to reducing stress/strain (Landsbergis, 1988; Marshall, Barnett & Sayer, 1997).

This model was valuable to our understanding of the stress process, as it explains how exercising control over things that are causing strain is likely to lead to positive outcomes for a person who feels responsible and in control of their lives and the circumstances affecting them. However, it is recognised that it only explores a situation in which stress is caused by the combination of low decision latitude, and high demands. This model does not take into account a situation where stress may be directly caused by a lack of decision latitude, even when demands are not issues affecting a person. Considering that decision latitude can increase a sense of empowerment and responsibility in a person, there is the potential for individuals to become frustrated by a lack of control over their tasks and decisions that affect them. Thus, the focus on autonomy, which is an alternative take on decision latitude, has been an interesting source of information.

Autonomy has been described as a more focused measure of decision latitude. Similarly, autonomy involves the freedom, independence and discretion of an employee to organise their work and tasks (Hackman & Oldham, 1976). Here research focused more on how autonomy can make direct contributions to positive outcomes, with findings indicating that autonomy contributed positively to job satisfaction, motivation and less absence, with higher levels of stress when autonomy was low (DeVaro, Li, Brookshire, 2007; Finn, 2001; Hackman & Lawler, 1971; Hackman & Oldham, 1976; McGrath, Reid & Boore, 1989). Wright, Saylor, Gilman & Camp (1997) have shown that job autonomy and participation in decision making is associated with enhanced occupational outcomes amongst a sample of Corrections Officers. Furthermore, Hepburn & Knepper (1993) also indicate that expanding Corrections Officers' duties and

responsibilities is associated with increased job satisfaction, which may explain the importance of decision latitude to coping in this sample.

Because of the unique prison environment, and the direct impact potentially dangerous or emotionally charged situations could have, it is believed that officers who feel a sense of control over their tasks and involvement in the decision making process are likely to be more satisfied at work. Hence this variable was selected as a resource for this study.

Satisfaction with Training

Formal training provided by the organisation is a set program educating employees about the tasks and activities entailed in a particular role. It provides knowledge on how to conduct specific tasks and the rules, regulations and processes involved in a particular role. It provides information on the safest, most efficient way of working and is invaluable for development opportunities. Training is beneficial for both the organisation and the employees in terms of performance and productivity. However, one of the most important factors regarding training is how satisfied employees are with the training programs and whether they understood the content presented. Because training involves the acquisition of skills, broadening a person's horizons, creating flexibility and is necessary in a fast paced, changing work environment (Traut, Larsen & Feimer 2000), it is important that the recipient perceives they have gained from the learning process and are confident that they can apply the knowledge in a working context. Hence, this is what is most important to this study. When employees are satisfied with the training, and rate it as useful, it is more likely to aid in their development, maintaining interest in their job with the sense that they can take on more tasks, thus keeping the job challenging.

As depicted in the literature, continuous training contributes to positive outcomes such as job satisfaction (Gazioglu & Tansel, 2006; Georgellis & Lange, 2007; Saks, 1996; Schmidt, 2007; Traut et al., 2000), commitment (Bartlett, 2001; Owen, 2006; Saks, 1996), and job turnover (Owen, 2006; Saks, 1996). Because of this, it is important that the organisation takes into account the recipients' view of training and whether it is perceived to be helpful in a practical hands-on way. Therefore, we were interested to

investigate whether Corrections Officers perceived their job training to be satisfactory and how this impacted on positive outcomes. Hence, satisfaction with training was included in the group of resources for this study.

Satisfaction with Supervisors

The leadership and management role of supervisors in managing, organizing, motivating and guiding staff is an important component of the workplace and its smooth running. Not only is supervision vital for the organisation in terms of productivity and performance, it is an essential component of the employees' working life. The power and authority that a supervisor possesses will influence the way in which employees conduct their daily tasks as well as the way they respond to direction. Four characteristics proposed to be important to the quality of leadership comprised support, interaction facilitation (encouragement of work relationships), goal emphasis, and work facilitation (activities such as scheduling, planning and providing resources such as tools and materials) (Goldstein & Rockart, 1984). Leadership has been found to have significant relationships with employee outcomes including productivity, organisational commitment and job satisfaction (Goldstein & Rockart, 1984; Lok & Crawford, 2004), suggesting that having supervisors that possess a high standard of leadership qualities will be beneficial. This description of supervision is important in gaining an understanding of its importance in the workplace. However, what is equally important is the way in which staff respond to it, and whether they perceive it to be useful.

Given that humans are unique, different forms of supervision may suit different people. For example, person A may prefer reward power (the perception of a subordinate that their superior can reward appropriate behaviour) while person B might prefer referent power (identifying with and admiring or liking the superior) (Raven & French, 1958). Various styles of leadership will resonate with different people. However, the ultimate aim of supervision and leadership is to ensure that subordinates comply with instructions. Factors likely to enhance a subordinate's satisfaction with their supervisor include supervisors who have the necessary skills and knowledge for their role, legitimate

justification for being employed as a supervisor and who the subordinates like. Aguinis, Nesler, Quigley & Tedeschi, (1996) showed that perceptions of supervisors' power are associated with perceptions of quality of the relationship between subordinate and supervisor, perceptions of supervisor trustworthiness, credibility and compliance. Therefore, we were interested in investigating the level of satisfaction with supervision as a resource, and to see its association with stress and, more importantly, positive outcomes such as job satisfaction and the well-being of Corrections Officers.

Given the discussion above regarding resources, these are directly implicated in this study as they are factors within a working environment that have the potential to have positive effects on Corrections Officers and their perception of their jobs. Resources are likely to play a valuable role in this line of work considering the nature of the work and the potential for risk. Hence, having support from colleagues and supervisors that can provide useful advice, being satisfied with supervision and training that provides tools and guidance for safe practice, and having a sense of control over one's work and input into the bigger decisions are likely to boost officers' confidence and count towards positive outcomes such as job satisfaction and well-being.

It is believed that resources would be directly implicated in the development of stress. For this reason, this study is interested in investigating how resources can reduce or eliminate the impact of demands. Therefore the following chapter discusses the stress process with hypotheses based on resources and their potential association with stress.

Chapter 3: Stress and Well-being at Work

The topic of stress has been one of the main concerns within the working world as it has widespread effects on employees' and organisations' performance. Many employees will at some stage in their working lives experience being 'stressed out', a colloquial term used to describe feelings of strain and pressure caused by work demands and struggles.

Defining Stress

It has been suggested that stress was first characterized in the 14th Century as a non-technical term referring to adversity, straits or affliction (Lazarus, 1999). This was followed by an analysis of stress by Robert Hooke in the 17th Century, who described stress using an analogy based on three concepts; load, stress and strain (Lazarus, 1993; Lazarus, 1999). This engineering analogy referred to 'load' as external factors, 'stress' referred to a bridge's structure, to which the load was applied, and 'strain' referred to the deformation of the structure due to the interaction of load and stress (Lazarus, 1999; Lazarus, 1993). This descriptive analogy is useful as it paints a picture of stress in which it describes demands in the workplace (load) and how they can affect (stress) the individual.

Hans Selye, a physiologist, is widely known for his major contribution to the topic of stress, in which he viewed stress in physiological terms. He coined the term General Adaptation Syndrome (GAS) which referred to the non-specific responses of the body to a demand made upon it (Jones & Bright, 2001). The GAS model is made up of three stages: the *alarm stage* involving the body's initial reaction to a demand and gathering resources for coping, the *stage of resistance* where the body attempts to cope with demands, and the *exhaustion stage*, at which point the body begins to struggle to cope with long-term demands and eventually the ability to resist demands is depleted leading to adverse physiological reactions (Lazarus, 1999; Selye, 1950; Selye, 1965). By 'non-specific', Selye was referring to the idea that there is a common response of the body to various kinds of stressors (Jones & Bright, 2001; Selye, 1965). This physiological perspective on stress does not go without criticism. The idea that the stress response is generic for all demands has

been challenged by many, and it is now understood that the stress response is much more complicated and complex than Selye initially proposed in his GAS theory (Jones & Bright, 2001). However, Hans Selye's work has been influential in many ways.

A major contribution made by Selye was the distinction between distress and eustress (Selye, 1974). Distress is related to the damage to one's health; it refers to the perception that a person cannot cope with the demands placed upon them (Lazarus, 1999; Simmons & Nelson, 2001). Important to the term distress is the degree of the demand (Le Fevre, Matheny & Kolt, 2003) which suggests that the more a person perceives the demand as taxing, the higher the chances of experiencing negative feelings (Le Fevre et al., 2003). Eustress has been defined as "a positive psychological response to a stressor as indicated by the presence of positive psychological states" (Simmons & Nelson, 2001, p. 9). It is a constructive type of stress (good stress) in which an amount of stress is required for optimal performance (Lazarus, 1999). Eustress was described as "the effect of the stress response being channelled into positive and constructive outcomes" (Nelson & Simmons, 2003, p. 100).

The Stress – Appraisal Model

The main stress theory that this study has been based on relates to the work by Richard Lazarus and Susan Folkman and their Stress – Appraisal Model. The well-known definition of stress quoted in several empirical articles describes stress as the "relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being" (Lazarus & Folkman, 1984, p. 19). This Stress- Appraisal model has been classified as a transactional approach to stress, which suggests that stress is a dynamic process operating between a person and his or her environment (Hart & Cooper, 2001). The key component of a transaction is that stress is the combination of both a person's characteristics, motives and beliefs and an environment posing potential harm, threat or challenge (Lazarus, 1990). The transactional model is summarized in Figure 1 below.

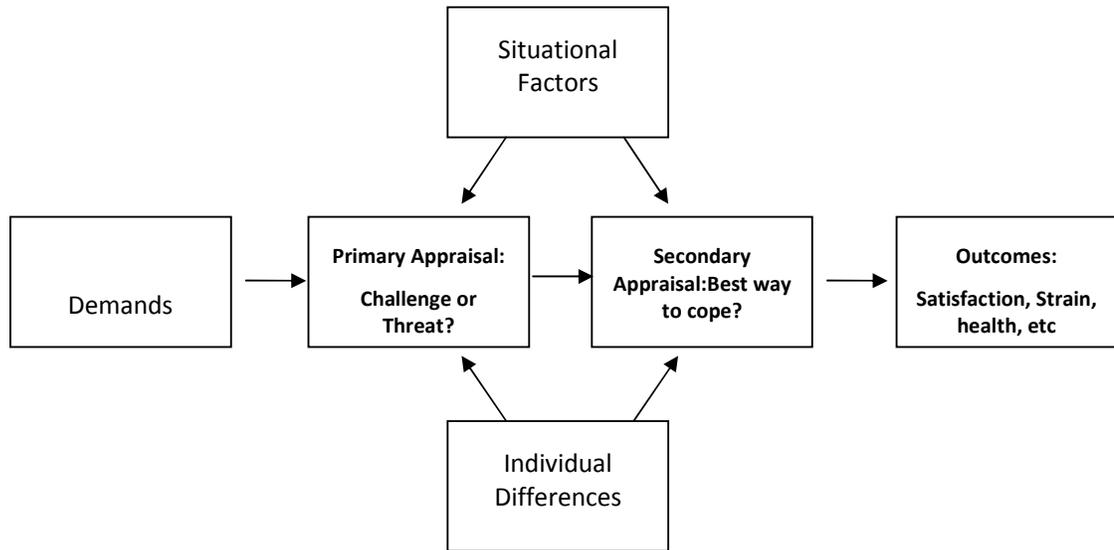


Figure 1. Transactional Model (Stress – Appraisal) found in McGowen, Gardner & Fletcher (2006)

There are two important points to elaborate on regarding this definition of stress. The combination of demands found in the work environment and the perception a person has of whether they can deal with this demand is likely to influence the level of stress experienced (French, Caplan & Van Harrison, 1982). Demands refer to both the quantitative and qualitative requirements placed on an employee and can be objective or socially constructed in nature (Edwards, 1996). Karasek (1979) describes job demands as stress sources (stressors) including workload demands present in the work environment. Examples of demands from the environment can include but are not restricted to factors such as intrinsic job characteristics, organisational roles and work relationships (Cooper, Dewe & O’Driscoll, 2001). An individual who has the skills and abilities that match the requirements of their role in the workplace is likely to indicate lower levels of stress compared to an individual who does not have the skills and abilities to match demands within the environment. Responses to the environment can include both positive affective experiences such as well-being and positive affect as well as negative affective experiences such as negative affect and psychological distress (Hart & Cooper, 2001). As

Lazarus (1999) suggests, it is the way in which we cope with environmental demands and the emotions that arise that influence our morale, social functioning and well-being.

The second point regarding the definition of stress is that the perception that a person can deal with a stressor is going to be influenced by their appraisal of whether or not demands are exceeding their capabilities. Appraisal can be defined as “a cognitive process through which people constantly monitor the conditions in their environment to determine whether these conditions are likely to have consequences for their well-being and if so, what can be done about it” (Hart & Cooper, 2001, p. 97). Appraisal can be broken down into three categories; *Primary, Secondary and re – appraisal*. Primary appraisal was the most relevant to this study

Primary Appraisal

Primary appraisal relates to whether a particular demand is perceived as threatening (relevant) to one’s values, goals commitments, beliefs about self, and the world and situational intentions (Lazarus, 1999). It includes *irrelevant* appraisal (the demand has no effect on a person’s well-being), *benign – positive* appraisal (the demand has potential for a positive outcome) and *stressful* appraisal (the potential outcomes of a demand could include harm/loss, threat and challenge) (Lazarus & Folkman, 1984).

Challenge and threat appraisal has been of most interest to this study. Threat appraisal relates to the anticipation of harm or loss and feeling that one’s ability to cope is inadequate (Lazarus & Folkman, 1984). Kemeny (2003) describes it as the relationship between demands and resources in which the demands of a given situation exceed the resources that an individual possesses to deal with demands. In contrast, challenge appraisal is related to the potential for gain or growth and pleasurable emotions (Lazarus & Folkman, 1984). Challenge appraisals have been found to be associated with more confident coping, lower threat perceptions and positive emotions (Skinner & Brewer, 2002).

Taking into account chapter 2, resources play a key role in a stressful encounter in that they are related to appraisal and coping (Hobfoll, 2002, Hart & Cooper, 2001). The appraisal of an encounter as a threat or challenge and the coping choices made, are

largely influenced by the resources the person has to respond to a threat or challenge (Hobfoll, 2002).

Hypothesis 1a: Resources including support from colleagues and supervisors, satisfaction with training and supervisors and decision latitude will explain significant variance in challenge appraisal.

Hypothesis 1b: Resources including support from colleagues and supervisors, satisfaction with training and supervisors, and decision latitude will explain significant variance in threat appraisal.

Secondary Appraisal

Secondary Appraisal involves the evaluation of what might be done about a given situation, once a threat has been identified in the primary appraisal phase (Lazarus & Folkman, 1984). It is a multifaceted process which takes into account available coping options, the likelihood that a particular coping option will accomplish its given task, and the probability that an individual can apply a strategy effectively (Lazarus & Folkman, 1984). Secondary appraisal is the extent to which a person appraises whether they are able to cope with a demand (Mikulincer & Florian, 1995). The more confidence and assurance that a person has of the ability to overcome demands, the more likely it will be that the person will feel challenged rather than threatened (Lazarus, 1999). Hence, factors within a working environment that an individual can utilize to deal with demands will influence the appraisal of being challenged or threatened, and whether the person has the ability to cope in a given situation. Thus, coping is a key component of the secondary appraisal and is discussed below.

Coping

Coping involves thoughts and behaviours to manage demands appraised as stressful (Folkman & Moskowitz, 2004). The coping process can be defined as the “cognitive or behavioural efforts that people bring into play in an attempt to alter their environment or

manage their emotions” (Hart & Cooper, 2001, p. 97). By evaluating which coping options are available to deal with demands, a person can assess whether the threat that has been identified can be dealt with in order to prevent harm or loss. Two main functions of coping are to deal with the problem that appears to be causing stress, and to regulate the emotions entailed in the process (Folkman, Lazarus, Gruen & DeLongis, 1986). The coping stage of the stress process is significant in that coping strategies are significant to a person’s physical and psychological well-being (Endler & Parker, 1990).

There is a range of coping strategies utilized in order to attempt to manage the demands of a given situation. The strategies most relevant to this study include Problem Focused Coping (PFC) and Emotion Focused Coping (EFC).

Problem Focused Coping

“*Problem Focused Coping (PFC)* is any response that is aimed at doing something to alter the source of the stress – removing, defusing or avoiding the threatening event or altering its impact on the person” (Carver, 2000, p. 301). Problem focused strategies are more common in situations where an individual feels that something constructive can be done about a situation (Carver, 2000). There are many forms that fall under the category of PFC including rational, deliberate efforts to problem solve (Folkman et al, 1986), and active coping, planning and seeking of instrumental social support (Carver, Scheier, Weintraub, 1989). To elaborate on the above, *active coping* is taking active steps in an attempt to remove or avoid the stressor or to improve its effects, *planning* relates to thinking about options / strategies on how to cope and seeking social support for instrumental reasons involves obtaining advice, assistance or information (Carver et al., 1989). Strategies that directly manage a potentially stressful situation fall under this broad category of coping. Problem Focused Coping which includes instrumental, situation-specific, task-orientated actions is useful in that it involves efforts by a person that directly acquire resources in order to deal with problems (Folkman & Moskowitz, 2000).

Emotion Focused Coping

Emotion Focused Coping (EFC) “is aimed at reducing or managing the emotional distress that is associated with the situation” (Carver et al., 1989; Lazarus, 1999). EFC strategies are utilized as a means to regulate the emotions one feels when encountering a stressful situation. However, they do not deal with the problem directly. In terms of appraisal, EFC is the response made to reduce any negative *feelings* from threat or loss (Carver, 2000). Examples of this form of coping include: distancing, seeking emotional social support, escape-avoidance, accepting responsibility, positive reappraisal (Folkman et al, 1986), selective attention, positive comparisons (Lazarus & Folkman, 1984), and focusing on venting of emotions (Carver et al., 1989). Social support under the category of EFC relates to emotional support in which the individual seeks moral support, sympathy or understanding. (Carver et al., 1989). For the purpose of this study we will refer to this form of support as Support Focused Coping (SFC).

Aldwin and Revenson (1987) identified four emotion focused factors based on a factor analysis of the Ways of Coping Questionnaire. These included *escapism* which includes strategies such as daydreaming/fantasizing about an outcome, alcohol and drug use, sleeping, *minimization* which involves consciously refusing to dwell on a given problem or pretending that nothing has happened, *self blame*, and *seeking meaning*, for example discovering new faith or the importance of life. These examples illustrate that not all EFC strategies are adaptive, and they may only buffer the feelings of stress in the short term.

Hypothesis 2a (i): Resources including support from colleagues and supervisors, satisfaction with training and supervisors and decision latitude will explain significant variance in levels of task focused coping.

Hypothesis 2a (ii):Resources including support from colleagues and supervisors, satisfaction with training and supervisors, and decision latitude will explain significant variance in levels of emotion focused coping and support focused coping.

Hypothesis 2b: Challenge appraisal will explain significant variance in task-focused coping.

Hypothesis 2c: Threat appraisal will explain significant variance in both emotion focused coping and support focused coping.

Hypothesis 2d: Resources including support from colleagues and supervisors, satisfaction with training and supervisors and decision latitude will moderate the relationship between challenge appraisal and task focused coping.

Appraisal and Emotion

Cognitive appraisals have been associated with both positive and negative emotions (Skinner & Brewer, 2002). There have been several opinions and debates regarding the definition of affect, however it is suggested in the article by Russell and Carroll (1999) that affect relates to genuine subjective feelings and moods and “includes the self-reportable feelings of happiness, sadness, elation, depression, tension, relaxation, and countless others, including but not limited to those involved in mood and emotion” (Russell & Carroll, 1999, p. 6).

Positive Affect

Positive affect has been defined as “a pleasurable emotional state characterized by such terms as enthusiasm, energy, mental alertness and determination” (Hart & Cooper, 2001, p. 101), and generally refers to all affective states that are pleasant (Russell & Carroll, 1999). Positive affect, which has received much less attention in the literature than negative affect, has been discussed in terms of challenge appraisals involving the possibility of mastery or gain coupled with emotions such as excitement or confidence, happiness and pride (Folkman & Moskowitz, 2000; McGowan, Gardner & Fletcher, 2006). Just recently has it been acknowledged that stressful situations can elicit positive

emotions because of effective coping (McGowan et al., 2006). Both Folkman & Moskowitz (2000) and McGowan et al (2006), point out the relationship between positive emotions and coping strategies such as problem/task focused coping as they deal directly with stressful encounters and provide a sense of effectiveness and an opportunity for situational mastery, all of which can elicit positive affect. A study by Folkman & Moskowitz (2004) investigating positive states and coping with severe stress, using a sample of caregiving partners of men with Aids, found that positive reappraisal, goal directed problem focused coping, spiritual beliefs and practices, and associating ordinary events to positive meaning were associated with positive psychological states (Folkman & Moskowitz, 2004).

Believing that one has the ability to cope and the occupational resources to enable coping is likely to lead to a sense of accomplishment and confidence. Furthermore, the ability to deal with stressors and cope effectively at work is likely to be related to well-being and job satisfaction (Wright & Cropanzano, 2000).

Negative affect

The experience of occupational stress is known to be associated with unpleasant emotions (Hart & Cooper, 2001). Negative affect has been defined as “the subjective experience of distress and includes emotional states such as anger, anxiety, fear, guilt and nervousness” (Hart & Cooper. 2001, p. 101), and generally relates to affective states that are unpleasant (Russell& Carroll, 1999). There are several studies in the psychological literature supporting the idea that workplace stress is associated with increased negative affect of employees (Beehr et al., 1976; McGowan et al., 2006; Reicherts & Pihet, 2000). Negative affect is related to stress appraisal, in particular threat appraisal (Lazarus & Folkman, 1984; McGowan et al., 2006). In a situation appraised as a threat coupled with a lack of tools to cope makes it more likely that an individual will experience negative emotions. Examples of emotions experienced during an appraisal of threat or harm include feelings of being overwhelmed, worried, sadness, frustration, disappointment, and embarrassment (Feldman, Cohen, Hamrick, Lepore, 2004).

Therefore, the main point to consider regarding the outcome of emotions/affect is that the combination of both the appraisal made by a person regarding a given situation and the coping tools they have to deal with the problem will help determine whether positive affect or negative affect is likely to arise from a demanding situation.

Hypothesis 3a (i): Resources, including support from colleagues and supervisors, satisfaction with training and supervisors, and decision latitude will explain significant variance in positive affect (positively).

Hypothesis 3b (ii): Resources, including support from colleagues and supervisors, satisfaction with training and supervisors, and decision latitude will explain significant variance in negative affect (negatively).

Hypothesis 3b (i): The combination of resources, appraisal and coping will explain significant variance in positive affect.

Hypothesis 3b (ii): The combination of resources, appraisal and coping will explain significant variance in negative affect.

The subsequent outcomes of Stress

The combination of ongoing threat appraisals, unproductive coping strategies and negative emotions can produce several negative outcomes. Psychological outcomes that are important to this study include job satisfaction, affective commitment, and well-being.

Job Satisfaction / Dissatisfaction

Job satisfaction has been defined as “a cognitively orientated variable that reflects employees’ judgements about how satisfied they are with their current work situation” (Hart & Cooper, 2001, p. 103). Factors relating to job satisfaction/dissatisfaction include

pay, promotions, co-workers, supervision, and the work itself (Judge, Thoresen, Bono, Patton, 2001). These factors have been grouped into intrinsic and extrinsic elements of job satisfaction (Judge et al., 2001). Intrinsic elements refer to factors such as co-workers, supervision, and the work itself, in contrast to extrinsic factors such as pay and promotions (Judge et al., 2001). Other intrinsic factors which can act as motivators include achievement, recognition, interesting work, increased responsibility, growth, and advancement (Herzberg, 1974). It is suggested that intrinsically motivating job characteristics are associated with higher levels of satisfaction and positive outcomes such as job performance (Judge et al., 2001). Intrinsic motivators were most relevant to this study because of their direct effects on peoples' behaviour, especially when taking into account that motivators such as interesting work can energise people and encourage positive behaviours. This is especially so considering that an organisation's most valuable asset is their staff.

Stress, and the negative feelings often associated with it, may reduce a person's perceived level of satisfaction with their jobs. Thus, managing one's stress in a way that proves to be productive with a focus on a solution is important to maintaining or enhancing job satisfaction. Several studies have demonstrated that job satisfaction explains variance in employees' identification with, involvement in and membership of, an organisation, and absenteeism (Agho, Price & Mueller, 1992; Andrews & Dziegielewski, 2005). A positive relationship between job satisfaction and performance has also been demonstrated (Petty, McGee & Cavender, 1984; Walborn, 1995) and this is a key factor directly affecting the success of an organisation.

Commitment

Organisational commitment is a three-component concept including affective commitment (the perception of emotional attachment to an organisation), continuance commitment (one's perception of the cost of staying or leaving an organisation) and normative commitment (the perceived obligation or responsibility to remain with an organisation) (Allen & Meyer, 1990; Bartlett, 2001; Meyer et al, 2002; Wagner, 2007). Several factors contribute to the development of commitment. These factors include personal characteristics (need for achievement), job characteristics (feedback), work

experiences (group attitudes) and structural characteristics (working hours) (Allen & Meyer, 1990; Mowday, 1982; Steers, 1977). Work experiences have been found to be a major influence of commitment, in particular experiences which make employees feel comfortable and competent within an organisation and their job. (Allen & Meyer, 1990). Other factors contributing to commitment include job characteristics like role clarity, role overload, task significance, organisational characteristics (including its leadership and management structure), and the structure of the organisation (Dick & Metcalfe, 2001; Cheiffo, 1991; Steers, 1977).

Thus, commitment was an important variable to this study as it impacts both the organisation and the employee, given that it has been found to be related to absenteeism and turnover (Cohen & Golen, 2007; Donovan, 2003; Meyer et al., 2002; Allen & Meyer, 1990), withdrawal behaviours (Meyer et al., 2002), and job performance (Baugh & Roberts, 1994; DeCotiis & Summers, 1987; Meyer et al., 2002). And so the effects can prove to be costly for the organisation, considering that rehiring can be an expensive task as well as costly to the employee taking into account the psychological pressure of finding a new job.

Hypothesis 4a: Resources including support from colleagues and supervisors, satisfaction with training and supervisors, and decision latitude will explain significant variance in job satisfaction, affective commitment, and intentions to stay.

Hypothesis 4b: The combination of resources, appraisal, coping, well-being, and stress will explain significant variance in job satisfaction, affective commitment and intentions to stay.

Well-being

Well-being is the overall effectiveness of a person's psychological functioning, and is a broad concept describing a state in which a person experiences positive emotions and positive appraisals of both workers and relationships within the workplace (Harter et al.,

2003; Wright & Cropanzano, 2000). As suggested by Law, Steinwender & Leclair (1998), “It is a state characterised by experiences of contentment, pleasure, by spiritual experiences and a sense of happiness” (Law et al., 1998, p. 83). Overall well-being is key to a happy work force in that it promotes happy employees who contribute to a positive and productive work environment (Wright & Cropanzano, 2000). Factors found to contribute to levels of increased well-being include employee engagement, opportunity for individual fulfilment and growth, and the activities and tasks performed on a daily basis (Harter et al., 2003; Law et al., 1998).

Considering the negative emotions stress can evoke, it is clear how these can decrease a person’s sense of well-being. As depicted in the stress – appraisal model, when feeling threatened by environmental circumstances, and feeling as though one cannot cope, is likely to impact negatively on one’s sense of well-being, impacting on a person’s health both mentally and physically. As described in the study by Tyler & Ellison (1994) based on a sample group of nurses, results of stress include tension, irritability, and maladaptive forms of coping, all of which are factors that will impact negatively on a person’s sense of well-being. Alternatively, the Job Demand – Resources model suggests that positive and negative outcomes have different predictors, suggesting that factors contributing to stress will differ from the factors influencing well-being. The process leading to negative outcomes such as stress/strain relates to job demands which exceed a person’s capability, whereas the path leading to well-being relates to job resources which help deal with work demands and encourage goal achievement, learning and development (Bakker et al., 2003). A role involving high job demands has the potential to drain an employee of their mental and physical resources leading to a decrease in energy and feelings of strain. In contrast a role with adequate resources to deal with the pressures of work and providing developmental opportunities is likely to encourage and motivate workers (Bakker et al., 2003). The study by Hakanen et al., (2008) supported this dual path model, finding that job resources influenced future work engagement and job demands predicted burnout over time.

Hypothesis 5a (i): Resources including support from colleagues and supervisors, satisfaction with training and supervisors, and decision latitude will explain significant variance in well-being.

Hypothesis 5a (ii): Resources including support from colleagues and supervisors, satisfaction with training and supervisors, and decision latitude will explain significant variance in stress.

Hypothesis 5b (i): The combination of resources, appraisal, coping and affect will explain significant variance in well-being.

Hypothesis 5b (ii): The combination of resources, appraisal, coping and affect will explain significant variance in stress.

Therefore, given the information in this chapter and the understanding of the stress process, it is clear that the development of stress and well-being in the workplace involves several factors. It takes into account both the person and their perceptions as well as the environment and what it does or does not have to offer in order to cope with work demands. As discussed in the previous chapter, occupational resources play an important role in the stress/well-being process. Resources have the potential to encourage positive outcomes, hence there is a high likelihood that resources play an important role in regards to the subsequent outcomes of stress, as reflected in the hypotheses outlined in this chapter. Because of the major influence of resources expected in this study, the original model of stress has been revised to reflect the aims of this study. (Figure 2)

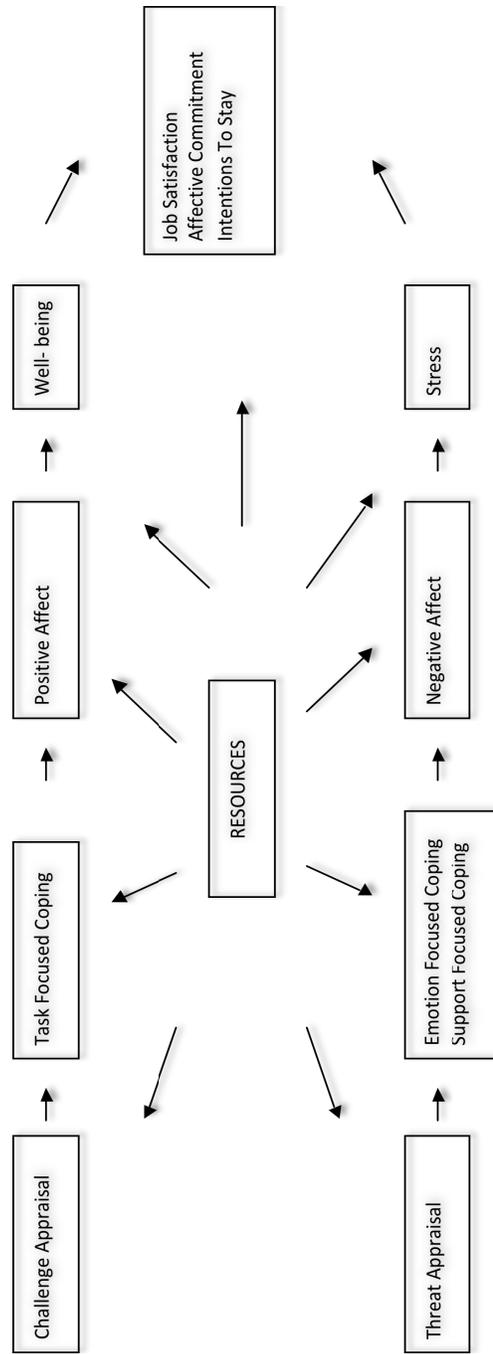


Figure 2. Revised Stress - Appraisal Model

Chapter 4: Corrections Officers

The role of a Corrections Officer is important within our society. Their efforts are far-reaching as they aid in protection by supervising members of the community who may be potentially dangerous or problematic. Hence, officers' well-being is of the utmost importance. For this reason, the focus of this study was to explore Corrections Officers and the factors that contribute to well-being in their profession.

The role of Corrections Officers

There are several components involved in the role of a Corrections Officer. As a multi-skilled role, Corrections Officers are expected to be positively influential and supervise inmates, enforce rules, prevent harm or escape, and ensure high levels of security in the prisons in order to avoid any illegal activity (Senol – Durak, Durak & Gencoz, 2006). Aside from the more formal, reprimanding duties of an officer, they are also expected to be a source of guidance to inmates and support for rehabilitation (“Position Description - Corrections Department”, 2009; Senol – Durak et al., 2006). Specific to New Zealand, the Department of Corrections states that the purpose of a Corrections Officer is “a custodial position with the Prison Services responsible for the safe, secure and humane containment of Prisoners within or outside the prison and for managing prisoners consistent with the Prison Service’s mission, to contribute to reducing re-offending” (“Position Description - Corrections Department”, 2009, para 2).

Stressors in Corrections Officers Work

Unhappy staff can lead to several negative outcomes including absenteeism and turnover, two problems that corrections facilities often struggle with (Griffin & Hepburn, 2005). As suggested by Lambert (2001) there are both indirect and direct costs of absenteeism and turnover. Indirect costs include factors such as reduced productivity, loss of expertise and experience, administrative costs, and morale of other employees (Lambert 2001; Lambert, Edwards, Camp & Saylor, 2005), while direct costs relate to sick pay and overtime to fill empty positions (Lambert et al., 2005). Taking into consideration

these costs, it is important to understand what factors influence Corrections Officers in positive ways to reap positive benefits.

What we do know from the current literature are the factors that increase stress in Corrections Officers, as this has been the main focus in most of the research into this occupation. Key demands giving rise to stress in various Corrections Departments included a lack of decision-making opportunities, little authority, and stressors related to conflict management (Brough & Williams, 2007). In addition to this, there are the demands relating to the perceived danger of the job and to perceived role conflict, role ambiguity and role overload (Cullen et al., 2006; Lambert et al., 2007; Shamir & Drory, 1982), lack of societal support (Brough & Williams, 2007), staff and inmate relationships, task pressures, promotion, and the work environment (Long, Shouksmith, Voges & Roache, 1986). The quality of supervision has also been identified as a potential source of stress, as illustrated by Lambert (2004).

The description above of the factors potentially affecting Corrections Officers' levels of stress and well-being puts what we have learnt in the previous chapters on resources and stress into perspective and into a more practical light. It indicates that the ways resources and stress develop in general terms also apply to this specific sample group. However, it is important to take into account that the majority of studies to date have been conducted in the U.S and therefore these results may not reflect current trends in New Zealand. It is likely that Corrections Officers in the New Zealand context experience similar demands. But prison conditions and variations in the way the prison system is conducted may result in differences in New Zealand.

Factors known to contribute to levels of stress and satisfaction in a New Zealand context include the steady increase in sentenced offenders, which increases the number of inmates in prisons, and the increase in the sentencing of violent, sexual and drug offenders (Harpham, 2007). This leads to the problem of longer sentences resulting in an increased accumulation in the prison system (Harpham, 2007). Thus, Corrections Officers' roles become more complicated. Having to be ever more vigilant considering the ratio of Corrections Officers to prison inmates, and working with more dangerous individuals intensifies the working situation, increasing the potential for harm and violent incidents.

Therefore, it was our intention to explore the New Zealand Department of Corrections and apply what we know in the international literature to a New Zealand context and to investigate which factors are important to positive outcomes. We know a great deal about the demands Corrections Officers face. However, much less attention has been paid to the positives. Four New Zealand Prisons were included in this study; they will not be named due to a confidential agreement. All Corrections Officers from each of the four prisons were invited to participate in this study (excluding those based in the Special Needs Unit). Based on the literature review and current knowledge regarding the role of corrections officers, this study set out to investigate whether occupational resources including *perception of levels of control over duties and tasks, social support from colleagues, social support from supervisors, and satisfaction with training and supervision* were related to lower levels of stress and negative affect, and higher levels of positive job outcomes, including job satisfaction, organisational commitment, intentions to stay, positive affect, and well-being. Therefore it was the researcher's intention to focus on the positive components of work, and to illustrate that a demanding job has the potential to be a satisfying one, when there are resources in place to help employees cope and deal with demands in a constructive manner.

Chapter 5: Method

Participants

All staff members identified as Corrections Officers in four New Zealand Facilities (A-D) were invited to partake in this study. The researcher visited each prison in person with copies of the survey to be distributed. The choice of these four facilities was based on the permission gained from the Department of Corrections, which allowed access to four facilities. A total of 685 surveys were distributed with 109 complete responses, resulting in a return rate of 15%. Of the four facilities involved in this survey, 16.5 % of survey responses originated from Prison A, 25.7% from Prison B, 34.9% from Prison C, and 22.9 % from Prison D.

Seventy two participants (66.1%) identified as male and 32 participants (29.4%) identified as female; 5 participants did not indicate their gender. Average tenure as a Corrections Officer was 2.7 years, with the majority of respondents (36.7%) indicating being in the role of Corrections Officer for 1-3 years, 28.4% indicating tenure of 7 or more years, 22% being employed for 4 – 6 years, and 7.3% of officers having a tenure of less than one year.

Procedure

The researcher attended a weekly meeting with each facility's Corrections Officers, in order to introduce herself, explain the aims of the research project, and give the Corrections Officers the opportunity to ask any questions regarding the study. Confidentiality, anonymity, and the Corrections Officers' right to withdraw from the study were emphasised. All units were provided with hard copies of the survey, as well as a drop box and Freepost envelopes for them to return completed surveys.

Each participant received an information sheet, consent form, and the Survey (Appendix A). Separate consent forms that outlined participants' rights were provided by the Department of Corrections, to be signed by each participant to indicate that they had read and understood their rights. Consent forms were returned separately from the

survey in order to preserve anonymity of responses. Participants were given seven working days to complete and return the surveys.

Measures

Job Stress: A five item scale was used that measured officers' perceived level of anxiousness or pressure while at work (e.g. "When I am at work, I often feel tense or uptight") (Cullen, 1985). Items 3 (Most of the time, when I am at work, I don't feel that I have much to worry about) and 4 (I am usually calm and at ease when I am working) were reverse coded. Participants rated each item on a 5 point scale (1= strongly agree; 5= strongly disagree) and the scale reliability was $\alpha = .78$.

Decision Latitude Scale: Decision latitude was measured by using Karasek's (1979) 8 item scale (e.g. "To what extent do you have the freedom to decide how to organize your work?"). Participants rated each item using a 5 point scale (1= never; 5= extremely often) and the scale reliability was $\alpha = .75$.

Social Support: Caplan's (1980) Social Support Scale was used in this study. The original 12 item scale was reduced to 8 by dropping the third component referring to 'family and friends' to ensure that we were only measuring work- related support. Participants rated each item (e.g. "How much do each of these people go out of their way to do things to make your work life easier for you") using a 5 point scale (1= very much; 4= not at all; n/a=don't have any such person – coded as missing data). The scale reliability was $\alpha = .83$, supervisor support was $\alpha = .87$, and $\alpha = .76$ for colleague support.

Satisfaction with Supervisor and Training: Satisfaction with supervisors and training was measured by extracting two parts of the job satisfaction measure by Traut, Larsen & Feimer (2000).

The *satisfaction with training* component (e.g. "The training that I receive is adequate for me to perform my job.") consisted of 5 items, with participants responding on a 5 point scale (1=strongly disagree; 5= strongly agree). Scale reliability was $\alpha = .85$. Two adjustments were made to the scale including changing the wording of question 4 from "I feel that the recruit training program through journeyman is adequate to produce quality fire fighters" to "I feel that the recruit training program provided through the

Corrections Department is adequate to produce quality Corrections Officers.” The second adjustment was the deletion of the final item “leaving town for up to two weeks for outside training is not a waste of my time” as it had no relevance to this research project.

The *satisfaction with supervisor* component included five items (e.g. “I feel that my supervisor is interested in my suggestions”), with participants responding on a five point scale (1=strongly disagree; 5=strongly agree) with an alpha reliability of $\alpha = .91$.

Cognitive Appraisal: Cognitive Appraisal was measured using Skinner and Brewer’s (2002) 18 item scale, 8 of which measured challenge appraisal (e.g. “A challenging situation motivates me to increase my efforts”) and 10 measuring threat appraisal (e.g. “I am concerned that others will not approve of me”). Items were rated on a 5 point scale (1=strongly disagree; 5= strongly agree) and the scale reliability was $\alpha = .79$ (challenge appraisal), $\alpha = .9$ (threat appraisal).

Coping: This variable was measured by using the Brief COPE scale, developed by Carver (1997). As the factor structure of this scale has not yet been fully confirmed, a Principle Component Analysis with varimax rotation was carried out. Analysis found that three factors accounting for 25.4, 14 and 9 percent of the total variance, respectively, were extracted. These three factors were: emotion focused coping (10 items e.g. “I’ve been saying to myself “this isn’t real”” alpha = .86), task-focused coping (6 items e.g. “I’ve been taking action to try to make the situation better,” alpha = .81) and support focused coping (5 items e.g. “I’ve been getting comfort and understanding from someone,” alpha = .82). Participants responded on a 4 point scale (0=I haven’t been doing this at all; 3 = I’ve been doing this all the time).

Affect: Affect was measured by using the Positive and Negative Affect Scale (PANAS) sourced from the article Watson, Clark & Tellegen (1988). This scale consisted of 10 positive affective items (e.g. “Determined”, alpha= .92) and 10 negative affective items (e.g. “Irritable”, alpha = .90), and participants were asked to read each item which describes a different feeling and emotion and to rate it using a 5 point scale (1= very slightly to not at all; 5= Extremely).

Job satisfaction: Job satisfaction was measured using a 6 item version (Fields, 2002) of Brayfield and Rothe’s (1951) 18 item job satisfaction scale. (e.g. “Most days I am

enthusiastic about my work"). Items were rated on a 5 point scale (1= strongly disagree; 5= strongly agree) and the scale reliability was $\alpha = .82$. Item 1 (I am often bored with my job) was reverse coded.

Commitment: Allen and Meyer's (1990) 8 item measure of affective commitment was used (e.g. "I enjoy discussing my organisation with people outside of it"). For each item respondents were instructed to respond on a seven point scale (1= strongly disagree; 7= strongly agree). Items 4 (I think that I could easily become as attached to another organisation as I am to this one), 5 (I do not feel like "part of the family" at my organisation), 6 (I do not feel "emotionally attached" to this organisation) and 8 (I do not feel a strong sense of belonging to my organisation) were reverse coded. The scale reliability was $\alpha = .60$, hence it is important that the reader is careful when making conclusions drawn from the commitment results. The 9th question on the commitment scale related to Intent to Stay, using the same 7 point scale as the rest of the commitment scale, but treated separately in the analysis.

Well-being: Diener, Emmons, Larsen and Griffin's (1985) Satisfaction with Life Scale (SWLF) was used in this study. The 5 item scale (e.g. "This organisation has a great deal of personal meaning for me") asked respondents how strongly they agree or disagreed with the items on a 7 point scale. The scale reliability was $\alpha = .87$.

Data Analysis

The statistical package, SPSS 17.0, was used to analyse the data. Analysis included the calculation of descriptive statistics and Pearson's Correlation Coefficients.

Hypotheses were investigated using Regression Analyses. The Moderation process was also investigated, using Baron & Kenny's (1986) guidance on this form of analysis. The independent variables and moderator variables were centred when testing moderation.

Chapter 6: Results

Descriptive statistics

Descriptive statistics for the measures used are presented in the correlation matrix on Table 1 below. The means for stress and well-being both fell slightly above the mid range for each scale, indicating that this sample group reported a moderate level of stress as well as a reasonable level of well-being. There appears an overall sense of satisfaction with the resources of this study at the basic level as the respondents reported reasonably high levels of satisfaction with each resource, as depicted in the mean scores that fell slightly higher than mid-point. The remaining outcome variables were all above the mid-point for each scale, suggesting that in general, participants reported reasonable satisfaction with their working situation, commitment to their jobs, and intentions to remain in the organisation. A much higher mean was found for positive affect in comparison to negative affect and a higher mean for challenge appraisal in comparison to threat appraisal.

Correlations

Training satisfaction, supervisor satisfaction, supervisor support and support from colleagues were positively related to challenge appraisal but decision latitude was not (Table 1). Interestingly, decision latitude was the only resource correlated with threat appraisal (negatively).

In terms of coping, appraisal was only related to support coping whilst decision latitude was the only resource related to emotion focused coping (negatively) but no resources were related to task focused coping. Training satisfaction was positively related to support coping. While resources did not show many correlations with appraisal and coping, resources were related to affect, stress, well-being, organisational commitment, job satisfaction, and intentions to stay. Decision latitude was the only resource not related to stress. Therefore, at the bivariate level, there was evidence to support the idea that resources can act as a source of support for adaptive appraisal and positive outcomes.

Table 1
Descriptive Statistics and Correlations for Resources, Appraisal, Coping and Outcomes

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1. Decision Latitude	1																	
2. Training Satisfaction	.11	1																
3. Supervisor Satisfaction	.20	.21*	1															
4. Supervisor Support	.12	.38**	.66**	1														
5. Colleague Support	.21*	.41**	.28**	.40**	1													
6. Challenge Appraisal	.10	.26**	.30**	.34**	.27**	1												
7. Threat Appraisal	-.27**	.07	.02	.02	-.07	-.07	1											
8. EF Coping	-.22*	.07	-.12	-.14	.05	-.02	.51**	1										
9. TF Coping	.03	.11	-.01	.00	.12	.19	.03	.15	1									
10. Support Coping	-.06	.22*	.03	-.01	.13	.30**	.20*	.31**	.37**	1								
11. Positive Affect	.30*	.17	.24*	.17	.16	.33**	-.11	-.31**	.17	.20*	1							
12. Negative Affect	-.20*	-.19	-.20*	-.30**	-.22*	-.15	.33**	.50**	-.01	.10	-.34**	1						
13. Well-being	.22*	.30**	.22*	.15	.26*	.35**	-.02	-.10	.16	.11	.54**	-.29**	1					
14. Work Stress	-.15	-.38**	-.37**	-.48**	-.30**	-.33**	.10	.13	-.13	-.12	-.32**	.55**	-.40**	1				
15. Job Satisfaction	.30**	.29**	.50**	.37**	.23*	.36**	-.10	-.21*	.20*	.03	.56**	-.45**	.65**	-.51**	1			
16. Commitment	.30**	.34**	.46**	.40**	.14	.10	-.11	-.14	.18	.01	.30**	-.30**	.23*	-.42**	.56**	1		
17. Intentions to Stay	.10	.18	.29**	.32**	.20	.25*	-.08	-.23*	-.05	-.17	.30**	-.33**	.32**	-.33**	.42**	.24*	1	
Mean	3.2	3.0	3.5	3.5	3.0	3.7	2.4	.95	2.17	1.5	3.5	1.8	4.5	3.1	3.6	4.2	5.1	
SD	.60	.97	.88	.75	.63	.55	.75	.63	.50	.83	.84	.80	1.44	.80	.71	.92	.92	1.9

*p<0.05. **p<0.01. ***p<0.001

Hypothesis testing

Resources and Challenge and Threat Appraisals

Hypothesis 1a and b predicted that resources would make positive contributions to challenge appraisal and negative contributions to threat appraisal. The regression analysis shows that together the four resources explained 20% of the variance in challenge appraisal and 10% for threat appraisal (Table 2). No resources made a unique contribution to challenge appraisal. Decision latitude was the only resource to make a significant contribution to threat appraisal.

Table 2.

Summary of Regression Analysis for Variables Predicting Challenge / Threat Appraisal

Dependent Variables	Challenge Appraisal	Threat Appraisal
Predictors		
Peer Support	.10	-.07
Supervisor Support	.12	.01
DecisionLatitude	-.01	-.29**
Training Satisfaction	.14	.15
Supervisor Satisfaction	.24	.10
R2	.202	.102
F (df)	(5,85)=4.31***	(5,86)=1.96**

* p<0.05. **p<0.01 ***p<0.001

Resources and Coping

Hypotheses 2a (i) and 2a (ii) that resources would contribute positively towards levels of task focused coping and negatively towards emotion and support focused coping were not supported as none of the models were found to explain significant variance (Table 3).

No resources made significant independent contributions to coping, apart from decision latitude which was a negative, significant contributor to emotion focused coping.

Table 3.

Summary of Regression Analysis for Variables Predicting Task Focused (TF), Emotion Focused (EF) and Support Focused (SF) Coping

Dependent Variables	TF Coping	EF Coping	SF Coping
Predictors			
Peer Support	.03	.16	.11
Supervisor Support	.01	-.17	-.20
Decision Latitude	.02	-.25**	-.07
Training Satisfaction	.14	.14	.23
Supervisor Satisfaction	.01	-.03	.13
R2	.031	.105	.080
F (df)	(5,81)=.513	(5,87)=2.04	(5,88)=1.53

* p<0.05. **p<0.01 ***p<0.001

Due to the only significant relationship found between decision latitude and emotion focused coping, we were interested to explore this relationship further and tested whether threat appraisal and emotion focused coping was moderated by decision latitude (based on the path of the revised stress appraisal, Figure 2). As indicated in Table 4 below, no moderation was found due to insignificant results for the interaction term. Only threat appraisal was found to make direct significant contributions to emotion focused coping.

Table 4.

Summary of Regression Analysis Testing Moderating Effects of Decision Latitude on Emotion Focused Coping and Threat Appraisal (TA)

Dependent Variables	EF Coping
Predictors	
Threat Appraisal (TA)	.42***
Decision Latitude	-.11
TA x Decision Latitude	-.11
R ²	.25
F (df)	(3,95)=10.59

* p<0.05. **p<0.01 ***p<0.001

Mediation was then tested based on Baron and Kenny's (1986) four-step procedure, to see if decision latitude mediated the relationship between threat appraisal and emotion-focused coping (Table 5). The significant relationship between threat appraisal and emotion focused coping (EF Coping) at step 1 was reduced but remained significant at step 3, whilst the relationship between decision latitude and emotion focused coping dropped to non-significant, indicating no mediation. The Sobel test confirmed that there was no mediation for this mediation analysis.

Table 5.

Testing Mediating Effects of Decision Latitude on Threat Appraisal and Emotion Focused (EF) Coping, using Multiple Regression (Standard Coefficients)

Testing steps	IV	DV	B	SE B	β	Adj. R2	Sobel test
Step 1	Threat Appraisal	EF Coping	.43	.07	.51***	.25	1.14 n.s
Step 2	Threat Appraisal	Decision Latitude	-.17	.06	-.27**	.06	
Step 3	Threat Appraisal	EF Coping	.38	.08	.45***	.22	
	Decision Latitude		-.15	.12	-.11		

* <0.05 . ** <0.01 . *** 0.001

Therefore, it is concluded that decision latitude was neither a moderator nor a mediator for the relationship between threat and emotion focused coping. Instead, threat appraisal was found to be of greater importance.

Hypothesis 2b that challenge appraisal would be a significant contributor towards task focused coping was not supported (Table 6). Hypothesis 2c predicting that threat appraisal would be significantly associated with emotion focused coping and support focused coping was supported (Table 6). Threat appraisal made greater contributions to emotion focused coping explaining 26% of the variance in comparison to only 4% for support focused coping. Threat appraisal was a significant contributor of both emotion and support focused coping.

Table 6.

Summary of Regression Analysis for Variables Predicting Task Focused (TF), Emotion Focused (EF) and Support Focused (SF) Coping

Dependent Variables	TF Coping	EF Coping	SF Coping
Predictors			
Challenge Appraisal	.19		
Threat Appraisal		.51***	.20*
R2	.04	.26	.04
F (df)	(1,96)=3.66	(1,102)=35.07***	(1,103)=4.31*

* p<0.05. **p<0.01 ***p<0.001

Given that this study's focus was on well-being and the positive side of stress, Hypothesis 2d explored whether resources would moderate the relationship between challenge appraisal and task focused coping. However, results indicated that none of the interaction terms were significantly related to task focused coping (Table 7). Therefore no resources moderated the relationship between challenge appraisal and task focused coping, as was expected.

Table 7.

Summary of Regression Analysis Testing Moderating Effects of Resources on Challenge Appraisal (CA) and Task Focused Coping

Dependent Variables	Task Focused Coping				
Predictors					
Challenge Appraisal (CA)	.23*				
Decision Latitude	.01				
CA x Decision Latitude	.17				
Challenge Appraisal		.23*			
Training Satisfaction		.02			
CA x Training Satisfaction		.05			
Challenge Appraisal			.23*		
Supervisor Satisfaction			-.09		
CA x Supervisor Satisfaction			.05		
Challenge Appraisal				.21	
Supervisor Support				-.07	
CA x Supervisor Support				-.04	
Challenge Appraisal					.18
Worker Support					.11
CA x Worker Support					.03
R2	.07	.05	.05	.04	.05
F (df)	(3,88)= 2.08	(3,88)= 1.60	(3,93)= 1.54	(3,88)= 1.31	(3,88)= 1.54

p<0.05. **p<0.01 ***p<0.001

Resources and Affect

The hypotheses 3a (i) and 3a (ii) which predicted that resources would make significant contributions to positive and negative affect was not supported, however hypotheses 3b (i) and 3b (ii) which predicted that the combination of resources, appraisal and coping would be associated with positive and negative affect, was supported (Table 8). The combination of resources, appraisal and coping explained 33% of the variance in positive affect and 40.6% for negative affect. Two predictors adding a unique contribution to positive affect were challenge appraisal and emotion focused coping (negatively). Emotion focused coping (positively) was a unique contributor to negative affect.

It was clear from the results that resources made very little contributions to positive affect whilst challenge appraisal and emotion focused coping did the bulk of the work in this equation. The same went for negative affect where emotion focused coping was the one variable making the most contribution, whilst resources were not significant at all. This was interesting considering the importance of resources in this study and the assumption that they would have direct positive effects on variables such as affect.

Table 8.

Summary of Regression Analysis for Variables Predicting Positive (PA) and Negative Affect (NA) (Standard Coefficients)

Dependent Variables	PA		NA	
	Model 1	Model 2	Model 1	Model 2
Peer Support	.00	.01	-.12	-.11
Supervisor Support	.06	-.07	-.27	.00
Decision Latitude	.21	.13	-.10	.04
Training Satisfaction	.06	.05	.06	-.18
Supervisor Satisfaction	.13	.04	.03	-.08
Threat Appraisal		.13		.09
Challenge Appraisal		.34**		.00
EF Coping		-.38**		.55***
TF Coping		.08		-.03
SF Coping		.17		.07
R2	.098	.333	.116	.406
F(df)	(5,71)=1.54	(10,66)=3.30**	(5,71)=1.87	(10,66)4.51***

*<0.05. **<0.01. ***0.001

Resources and Intentions to Stay, Affective Commitment and Job Satisfaction

Hypothesis 4, that resources would be associated with intentions to stay, affective commitment and job satisfaction was partially supported (Table 9). Again this hypothesis was broken down into two components. The first part, 4a, investigated the relationship

between the resources and each of the outcome variables. Resources were found to make the largest contribution to job satisfaction, accounting for 35% of the variance explained. Most of this came from decision latitude, supervisor support and satisfaction with training, which were found to make a unique, significant contribution to job satisfaction. Resources accounted for 26.4% of the variance explained in affective commitment, with most of the contribution coming from decision latitude and training satisfaction, both of which were unique contributors of affective commitment. Resources made a smaller contribution to intentions to stay, accounting for 19.8% of the variance explained. No resources were found to make unique contributions to intentions to stay.

Hence this data suggests that overall, resources accounted for some of the variance in these three outcomes with decision latitude being the most valuable variable for both job satisfaction and affective commitment. Training satisfaction was significant to affective commitment and job satisfaction, while supervisor satisfaction was important for job satisfaction.

In part two of this hypothesis, we were interested to see if adding appraisal, coping, affect, well-being and stress into the equation, would increase the variance explained in outcomes. Hypothesis 4b was supported, with these variables explaining an additional 27.3% for job satisfaction, 13.5% for intentions to stay and 10% for affective commitment. Decision latitude remained a significant contributor to both job satisfaction and affective commitment, while both positive and negative affect and well-being were found to make unique contributions to job satisfaction in the second equation. No new variables made unique impacts to affective commitment. The only variable to make a unique contribution to intentions to stay was well-being.

Therefore, we can infer from these results that, indeed, resources were significant contributors towards the outcomes job satisfaction, affective commitment and intentions to stay. In particular, the resources decision latitude, satisfaction with training, and supervisor satisfaction stood out by virtue of their unique contributions to the outcome variables. Positive and negative affect and well-being were the only additional variables to make unique contributions to job satisfaction and intentions to stay, partially explaining the significant variables in the stress and well-being process.

Table 9.

Summary of Regression Analysis for Variables Predicting Intentions to stay, Affective Commitment and Job Satisfaction (Standard Coefficients)

Dependent Variables	Intentions to stay		Affective Commitment		Job Satisfaction	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
Peer Support	-.19	-.19	-.23	-.28	-.25	-.17
Supervisor Support	.29	.22	.21	.18	.12	.05
Decision Latitude	.15	.08	.25*	.28*	.38***	.23**
Training Satisfaction	.07	-.01	.29*	.28	.297**	.07
Supervisor Satisfaction	.22	.19	.22	.25	.31**	.18
Threat Appraisal		.01		-.00		.11
Challenge Appraisal		.08		-.17		.05
EF Coping		-.05		.15		-.17
TF Coping		-.01		.12		.05
SF Coping		-.13		-.03		-.11
PA		-.14		.07		.28**
NA		-.08		-.22		-.27**
Well-being		.36**		-.14		.27**
Stress		-.03		-.18		-.09
R ²	.198	.335	.264	.359	.352	.623
F (df)	(5,66)= 3.26**	(14,57)= 2.05*	(5,65)= 4.66***	(14,56)= 2.24**	(5,66)= 7.16***	(14,57)= 9.39***

*<0.05. **<0.01. ***0.0

Resources, Well-being and Stress

Hypothesis 5 that well-being and stress would be related to resources was broken down into two parts. Part one of this hypothesis that well-being (5a, i) and stress (5a, ii) would be associated with resources was supported (Table 10). Resources accounted for 23% of the variance in stress, with most of this from supervisor support, (negatively) which made a unique, significant contribution to stress. Eighteen percent (18.6%) of the variance of well-being was accounted for by resources, with most of this coming from training satisfaction, which made significant contributions to well-being. This indicates to us that in terms of stress the resources showing most value were the levels of supervisor support; in contrast, the most valuable resource for well-being was training satisfaction.

Hypothesis 5b predicted that well-being (5b, i) and stress (5b, ii) would be significantly associated with resources as well as appraisal, coping and affect. This hypothesis was supported, finding that the variances explained increased by 29.8% for well-being and 15.6% for stress. No resources remained unique contributors to stress or well-being when these variables were included in the equation. However, negative affect had a unique association with stress, while positive affect was the only unique contributor of well-being.

This result confirms that levels of well-being are influenced by resources, in particular satisfaction with training. However, when all variables of the Stress - Appraisal model were included in the equation, positive affect was the only unique contributor. Similarly, stress was significantly influenced by resources, with supervisor support doing most of the work, by virtue of its unique contribution. When all variables of the stress-appraisal model were included, only negative affect was uniquely associated with stress.

Table 10.

Summary of Regression Analysis for Variables Predicting Stress and Well-being (Standard Regression)

Dependent Variables	Stress		Well-being	
	Model 1	Model 2	Model 1	Model 2
Peer Support	.01	.07	-.00	.10
Supervisor Support	-.28*	-.24	-.05	-.09
Decision Latitude	-.11	-.06	.21	.07
Training Satisfaction	-.26	-.15	.34**	.14
Supervisor Satisfaction	-.08	-.02	.12	-.02
Threat Appraisal		.08		.08
Challenge Appraisal		-.14		.19
EF Coping		-.21		.22
TF Coping		-.06		.09
SF Coping		-.04		-.19
PA		.02		.46***
NA		.45**		-.23
R2	.230	.386	.186	.484
F (df)	(5,69)=4.12***	(12,62)=3.24***	(5,69)=3.16**	(12,62)=4.84***

*<0.05. **<0.01. ***0.001

Chapter 7: Discussion

The role of Corrections Officer within New Zealand is a core component of the Department of Corrections and the Justice System as a whole. Considering the direct contact Corrections Officers have with inmates, and the often- challenging task of supervising and maintaining order within the prisons, an understanding of what contributes to levels of stress and well-being is essential. The role of Corrections Officer extends beyond the task of supervision and exposes officers to several factors that have the potential to contribute to stress. Resources have the potential to aid workers in terms of coping and having a pleasant experience at work. This study's aim was to explore whether occupational resources contributed to positive emotions, job satisfaction, well-being, commitment, and intentions to stay, based on the stress-appraisal model developed by Lazarus & Folkman (1984).

Impact of Resources

At the basic level it is promising to find that resources including support from colleagues and supervisors, decision latitude, and satisfaction with training and supervisors were related to positive emotions, well-being, job satisfaction, organisational commitment, and intentions to stay. These basic relationships were important to this study in terms of building confidence in resources as positive factors within a work environment. Apart from decision latitude, all of the resources were negatively related to stress, again suggesting a basic relationship between the resources and levels of stress. This relationship is desirable considering that higher levels of resources have been described as favourable in stressful situations, and have been related to improved functioning, goal-directed behaviour and improved psychological outcomes (Hobfoll, 2002). The negative relationships provide an understanding of how stress may be reduced, when there are factors in the environment that assist workers in dealing with daily stressors.

In general terms, this shows us that Corrections Officers in New Zealand will benefit from having such occupational resources available to them in their working environment in order to enjoy their work and enhance the likelihood of experiencing

satisfaction and well-being at work. Not only will resources have a positive influence on well-being, satisfaction, organisational commitment, and intentions to stay, but they also will have the potential to bestow positive influences on stress levels as well.

However, it was interesting to find that certain correlations were not significant as was originally thought. Decision latitude was the only resource related to emotion focused coping, with none of the resources related to task focused coping. According to the literature, task focused coping would be increased when there are resources in place that help the individual deal with a stressor. Even when a person appraises a situation as threatening, if that person perceives that they have resources available to deal with the threat it is likely to influence coping patterns in the secondary appraisal stage (Lazarus & Folkman, 1984). Hence, this correlation data illustrates that although resources are valuable, their relationship with other variables are by no means simple or basic, suggesting that different resources seem to play different roles within the workplace. Below is an in-depth discussion of the relationship between resources and the outcome variables of this study.

Resources and the revised Stress - Appraisal model

According to this study's hypothesised model of resources and the stress – appraisal model (Figure 2) resources were at the heart of the model, and were expected to make significant contributions to each stage of the stress - appraisal process. However, this was not the case, with results indicating that resources made less impact than was initially expected. Resources made small, significant contributions to challenge and threat appraisal, with decision latitude being the only resource to be a significant unique contributor to threat appraisal and emotion – focused coping (negative). Even though this was only a small association, it does suggest that for this sample of Corrections Officers, we understand that resources are a piece in the puzzle of factors contributing to appraisal. Having a sense of autonomy and a feeling of control was a valued factor within this sample of Corrections Officers' environment, with the potential to reduce threat appraisals and ultimately stress. The negative relationship between decision latitude and emotion-focused coping suggests that the more perceived control over tasks and input into decision making Corrections Officers have, the less likely they will engage in coping

that only moderates their emotions about a situation without dealing with the demand directly.

Other than decision latitude making a significant unique contribution to emotion-focused coping, resources as a whole were not significantly associated with coping or positive and negative affect, both of which were surprising outcomes. The lack of significant association between resources and affect was in contrast to current literature which has found resources to be related to affect (Elsesser, 2003; Neely, Lakey, Cohen, Barry, Orehek, Abeare & Mayer, 2006; Sheridan, Sherman, Pierce, Compas, 2010). It was expected that all resources would make significant contributions to task focused coping in particular, because this form of coping deals with the problem directly and attempts to solve it, as depicted in the literature review. However, for this study it was not the case.

Therefore, this tells us that based on our model, in which resources were expected to be important to all variables involved in the stress – appraisal process, this was not the case, suggesting that within a unique environment such as prisons, resources are important. However, there are other factors which also have the potential to influence the primary and secondary appraisals process. Alternative factors proposed to have an influence on appraisal, coping and affect, which were not included in this study, relate to a person's personal disposition. These factors can include (but are not restricted to) a tendency to be extroverted or neurotic. Those high in extroversion, a trait described as being warm, outgoing and assertive, have a tendency to experience positive emotions (O'Brien & De Longis, 1996) and view situations as opportunities for potential reward (Gallagher, 1990). Extroversion has been found to be associated with higher engagement in problem focused coping (O'Brien & De Longis, 1996), negatively related to threat appraisal (Gallagher, 1990), and associated with a greater amount of challenge appraisal (Mak, Blewitt & Heaven, 2004). In contrast, neuroticism, a predisposition to experience more negative affect, anxiety and self-consciousness (Gunthert, Cohen & Armeli, 1999), has been found to be positively associated with threat (Gallagher, 1990), and less confidence in their coping resources for dealing with daily stressors (Gunthert, et al, 1999).

Thus, what we can take from this finding is that decision latitude is a leading resource in terms of its importance to threat appraisal. It therefore sparks further

interest in this resource in relation to this particular group of Corrections Officers. Additional to the resources of this study are personal traits and personality dispositions which may also influence various stages of the stress process, and which were not investigated in this study.

Appraisal and Coping

The revised stress – appraisal model assumed that challenge appraisal would make significant contributions to task focused coping, while threat appraisal would be significantly associated with emotion focused coping and support focused coping. Only the latter was supported, with threat appraisal making more of a unique contribution to emotion focused coping than it did to support focused coping. The finding that challenge appraisal had no relation to task focused coping is in contrast to the findings of Folkman, Lazarus, Dunkel-Schetter, DeLongis & Gruen (1986) who found that coping was partially a function of primary appraisal. Given that challenge appraisal made no significant contributions to task focused coping, nor did any resources moderate this relationship, a potential assumption that may explain this lack of association may be that people may have relatively stable preferences for the types of coping they typically choose (Carver et al., 1989; Vingerhoets & Flohr, 1984). As suggested by Moos & Holahan (2003), stable and lasting personality, attitudes, and cognitive characteristics of a person are the most valuable for the psychological component of coping. Thus, Corrections Officers may still appraise situations as a challenge; however, the form of coping they engage in may be true to their preferred style and attitude.

Therefore, this shows only partial support for this part of the proposed model for the stress/well-being process. However, what we have gained from this finding is the knowledge that for this group of Corrections Officers, appraising a situation as a threat is likely to increase the degree of emotion focused and support focused coping they engage in. This comes as no surprise considering regulating emotions experienced in a demanding situation and gaining support when going through taxing situations can help get through the initial impact of the stressor in the short term. Furthermore, the more negative side of emotion focused coping such as ignoring the situation or increasing alcohol intake is more likely to come about by feeling threatened by a demand or

stressor. As Folkman & Moskowitz (2004) so aptly put it, various forms of coping can be adaptive given the context within which they are found. Thus, although emotion focused coping has been described in the literature as a short term fix that does not tackle the problem at hand, its benefits are inherent in the fact that the individual is able to deal with their emotions that may be clouding their ability to deal with demands.

The influence of Appraisal and Coping on Positive and Negative Affect

Although resources were not significant contributors of affect, regression analysis revealed that appraisal and coping were indeed significant contributors of both negative and positive affect, as was expected. This lends support to part of the stress/ appraisal model of this study, confirming the appraisal and coping influence affect. Folkman and Lazarus (1986) were also able to illustrate a relationship between coping and affect in their results, which found that appraisal and coping accounted for 28% of the variance in positive and negative emotions. The significant and unique contributions of challenge appraisal and emotion focused coping (negatively) to positive affect suggests to us that for this sample of Corrections Officers these variables were important influencers of their positive emotional states. Viewing demands as a challenge, with the potential for gain or mastery, is likely to increase the positive emotions and feelings a Corrections Officer experiences at work. This is consistent with the findings by Skinner & Brewer (2004; 2002) and Smith, Haynes, Lazarus and Pope (1993). Given that emotion focused coping can involve strategies such as escapism which involves alcohol, drug use, and daydreaming and minimisation which involves ignoring problems (Aldwin & Revenson, 1987), provides a potential explanation for its negative relationship with positive affect. Similarly, Frederickson & Joiner have also illustrated a relationship between affect and coping (2002). This also explains the positive relationship found between emotion focused coping and negative affect, suggesting that as emotion focused coping increased, so too would negative affect. The avoiding of demands and the using of potentially harmful strategies to cope with work stressors is likely to lead to the experience of negative emotions and moods.

Factors influencing Well-being and Stress

Resources were expected to make significant contributions to well-being and stress which was confirmed in the results. Supervisor support was uniquely associated with stress, indicating that a decrease in support from Corrections Officers' supervisors was related to an increase in stress levels. This result is consistent with the research by Steinhardt, Dolbier, Gottlieb & McCalister (2003). In contrast, well-being was uniquely associated with satisfaction with training. Therefore, the results have illustrated that resources are important to this group of Corrections Officers' sense of well-being and also have the potential to impact on levels of stress.

When adding appraisal, coping, and affect into the equation, the variance explained increased, informing us that these variables also account towards an officer's levels of well-being and stress. However, in particular, positive affect was uniquely associated with both well-being and negative affect and stress, as was expected in the revised stress-appraisal model. This part of the model was confirmed and provides us with insight regarding the relationship between emotions and well-being and stress. Therefore, the emotional states of this sample of Corrections Officers are important factors to take into account when considering well-being and stress.

Influences of Intentions to Stay, Affective Commitment and Job Satisfaction

As hypothesised, resources were significantly associated with the three outcomes of this study including intentions to stay, affective commitment, and job satisfaction. This confirms the positive impact that resources can have on employees and their perceptions of their working environment. In this case, we can see that working in an environment that has resources to assist an employee in the face of demands, is likely to positively influence job satisfaction, and to create a sense of belonging and feelings of commitment towards the organisation, and wanting to remain in their current role.

Regression analysis indicated that resources explained the most amount of variance in the outcome; job satisfaction, with decision latitude, supervisor support, and satisfaction with training making significant unique contributions to this outcome. Therefore, as expected, resources as a whole are important with regards to levels of job satisfaction. However, the sample group of this study indicated that three resources were particularly important. We can infer from this result that having control over tasks and input into the decision making process which can contribute to feelings of independence is likely to influence the levels of job satisfaction experienced by the officer in a positive way. Similarly, having a supportive supervisor, who can provide advice and guidance at work, and who is willing to help officers, coupled with training programs that Corrections Officers perceive to provide them with the knowledge and skills necessary within the prisons, is likely to instil a sense of satisfaction at work. Being satisfied with one's job is a vital component of one's happiness considering the amount of time people spend at work in their daily lives. Therefore, the result that resources make significant contributions to satisfaction is an important one.

Resources made a significant contribution to affective commitment. However, decision latitude and satisfaction with training were the two resources that stood out the most in the regression equation. Thus, for this group of Corrections Officers, participating in the decision making process, and being allowed a certain degree of discretion over decisions and control over tasks at work are viewed as important, with the potential to increase the desire to remain committed to the organisation and their role. The relationship between decision latitude and commitment has also been found in the study by Spector (1986). Furthermore, being satisfied with the training provided which is likely

to build confidence in their abilities as a Corrections Officers has also been highlighted as being important to commitment in this study. The skills gained are invaluable in order to be successful and safe in the role of Corrections Officer, hence it is no wonder that this resource came out as being a valuable player for the outcome of commitment. This finding is similar to that of Bartlett's (2001) who found a relationship between perceived access to training and perceived benefits of training to have a positive association with organisational commitment.

Although resources explained the least amount of significance to intentions to stay, with no one resource being a unique contributor, they still provide a partial explanation as to what contributes to intentions to stay in an organisation. Therefore, having resources at one's disposal has some effect on this sample group's decision whether to remain in the organisation or not. Therefore, the part of the stress-appraisal model that assumes that resources will make direct contributions to outcomes was supported and provides us with the knowledge that resources at work do indeed need to be accounted for in order to enhance the satisfaction of employees and their commitment to the organisation.

When factoring appraisal, coping affect, well-being, and stress into the equation, the variance explained increased, suggesting that these additional variables do indeed have influences on levels of Corrections Officers' satisfaction, commitment and intent to stay. The only resource to continue making a unique contribution to job satisfaction and commitment was decision latitude, while positive and negative affect was uniquely associated with job satisfaction, and well-being was an important factor of intentions to stay. The variables in this model did not make as much impact on outcomes as was originally thought. It was assumed that well-being and stress would provide valuable explanations for all outcome variables. Instead, for this sample group, there was a strong relationship between affect and job satisfaction and well-being and intentions to stay in the organisation.

In conclusion, based on the outcomes of this study, although resources were of value for certain variables such as job satisfaction and commitment, it is clear that resources did not play as big a role as was originally expected. This was evident when taking into account that resources had no relationship with coping and affect. Hence,

resources were only able to make some contributions to the understanding of the well-being / stress process and the process of coping with stressful events. Resources that stood out the most included decision latitude, satisfaction with training, and supervisor support. We can infer from the smaller associations that there are other factors in the environment additional to resources that influence the way in which this sample group appraise situations and contribute to their coping. Hence further investigation is required in order to explore alternative possibilities. Although there were mixed results regarding resources, it was promising to find that resources made significant impacts on the outcome variables.

The revised Stress - Appraisal model, which gained partial support, provided some insight on how well-being in this sample group may develop. Although levels of appraisal were found to make less contribution to coping as was expected, a connection between threat appraisal and coping was established, thus informing us of some relationship between the primary and secondary stages of the well-being process. Interestingly, only emotion focused coping was a significant variable of positive and negative affect. The section of the appraisal model predicting that well-being and stress would be influenced by positive and negative affect was indeed significant. Therefore it is important that further research investigates alternative variables that contribute to affect in this sample group of Corrections Officers, as the coping variables of this study explained very little. The outcome intentions to stay was the only outcome to be related to well-being, while affect had a unique association with job satisfaction. Thus, well-being and stress were not as important to the outcome variables of this study. Instead, resources made greater impacts, thus reiterating the importance of resources in this stress-appraisal model.

Although there is room for further investigation, useful information can be gathered from the results. Therefore when implementing strategies that aim to increase staff health and happiness, important factors to take into account are the levels of available resources and their quality. When forming goals with the aspiration to create an environment where Corrections Officers are satisfied and experience well-being at work, it is essential that organisational goals place the three top resources, namely decision latitude, satisfaction with training, and supervisor support as a top priority, in order to enhance positive outcomes. Hence, by virtue of the role resources have played in this

study, we could reasonably suggest that resources have the potential to help build positive outcomes, whilst other resources have the potential to act as buffers of stress.

Limitations of this study

The major limitation of this study pertained to the very low sample size. A total of 685 surveys were printed and distributed across the four correction facilities involved in this study. Only 109 surveys were completed and returned. Although this sample was adequate for the analysis, we do not know whether the sample was representative of the Corrections Officers as a whole. Thus, care needs to be taken when forming generalisations from these findings.

Additional to this, common method variance and the fact that this was a cross sectional study posed limitations to this study. Common method variance may have inflated the relationships found in this study, with the potential for factors such as social desirability and negative affectivity influencing results. Therefore, future research on this topic should take into account these variables, and measures that can counteract the effect of potential inflation, for example, controlling for negative affectivity. Furthermore, as this was a cross sectional study, we cannot infer causation among the variables; hence associations only were taken into account.

Implications for practice

Given that resources made some impact in the stress-appraisal model, certain implications for practice can be derived based on these results:

- Considering satisfaction training was a valued resource of this study, the provision of ongoing training for all staff members is important, in order to maintain, refresh and develop knowledge and skills to support the individual on the job and to improve efficiency of tasks.
- Strategies that promote decision latitude within the workplace, where Corrections Officers are given control or responsibility of certain tasks and increased

involvement in major decisions, should be developed as results have indicated that high levels of decision latitude are associated with job satisfaction and affective commitment in particular.

- Providing workshops for supervisors that focus on developing and maintaining a high level of leadership skills, illustrating the importance of support, encouragement and delegation of tasks in the workplace will be beneficial for those in leadership positions, to ensure that they lead their team in a manner that will bring out their best potential, smooth running of the department, and less risk.
- Placing reminder posters and flyers around the facility(e.g. a staff room) about the importance of peer supporting would be useful to remind staff of its benefits, and the importance of a healthy workplace.
- Regular reviews can be implemented or maintained (e.g. 360^o feedback performance appraisals) including both supervisors and staff to ensure that performance is continuously monitored in order to identify areas for improvement, and to provide praise where praise is due. Furthermore, this will open up the opportunity for Corrections Officers involved, to speak up on issues of concern and contribute towards making changes for improvement in the department.

Conclusion

In conclusion, this enlightening study was a journey to discover the positive side of psychology and to explore the positive impacts that resources can have on outcomes for Corrections Officers. By using the basis of the well-known stress – appraisal model by Lazarus & Folkman (1984), we were able to investigate the important components of the well-being and stress process. Even though there was only partial support for the revised model, and resources were not associated with all variables as expected, a valuable lesson has been learnt - that each environment is unique, and the factors that contribute to well-being vary across people and occupations. The unique environment of a prison is

no exception; however, resources were associated with outcomes such as job satisfaction, which builds confidence in its importance in the workplace. Discovering factors in a working environment that pertain to well-being was the goal of this study, and, given the varied results, reiterates that research in psychology will benefit from further investigation of the combination of resources and their value at work.

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Appendix A



Massey University

Work Resources and Well-being at Work

Information Sheet

My name is Kim Solomons and I am currently completing my Masters Degree in Organizational Psychology at Massey University Albany. I am currently in the process of completing my thesis on occupational satisfaction and well-being. My research project involves looking at the relationship between organizational resources and stress within the workplace.

If you decide to participate, I would like you to complete a paper and pencil questionnaire, which will include some questions about yourself, and questions relating to aspects of your working environment. This questionnaire should take around 20 minutes to complete.

Participation is voluntary and anonymous. Please do not put your name or contact details on the questionnaire. A sealed box will be provided for you to place your questionnaire into within 7 working days, or you may use the freepost envelopes I will provide to return your surveys to me by the 22nd April 2009. Please note down the number on the top right hand corner of the survey, as this will be the number to quote should you wish to withdraw from this study by the 18th May 2009

Completed questionnaires will be stored securely and destroyed after 5 years.

I will provide a summary of my findings to all participants. A summary sheet will be sent to the Prison Manager who will distribute it to all officers.

This research is useful as Correction Officers are a key component of the organisation. An awareness of the current levels of satisfaction is important for the organisation as staff well-being will contribute to the vision of the Corrections Department. Research to date has focused mainly on stress in the workplace, hence I would like to investigate the positive side of work and what makes individuals thrive in their role as Correction Officer.

You are under no obligation to accept this invitation. If you decide to participate, completion and return of the questionnaire and consent form implies consent. You have the right to decline to answer any particular question.

If you would like to discuss my research or findings, please contact me. For concerns about your work situation, the Corrections Department provides an Employee Assistance Program which can be contacted on 0800 327 669.

My contact details are 021 224 1657, or kim.solomons4@gmail.com. My thesis supervisor is Doctor Dianne Gardner who may be contacted on +64 9 414-0800, Ext 41225 or D.H.Gardner@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 08/063. If you have any concerns about the conduct of this research, please contact Dr Denise Wilson, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 9070, email humanethicsnorth@massey.ac.nz.



Massey University

CONSENT FORM

Work Resources and Well-Being at Work

My name is Kim Solomons and I am currently completing my Masters Degree in Organizational Psychology at Massey University Albany. I am in the process of completing my thesis on occupational satisfaction and well-being. My research project involves looking at the relationship between organizational resources and stress within the workplace. Research to date has focused mainly on stress in the workplace, hence I would like to investigate the positive side of work and what makes individuals thrive in their role as Correction Officer.

If you decide to participate, I would like you to complete a paper and pencil questionnaire, which will include some questions about yourself, and questions relating to aspects of your working environment. This questionnaire should take around 20 minutes to complete.

Participation is voluntary and anonymous. Please do not put your name or contact details on the questionnaire. A sealed box will be provided for you to place your questionnaire into within 7 working days, or you may use the freepost envelopes I will provide to return your surveys to me by the 22nd April 2009.

My rights:

- I do not have to answer any or all of the questions if I choose not to;
- I can withdraw any information provided up to the 18th May 2009. ***Please note down the number code on the top right hand corner of the survey as this will be the number to quote should you wish to withdraw.***
- All information I provide will remain strictly confidential to the researcher and the research supervisor;
- My name and any other personal information will not be used in any reports arising from the research – only summary information will be used;
- All information given will be treated with respect and dignity;

Please tick the statements below and sign to indicate your consent.

- I agree to take part in the *Work Resources and Well-Being at Work Survey*.
- I have received information about this research and I understand why it is being done.
- I know that I do not have to answer any or all of the questions.
- I know that I can withdraw any information provided up to the 18th May 2009 using the number code on the top right hand corner of the survey.
- I have no conflict of interest with the person who is surveying me.

Participant's signatureDate:.....

Thank you for agreeing to participate in my research. Please read the information sheet before answering the questions below. Please do not write your name on this questionnaire as the information you provide is anonymous. There are no right or wrong answers, just answer quickly with the answer that seems right to you.

We are interested in gathering some demographic information. Please tick the relevant boxes.

- Are you Male Female
- How long have you been a Correction Officer
 - Less than one year 1-3 years 4-6 years 7 and more

1. Please indicate how much you agree or disagree with the following statements using the scale below.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. When I am at work, I often feel tense or uptight.	1	2	3	4	5
2. A lot of the time, my job makes me very frustrated or angry	1	2	3	4	5
3. Most of the time, when I am at work, I don't feel that I have much to worry about	1	2	3	4	5
4. I am usually calm and at ease when I am working	1	2	3	4	5
5. I usually feel that I am under a lot of pressure when I am at work	1	2	3	4	5
6. There are a lot of aspects about my job that can make me pretty upset about things	1	2	3	4	5

2. Please indicate the extent to which the following applies to your current role as a correction officer ranging from never to extremely often using the scale below.

	Never	Seldom	Sometimes	Often	Extremely Often
1. To what extent is high skill level required?	1	2	3	4	5
2. To what extent are you required to learn new things?	1	2	3	4	5
3. To what extent is your work non-repetitive?	1	2	3	4	5

	Never	Seldom	Sometimes	Often	Extremely
4. To what extent does your job require creativity?	1	2	3	4	5
5. To what extent do you have the freedom to decide how to organize your work?	1	2	3	4	5
6. To what extent do you have control over what happens on your job?	1	2	3	4	5
7. To what extent does your job allow you to make a lot of your own decisions	1	2	3	4	5
8. To what extent are you assisted in making your own decisions	1	2	3	4	5

3. Please indicate how much the following four questions apply to you ranging from very much to do not have any such person using the scale below.

3.1. How much do each of these people go out of their way to do things to make your work life easier for you?

	Very Much	Somewhat	A little	Not at all	Don't have any such person
Your immediate supervisor	1	2	3	4	n/a
Other people at work	1	2	3	4	n/a

3.2. How easy is it to talk with each of the following people?

	Very Much	Somewhat	A little	Not at all	Don't have any
Your immediate supervisor	1	2	3	4	n/a
Other people at work	1	2	3	4	n/a

3.3. How much can each of these people be relied on when things get tough at work?

	Very Much	Somewhat	A little	Not at all	Don't have any
Your immediate supervisor	1	2	3	4	n/a
Other people at work	1	2	3	4	n/a

3.4 How much are each of the following people willing to listen to your personal problems?

	Very Much	Somewhat	A little	Not at all	Don't have any
Your immediate supervisor	1	2	3	4	n/a
Other people at work	1	2	3	4	n/a

4. Please indicate how much you agree or disagree with the following statements which relate to the training you have received using the scale below.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. The training that I receive is adequate for me to perform my job.	1	2	3	4	5

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
2. I feel that the training requirements are reasonable	1	2	3	4	5
3. I received good training for my position	1	2	3	4	5
4. I feel that the recruit training program provided through the Corrections Department is adequate to produce quality Correction Officers.	1	2	3	4	5

5. Please indicate how much you agree or disagree with the following statements which relate to your direct supervisor, using the scale below.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. I feel confident that my supervisor will do his/her best to get me an answer if he/she doesn't know	1	2	3	4	5
2. I feel that my supervisor adequately explains what is expected of me	1	2	3	4	5
3. I feel that my supervisor is interested in my suggestions	1	2	3	4	5
4. I receive the support I need from my supervisor	1	2	3	4	5
5. My supervisor has earned my respect	1	2	3	4	5

6. Please indicate how much you agree or disagree with the following statements using the scale below.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. I tend to focus on the positive aspects of any situation	1	2	3	4	5
2. I worry that I will say or do the wrong things	1	2	3	4	5
3. I often think about what it would be like if I do very well	1	2	3	4	5

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
4. I believe that most stressful situations contain the potential for positive benefits	1	2	3	4	5
5. I worry about the kind of impression I make	1	2	3	4	5
6. I am concerned that others will find fault with me	1	2	3	4	5
7. Overall I expect that I will achieve success rather than experience failure	1	2	3	4	5
8. In general I look forward to the rewards and benefits of success	1	2	3	4	5
9. Sometimes I think that I am too concerned with what other people think of me	1	2	3	4	5
10. I feel that difficulties are piling up so that I cannot overcome them	1	2	3	4	5
11. I lack self confidence	1	2	3	4	5
12. A challenging situation motivates me to increase my efforts	1	2	3	4	5
13. In general I anticipate being successful at my chosen pursuits, rather than expecting to fail	1	2	3	4	5
14. I worry what other people will think of me even when I know that it doesn't make any difference	1	2	3	4	5
15. I am concerned that others will not approve of me	1	2	3	4	5
16. I look forward to opportunities to fully test the limits of my skills and abilities	1	2	3	4	5
17. I worry about what other people may be thinking about me	1	2	3	4	5
18. I feel like a failure	1	2	3	4	5

7. Please indicate how often you respond with the following coping reactions in potentially stressful situations.

	I haven't been			I've been doing
	0	1	2	3
1. I've been trying to see it in a different light, to make it seem more positive	0	1	2	3
2. I've been taking action to try to make the situation better	0	1	2	3
3. I've been trying to come up with a strategy about what to do	0	1	2	3
4. I've been making jokes about it	0	1	2	3
5. I've been concentrating my efforts on doing something about the situation I'm in	0	1	2	3
6. I've been looking for something good in what is happening	0	1	2	3
7. I've been getting help and advice from other people	0	1	2	3
8. I've been learning to live with it	0	1	2	3
9. I've been thinking hard about what steps to take	0	1	2	3
10. I've been making fun of the situation	0	1	2	3
11. I've been getting comfort and understanding from someone	0	1	2	3
12. I've been praying or meditating	0	1	2	3
13. I've been accepting the reality of the fact that it has happened	0	1	2	3
14. I've been trying to find comfort in my religion or spiritual beliefs	0	1	2	3
15. I've been trying to get advice or help from other people about what to do	0	1	2	3
16. I've been getting emotional support from others	0	1	2	3
17. I've been saying to myself "this isn't real"	0	1	2	3

	I haven't been			I've been doing
	0	1	2	3
18. I've been giving up trying to deal with it	0	1	2	3
19. I've been turning to work or other activities to take my mind off the situation.	0	1	2	3
20. I've been refusing to believe that it has happened	0	1	2	3
21. I've been criticizing myself	0	1	2	3
22. I've been expressing my negative feelings	0	1	2	3
23. I've been using alcohol or other drugs to make myself feel better	0	1	2	3
24. I've been doing something to think about it less, such as going to movies, watching tv, reading, daydreaming, sleeping or shopping.	0	1	2	3
25. I've been giving up the attempt to cope	0	1	2	3
26. I've been saying things to let my unpleasant feelings escape	0	1	2	3

8. This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer on the dotted line next to that word. Indicate to what extent you have felt this way during the past few weeks. Use the following scale to record your answer.

1 2 3 4 5

Very slightly or not at all A little Moderately Quite a bit Extremely

..... Interested	..... Irritable
..... Distressed	..... Alert
..... Excited	..... Ashamed

..... Upset	..... Inspired
..... Strong	..... Nervous
..... Guilty	..... Determined
..... Scared	..... Attentive
..... Hostile	..... Jittery
..... Enthusiastic	..... Active
..... Proud	..... Afraid

9. Please indicate how much you agree or disagree with the following statements using the scale below.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. I am often bored with my job	1	2	3	4	5
2. I feel fairly well satisfied with my present job	1	2	3	4	5
3. I am satisfied with my job for the time being	1	2	3	4	5
4. Most days I am enthusiastic about my work	1	2	3	4	5
5. I like my job better than the average worker does	1	2	3	4	5
6. I find real enjoyment in my work	1	2	3	4	5

10. Please indicate how much you agree or disagree with the following statements using the scale below.

	Strongly Disagree	Moderately disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Moderately agree	Strongly Agree
1. I would be very happy to spend the rest of my life with this organization	1	2	3	4	5	6	7
2. I enjoy discussing my organization with people outside of it	1	2	3	4	5	6	7
3. I really feel as if this organization's problems are my own	1	2	3	4	5	6	7

	Strongly Disagree	Moderately disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Moderately agree	Strongly Agree
4. I think that I could easily become as attached to another organization as I am to this one	1	2	3	4	5	6	7
5. I do not feel like “part of the family” at my organization	1	2	3	4	5	6	7
6. I do not feel “emotionally attached” to this organization	1	2	3	4	5	6	7
7. This organization has a great deal of personal meaning for me	1	2	3	4	5	6	7
8. I do not feel a strong sense of belonging to my organization	1	2	3	4	5	6	7
9. Do you intend to remain in your current role as a correction officer in the next year	1	2	3	4	5	6	7

11. Below are five statements with which you may agree or disagree. Using the scale below, indicate your agreement with each item. Please be open and honest in your responding.

	Strongly Disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Strongly Agree
1. In most ways my life is close to my ideal	1	2	3	4	5	6	7
2. The conditions of my life are excellent	1	2	3	4	5	6	7
3. I am satisfied with my life	1	2	3	4	5	6	7
4. So far I have gotten the important things I want in life	1	2	3	4	5	6	7
5. If I could live my life over, I would change almost nothing	1	2	3	4	5	6	7

Thank you very much for completing this survey. Please place it in the sealed box provided or use the freepost envelope to return the survey to me.