

**AN EVALUATION OF THE
"HEALTHY LIFESTYLE" AND
"COPING WITH CHANGE" PERSONNEL
CAPACITY BUILDING PROGRAMMES OF THE
S. A. POLICE SERVICE**

By

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Manuscript presented for the degree

MAGISTER ARTIUM
in
SOCIAL WORK
at the
North-West University: Potchefstroom Campus

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Grahamstown
January 2006

SUMMARY

AN EVALUATION OF THE "HEALTHY LIFESTYLE" AND "COPING WITH CHANGE" PERSONNEL CAPACITY BUILDING PROGRAMMES OF THE S. A. POLICE SERVICE

Key terms: Healthy lifestyle, coping with change, stress, personnel capacity building programmes (PCBP), South African Police Service (SAPS), social work.

Background: Due to various factors, such as the restructuring of the South African Police Service (SAPS) in 1996, Police Social Work Services decided to broaden the scope of its services by developing and introducing proactive personnel capacity building programmes (PCBP's). Fifteen PCB programmes had been developed by 1999, which gave rise to the need for a comprehensive impact assessment of these programmes. This resulted in the Evaluation of Personnel Capacity Building Programmes (EPCBP) research project that was launched in 2001. The evaluation of the Healthy Lifestyle and Coping with Change programmes formed part of this comprehensive study.

Objectives: The primary aim of the study was to determine the effect of the Healthy Lifestyle (HLS) and Coping with Change (CWC) programmes on the knowledge, attitude and behaviour of SAPS personnel.

Method: The comparison group pre-test and post-test design and triangulation were used during this research. Six measuring scales and a presenter's evaluation questionnaire were developed and completed by 196 (HLS) and 184 (CWC) experimental group respondents, 38 (HLS) and 41 (CWC) comparison group members and 10 (HLS) and 7 (CWC) presenters.

Results: With the help of various measuring instruments and the triangulation of measurements, it was determined that the Healthy Lifestyle and Coping with Change programmes had a practical significant effect on the knowledge, attitude and behaviour of the respondents. It was concluded that these programmes were effective tools in the hands of Police Social Work Service (PSWS) because they not only empowered SAPS personnel to lead more productive professional lives, but also enhanced their personal well-being.

OPSOMMING

'N EVALUERING VAN DIE "HEALTHY LIFESTYLE" EN "COPING WITH CHANGE" PERSONEELKAPASITEITSBOU-PROGRAMME VAN DIE S. A. POLISIEDIENS

Sleuteltermes: "Healthy Lifestyle"/Gesonde lewenstyl (HLS), "Coping with Change"/Hantering van Verandering (CWC), Stres, Personeelkapasiteitsbou-programme, Suid-Afrikaanse Polisie (SAPD), maatskaplike werk.

Agtergrond: Verskeie faktore, wat die herstrukturering van die Suid-Afrikaanse Polisie (SAPD) in 1996 insluit, het daartoe gelei dat die afdeling: Polisie Maatskaplikewerk-dienste besluit het om hul dienslewering na proaktiewe personeelkapasiteitsbou-programme uit te brei. Vyftien sodanige programme was reeds teen 1999 ontwikkel, wat gelei het tot die behoefte om die impak van hierdie programme te meet. Dit het uitgeloop op die "Evaluation of Personnel Capacity Building Programmes (EPCBP)"-navorsingsprojek wat gedurende 2001 geloods is. Die evaluering van die "Healthy Lifestyle" en "Coping with Change" personeelkapasiteitsbou-programme het deel uitgemaak van hierdie omvattende studie.

Doelstellings: Die primêre doel van die ondersoek was om die effek van die "Healthy Lifestyle" (HLS)- en die "Coping with Change" (CWC)-program op SAPD-personeelle se kennis, houding en gedrag te bepaal.

Prosedure: In die ondersoek is 'n vergelykende groep, voortoets-natoetsontwerp en triangulering gebruik. Altesaam ses metingskale en 'n aanbiedersevalueringvraelys is ontwikkel wat deur onderskeidelik 196 (HLS) en 184 (CWC) respondente van eksperimentele groepe, 38 (HLS) en 41 (CWC) lede van vergelykende groepe en 10 (HLS) and 7 (CWC) fasiliteerders ingevul is.

Resultate: Met behulp van verskeie meetinstrumente en die triangulering van metings is daar bepaal dat die "Healthy Lifestyle"- en die "Coping with Change"-programme 'n prakties betekenisvolle effek op respondente se kennis, houding en gedrag gehad het. Die gevolgtrekking waartoe gekom is, was dat die twee programme 'n doeltreffende instrument aan Polisie Maatskaplikewerk-dienste bied om personeelle in beide hul beroeps- en persoonlike lewe sinvol te bemagtig.

ACKNOWLEDGEMENTS

SOLI DEO GLORIA

All the glory and recognition to my Heavenly Father. Thank You for granting me the opportunity to embark on this research and giving me the strength to complete it.

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

Special acknowledgements to:

- My dear husband, Jaco, and child, Elouise, for their unequivocal love, understanding and support.
- My parents, Hendrik and Elmarie, for affording me the opportunity to qualify in my profession; for always believing that I am capable of anything.
- Two dear friends, Hanlie Viljoen and Leon Weitzs, for their support during my studies with advice, motivation and logistical problems.
- Prof. Mike Weyers for his dedication and passion which inspired me to complete the study.
- The 3 437 SAPS personnel who were willing to participate in the research by attending the programmes, as well as the 720 members who completed the comparison group questionnaires.
- The 146 social workers who presented the programmes. Thank you for your dedication and the quality of your presentations.
- Dr. Suria Ellis, Mrs. Wilma Breytenbach, Prof. H.S. Steyn (Head) and all other staff of Statistical Consultation Services, North-West University: Potchefstroom Campus for their exceptional advice and assistance. The high level of statistical analysis that this research required would not have been possible without your professional input.
- All the members of the EPCBP research team: Prof. Mike Weyers, Prof. Pedro Rankin, Alice Blignaut, Arnel Huisamen, Crestelle Kleingeld, Marina du Plooy, Joye Nel, Cynthia Khumalo, Motswega Montsi and Marili Williams.
- Prof. H.H. (Este) Vorster and Dr. Annamarie Kruger of Focus Area 9.1: Preventive and Therapeutical Interventions, North-West University: Potchefstroom Campus, for supporting the research financially.
- My three sister, Bettie, Elmarie and Trudie , for all their love and support.
- The language editor, Cecilia van der Walt, for all her assistance.

The financial support of Focus Area 9.1: Preventive and Therapeutic Interventions of the North-West University: Potchefstroom Campus is acknowledged with appreciation. The opinions and conclusions reflected in this research report are those of the authors and not necessarily those of the Focus Area or the North-West University: Potchefstroom Campus.

THE PRESENTATION OF RESEARCH RESULTS

This manuscript is presented in article format in accordance with Rules A.11.5.3 and A.11.5.4 that are set out in the Yearbook of the Potchefstroom University for CHE (2002:17) [currently the North-West University: Potchefstroom Campus]. The content and technical requirements of the journal *Social Work/Maatskaplike Werk* (see Appendix 11) was used as a basis in the formulation of the articles.

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SECTION 1:
ORIENTATION AND METHODOLOGICAL
OVERVIEW

SECTION 1: ORIENTATION AND METHODOLOGICAL OVERVIEW

1. ACTUALITY OF THE RESEARCH

This research formed part of the South African Police Service's "Evaluation of Personnel Capacity Building Programmes (EPCBP)" study that measured the effect of fifteen Capacity Building programmes on the knowledge, attitudes and behaviour/practices of SAPS personnel.

Before 1999, the main focus of social work in the South African Police Service was on the delivery of therapeutic and re-active services to personnel. During this period, very little attention was given to the empowerment of police members through the development of their own life- and work related skills. After 1999, however, a major effort was made to develop and present a variety of such programmes. These structured, proactive interventions became known as Personnel Capacity Building programmes.

Two basic factors brought about the change in the service delivery approach of Police Social Work Service. Firstly, various SAPS policy documents and statements in the post 1994 era started emphasizing the importance of empowering its members in order to deliver effective services within the context of a transforming organization and society. Secondly, the high and escalating incidence of social problems within the workforce required an alternative approach to the traditional, therapy-centred and reactive service delivery to SAPS members (Stutterheim & Weyers, 2002:6). In reaction to these escalating needs, an external research consultant, "Ask Africa", was contracted to conduct extensive research into (a) SAPS members' needs for social work services, (b) police social workers' perceptions of personnel needs and (c) to compare these two sets of perceptions. Ask Africa conducted its research during 1997 and the final report was produced in 1998. From this research, it became apparent that a need existed for both reactive and proactive social work services. In the case of proactive services, various priority areas were identified. It included stress, alcohol/substance abuse, financial problems and personnel conflict/teamwork (Ask Africa, 1997:28). The research results, combined with PSWS' own service statistics, substantiated the social workers' view that a need existed for the development and implementation of personnel capacity building programmes. During a National Police Social Workers Conference in September 1999, all social workers present reaffirmed the need for such programmes.

During March/April 2000, five workgroups were established to develop the prioritised programmes (Stutterheim & Weyers, 2002:3). These programmes were written in such a way that they would adhere to the requirements set by the South-African Qualifications Authority (SAQA) and could be presented in workshop format. The programmes developed were (1) Stress Management, (2) Substance Abuse, (3) Money Wise, (4) Colleague Sensitivity, (5) HIV/AIDS Awareness, (6) HIV/AIDS Peer Educator Training and (7) Life Skills. The latter consisted of nine sub-programmes of which Healthy Lifestyle and Coping with Change formed two. By the end of 2001, at least 3 500 of the approximately 120 123 SAPS members (SAPS statistical report 2002/03/08) throughout South Africa were reached through these programmes.

Although each programme contained basic measuring instruments, they were not sufficient to measure their impact effectively. A need arose for a more comprehensive assessment of the impact and results of the programmes, and of the quality of their presentation. Only in this way would it be possible to measure their effectiveness and ensure that the current and future programmes would meet their goals. Research in this regard would be of considerable direct importance to the SAPS and its members and, indirectly, to the South African society as a whole. In 2001, this led to the decision to embark upon the comprehensive "Evaluation of Personnel Capacity Building Programmes" (EPCBP) research project. The research project forms part of this study.

This research report will focus on the effects of the Healthy Lifestyle (HLS) and Coping with Change (CWC) programmes. These programmes formed part of a combination of programmes collectively known as the Life Skills programme. Through the presentation of sub-programmes such as the HLS and CWC, the aim of the Life Skills programme was to empower SAPS personnel with the knowledge, attitude and skills required to become well-balanced employees, thus enabling them to render a professional service to the community (PSWS, 2001:iii).

The Healthy Lifestyle (sub)-programme emphasized that, by living more healthily, a person would be able to cope with life and work related pressures more effectively. It focused on the routine that the individual should follow to ensure physical health, as well as on the negative impact that alcohol, drugs, caffeine and nicotine would have in this regard. It also emphasized the importance of nutrition and exercise in coping with stress (cf. Davis *et al.*, 2000:237-283). The importance of this link to stress came to the fore during an interview with the Medical Boards of National Head Office (2002) in which it was found that, during the five-year period from 1996 to 2001, a 20% rise in medical unfitness occurred due to stress. A definite link could be found between members who suffer from stress and those who abused alcohol and other substances in order to cope with daily pressures. The substance abuse statistics for SAPS personnel from April 1999 to March 2000 indicated that 533 868 cases were dealt with in that year. In the same period, 816 295 psychosocial problem cases were dealt with, which included stress, post-traumatic stress, depression and suicide threats (PSWS, 2000). These were strong indications of the need for educational inputs with regard to following a healthy lifestyle.

The Coping with Change (sub)-programme's basic aim is to empower individuals to deal effectively with crises that arise from work and family related change/transformation. It especially deals with issues such as motivation, change, locus of control and rational emotive theory (RET). These issues are important when dealing with changes in life as change creates stress related problems. The need for a Coping with Change Programme in the SAPS became crucial because police work is often extremely stressful and members are regularly confronted with change (Gibson *et al.*, 2002:105). Statistics regarding labour related issues indicated that, between 1999 and 2000, social workers dealt with 497 393 cases of members who experienced general workplace problems, were accused of misconduct or experienced problems associated with diversity and transformation issues (PSWS, 2000). These also strongly indicated the importance of programmes that would enable SAPS personnel to cope with change in the work situation.

From the above, it is clear that a dire need existed for programmes that would empower personnel to effectively deal with the personal and work related problems they might experience. The above-mentioned two programmes were developed with the following in mind: (a) empowering members to cope with everyday change and (b) understanding that living healthily can ensure better stress management. The core research question that needed to be answered was whether these programmes had indeed achieved their set goals. In this regard, the following four specific questions needed to be answered:

- ◆ Did the content of the Healthy Lifestyle and Coping with Change programmes adhere to the theory underlying these two issues?
- ◆ What effect did the two programmes have on the knowledge, attitude and behaviour/practices of the SAPS personnel?
- ◆ What influence did the quality of the presentation of the two programmes have on their effect?
- How could the programmes and their presentation be improved?

The research procedure which was followed to find answers to these questions will be addressed in the following section.

2. AIMS AND OBJECTIVES

The overall aim of the study was:

to determine the effect of the Healthy Lifestyle and Coping with Change Capacity Building Programmes on the knowledge, attitude and behaviour/practices of the SAPS personnel.

In order to achieve this aim, the following objectives were pursued:

- ◆ to evaluate the content of the Healthy Lifestyle and Coping with Change programmes with the help of available theory,
- ◆ to determine the effect of the Healthy Lifestyle programme on the knowledge, attitude and behaviour/practices of SAPS personnel,
- ◆ to determine the effect of the Coping with Change programme on the knowledge, attitude and behaviour/practices of SAPS personnel,
- ◆ to determine the influence that the quality of the presentation of both programmes had on their effect, and
- ◆ to utilize the results of the research to establish guidelines for the improvement of the programmes and their presentation.

3. HYPOTHESIS

The research tested the hypothesis:

that the Healthy Lifestyle and Coping with Change programmes have a practical significant effect on the knowledge, attitude and behaviour/practices of the SAPS personnel.

4. LIMITATIONS OF THE RESEARCH

The EPCBP research project was an extremely complex endeavour, both logistically and technically. It involved 9 researchers and the development of more than 60 questionnaires that were administered to a total of 4 157 respondents from all 10 SAPS Provinces throughout South Africa, and to the 146 social workers who presented the programmes. These factors, amongst others, led to a reasonably high percentage of spoiled questionnaires (8.54%) and a poor response rate in terms of presenters' evaluation questionnaires. These types of problems were also experienced in the "Healthy Life Style" and "Coping with Change" programmes' study.

The use of higher order statistical analysis for questionnaires that were not yet fully standardized also caused a number of problems. The most important of these were that not all the scales/subscales attained a satisfactory Cronbach alpha and/or α -values. These problems were anticipated and dealt with by the additional use of triangulation. According to Cournoyer and Klein (2000:274), triangulation refers to a process which "... involves the use of multiple indicators to assess or measure the same phenomenon".

Up until the time of the research, it was standard practice in the SAPS that all personnel/members received the same training with regard to PCB programmes. This practice implied that the Healthy Lifestyle and Coping with Change programmes had to be tested on staff whose posts or ranks ranged from cleaner to that of director. However, it became apparent that the value that different groups derived from the programmes differed, especially on the grounds of educational level. It was not possible to sufficiently deal with this issue during this study.

Internal shortcomings aside, the significant effect that both the HLS and CWC programmes had on the respondents were clearly established. These results will be discussed in more detail in Section 2 of this research report.

5. THE RESEARCH DESIGN AND PROCEDURE

The following exposition will only provide a broad overview of the nature of the research design and procedure. The articles that form the core of the research report (see Section 2), will contain more detailed information on the nature of the HLS and CWC Capacity Building Programmes, the research groups, the measuring instruments and related issues.

5.1 THE RESEARCH DESIGN

A comparison group pre-test-post-test design was utilised in the empirical research. This is an equivalent of the classic experiment, but according to De Vos and Fouche (1998:132), without the "... random assignment of subject to the groups". It was deemed the most appropriate design because, according to Whitley (2001:35), "... it is the best way to conduct research because only experimentation can determine the cause-and-effect relationship." This made it possible to statistically determine the effect of programmes in circumstances where it is not possible to comply with all the prerequisites for a so-called classic or true experiment (cf. Bailey, 1994:236-7; Cournoyer & Klein, 2000:103; Strydom, 1999:110).

5.2 THE RESEARCH PROCEDURE

The research process could be divided into four steps. Each will be dealt with briefly.

5.2.1 Step 1: Literature study

A comprehensive literature study was undertaken into the theory underlying and the characteristics and requirements of both the Healthy Lifestyle (HLS) and Coping with Change (CWC) programmes. This in turn also assisted with the formulation of the measuring instruments. Besides this, the SAPS's policy documents relating to capacity building programmes and community service delivery, as well as the nature of community policing and related issues, were examined. The sources that were consulted include relevant sources on the internet, as well as literature from fields such as social work, psychology, community policing and criminology. This study includes aspects such as the attributes of the HLS and CWC programmes, the generic nature of capacity building programmes and the requirements for programme presentation and evaluation.

In identifying appropriate sources, the following databases were used:

- ◆ The NEXUS - HSRC database for current and completed research in South Africa from 1969
- ◆ RSAT - Index of South African magazine articles from 1987
- ◆ Social Sciences Index
- ◆ Social Work Abstracts
- ◆ Psychlit - Psychology database from 1987
- ◆ ERIC - Educational Resources Information Centre
- ◆ Catalogue - Ferdinand Postma Library, North-West University: Potchefstroom Campus

5.2.2 Step 2: Design and testing of measuring instruments

Due to the unique nature of the programmes, standardized questionnaires/scales could not be used in the study. Therefore, new measuring instruments had to be developed. These issues are discussed in more detail in 5.4.

5.2.3 Step 3: Measuring the effect of the HLS and CWC programmes

During the main study, the HLS and CWC programmes were presented to 380 SAPS personnel and their effects measured with the aid of six scales. This included the presentation evaluation questionnaire (which was only completed by the experimental groups' respondents). Simultaneously, the HLS comparison group (consisting of 38 members) and the CWC comparison group (consisting of 41 members) were subjected to a similar type of process. The Presenter Evaluation Questionnaire was completed by 10 presenters for the HLS programme and 7 presenters for the CWC programme.

5.2.4 Step 4: Completion of the research report

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

5.3 THE RESEARCH GROUPS

According to Cournoyer and Klein (2000:118-119) "... the goal of any sampling strategy is to obtain observations that adequately represent the variability in the same population of interest". The population, in this instance, is the total SAPS organisation consisting of 132 482 SAPS personnel (Appendix 13, Table 13c). In the overall EPCBP research project, 4 157 respondents were involved. This total was made up of 3 437 experimental group respondents (of which 196 were involved in the HLS programme and 184 in the CWC programme) and 720 comparison group respondents (of which 38 were involved in the HLS programme and 41 in the CWC programme). Therefore, the 4 157 respondents involved in the sample made up 3,14% of the total SAPS population. This sample size exceeds the 2% recommended by Stoker (in Strydom & De Vos, 1998:193) for a population of above 100,000. The comparison groups were selected on the same basis as the experimental groups, but consisted of a smaller number of respondents.

In determining the extent to which the experimental and comparison groups were representative of the total SAPS population, four main variables were used. They were the three nominal variables of race, gender and province, as well as ordinal variable of rank/position (cf. Bakeman, 1992:57).

Another important factor that needed to receive attention was the fact that the total SAPS personnel corps is divided into two basic staff categories, namely those appointed in terms of the Police Act (Act No 68 of 1995) and those in terms of the Public Service Act (Act No 103 of 1994). It was, therefore, necessary to draw a clear distinction between these two categories in order to avoid confusion and to clarify the rank/position category. Those appointed in terms of the Police Act were divided into nine different ranks ranging from Constable to that of National Commissioner. The SAPS administrative personnel corps is employed in post types such as secretary, registration clerk, data typist, administrative clerk, typist, cleaner, medico-legal official and personnel officer. For purposes of this study, the so-called 'Public Service Act personnel' were dealt with as a unit.

In order to ensure that both the experimental and comparison groups were representative of the whole SAPS, the personnel profile of the SAPS was used as reference point. An attempt was made to match the experimental and comparison study groups as closely as possible to this profile by drawing up a basic pattern to which groups had to be matched. Special attention was given to both race and gender, as represented in the personnel profile.

In order to ensure that attributes such as language distribution, geographical location (deep rural, semi-rural, rural, urban, historical background) and different sections of the organisation were covered, provinces was also used as a criterion. Care was taken to ensure that the experimental and comparison groups were as representative as possible of South Africa's geographic diversity.

The degree to which the 380 members of the experimental groups and the 79 members of the comparison groups met the criteria concerned, is set out in the respective articles (see Section 2).

5.4 THE MEASURING INSTRUMENTS

Due to the unique nature of the programmes, standardized questionnaires/scales could not be used in the study. Therefore entirely new measuring instruments had to be developed.

The knowledge gained through the literature study was used to develop 10 questionnaires. Eight of these questionnaires were known as the "KAB questionnaires" because they focused on the knowledge, attitudes and behaviour of the respondents (see Diagram 1). The KAB questionnaires had to be utilized during the pre- and post-testing of the experimental and comparison groups of each of the two programmes evaluated in this research project, namely the Healthy Lifestyle (HLS) and Coping with Change (CWC) programmes. These questionnaires were based on the content of the programmes concerned, and the results of the literature study.

The other two questionnaires, viz. the Presentation Evaluation Questionnaire and The Presenter's Evaluation Questionnaire, were developed by the EPCBP research team and applied to both the HLS and CWC programmes. In effect, the researcher had to develop and test eight KAB questionnaires as well as assist with the development of the other two questionnaires.

Through a series of pilot studies, the researcher attempted to standardise all relevant questionnaires by applying, analysing and adapting the questionnaires (see articles for details). In some cases, due to delays and the fact that the main study had to take place nationally during February to April 2003, it was not possible to ensure their total reliability and validity. The main study therefore had to commence with questionnaires that were not yet 100% standardized.

Triangulation was used in order to compensate for potential shortcomings in these instruments and to ensure the effective measurement of each programme's impact. For purposes of this study, triangulation is seen as "... the use of multiple indicators to assess or measure some phenomenon" (Cournoyer & Klein; 2000:109). De Vos *et al.* (2002:341) add that "... by measuring something in more than one way, they are more likely to see all aspects of it". Many researchers are of opinion that triangulation enhances the research process and enables the researcher to be confident with regard to results obtained (De Vos *et al.*, 2002:342; Hilton, 2003). In this regard, the so-called 'within-method' (Bryman, 2003) of triangulation was used because multiple instruments were utilized to measure the same phenomenon, namely the effect of the programme (cf. Creswell, 1994:174-189; Mark, 1996:220; Patton, 2002:556, 559-560).

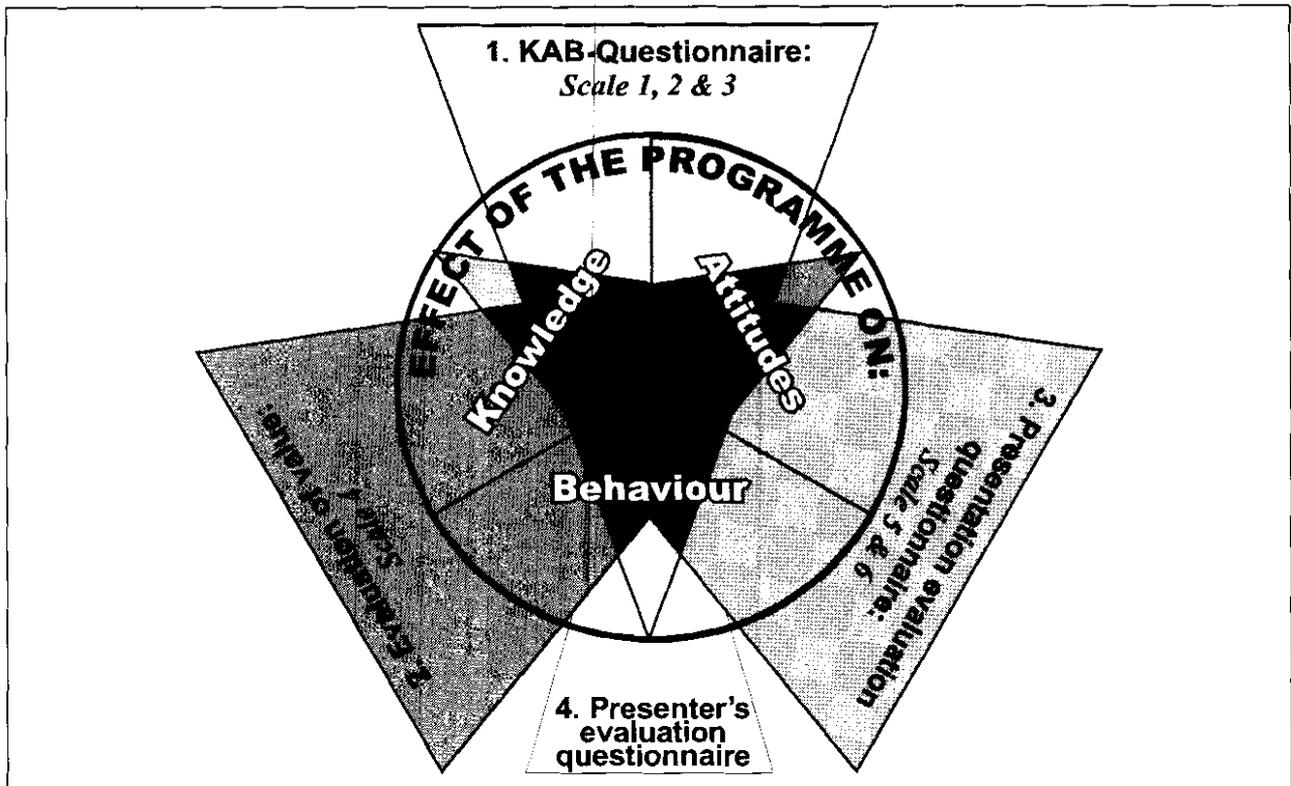
The following six scales were used in the study:

- ◆ the KAB questionnaires with their three primary scales (Scales 1 to 3 completed by both the experimental and comparison groups) (In the case of the HLS programme, only the knowledge and behaviour scales could be measured (see Section 2: Article 1, heading 4.5 for more detail))
- ◆ the programme value scale (Scale 4 formed part of the post-test KAB questionnaire that was completed by the experimental group only)
- ◆ the programme significance scale (Scale 5 formed part of the presentation evaluation questionnaire that was completed by the experimental groups only)

- the quality of programme presentation scale (Scale 6 formed part of the presentation evaluation questionnaire that was completed by the experimental groups only).

The link between the different questionnaires and scales is depicted in Diagram 1.

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



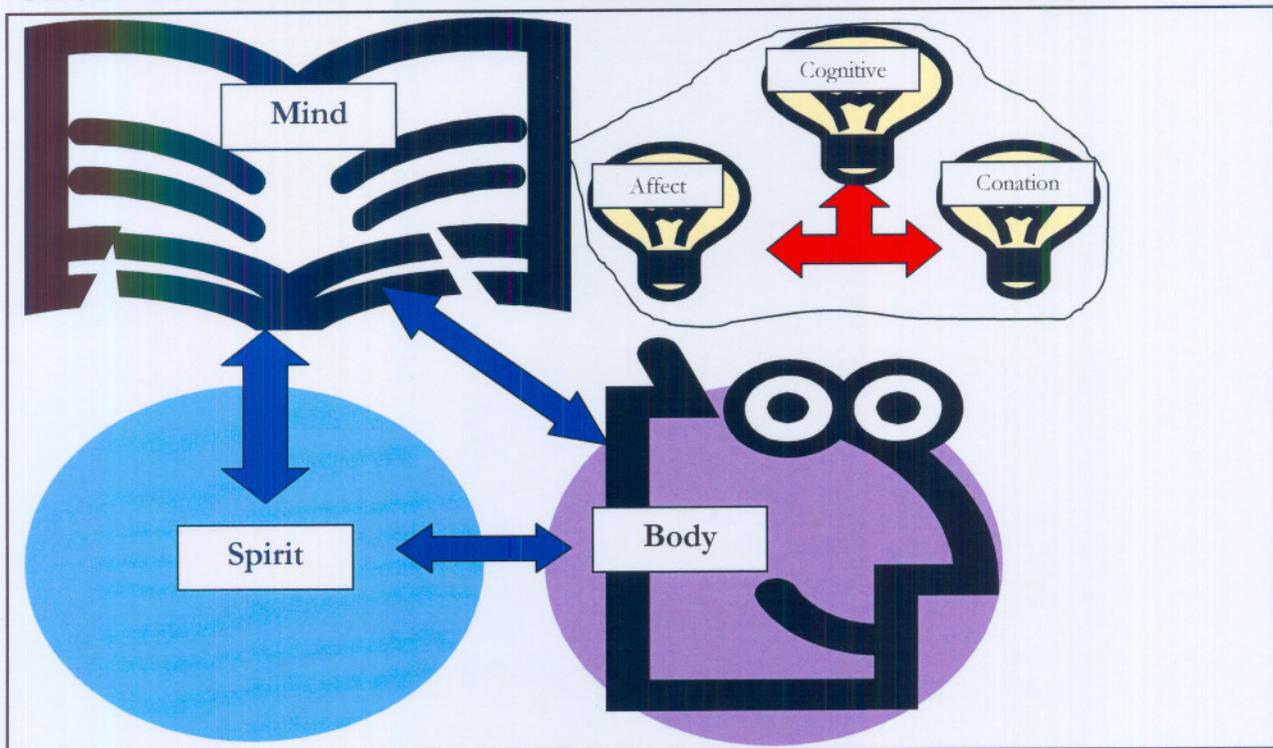
The nature and content of the data-gathering instruments will be viewed more closely.

5.4.1 The KAB questionnaire

Knowledge, attitudes and behaviour/practices (KABP) analyses are not widely used in social work research. However, they have formed part of educationally focussed research on a wide array of subjects for some time (Mitchell & Kaufman, 2002). These include the health, education, economic, social marketing and social development fields (Berger *et al.*, 1994; Donati *et al.*, 2000; WPDCE, 1999; Weinreich, 1999; Kelly *et al.*, 2002:63-76).

KAB studies are based on the systems approach, which accepts that a human being comprises of three aspects, namely mind, body and spirit. It elaborates on the assumption that the mind (human functioning, personality) can be divided into three dimensions, namely the cognition (knowing, understanding, thinking), the affective (attitude, predisposition, emotions, feeling) and the conation (intentions to act, reasons for doing, volition, will, behaviour) (Thompson, 2002:xvii; Huitt, 2003). The inter-linkage of these dimensions is depicted in Diagram 2.

DIAGRAM 2: THE THREE ASPECTS OF THE HUMAN BEING AND ITS THREE DIMENSIONS



In the KABP approach, it is accepted that the three dimensions are connected but that they do not necessarily exhibit a linear causal relationship. This, in effect, means that change in one dimension does not necessarily lead to change in another, and that bringing about change in one dimension (e.g. attitudes) is not necessarily a prerequisite for change in another (e.g. conduct) (Akade, 2001:248-251; McCann & Sharkey, 1998:268-269; Elkind, 1993:171). With the aid of the KAB scales, it would therefore be possible to calculate the magnitude of the effect of each programme on each of the dimensions separately.

Four KAB questionnaires were designed for each programme. Two of these were completed before and after the presentation of the programmes to the experimental groups (see Appendixes 1 & 2), while the comparison groups also completed two similar questionnaires during the same time period without exposure to the programme (see Appendix 3 for the HLS programme & Appendix 4 for the CWC programme). Both closed questions (e.g. true/false) and Likert-type scales (e.g. strongly disagree/disagree/agree/strongly agree) were included in the questionnaires (cf. Jackson, 2003:61; Strydom, 1994:161-162).

5.4.2 The presentation evaluation questionnaire

To evaluate the PCBP presentations, a presentation evaluation questionnaire was developed and tested by the EPCBP project team (see Appendix 5). The members of the experimental groups completed it directly after the presentation of each programme.

The questionnaire contained 31 questions, which were divided into six sections. The aim of Sections 1 to 4, together with Section 6, was to determine the influence that the quality of the presentation had on the effect of the programme. These five sections (1 to 4, together with 6) made up the subscales of Scale 6. Section 5 measured the experimental group's view of the relevance of the programme and was used as a separate scale, viz. Scale 5.

5.4.3 The presenter's evaluation questionnaire

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

5.5 DATA PROCESSING

All the data collected by means of the triangulation of measurements were analysed in conjunction with the Statistical Consultation Services of the North-West University: Potchefstroom Campus and with the aid of the SAS computer package (SAS Institute Inc., 1999). Three facets had to be determined before the data as such could be analysed, namely (a) the reliability of the measuring scales, (b) the validity of the questions, and (c) whether the scales were able to measure change.

5.5.1 Procedures and formulas for the calculation of reliability

Mark (1996:285) defines reliability, as "...the extent to which a measuring instrument is stable and consistent". To determine the reliability of the instruments, the Cronbach Alpha coefficient (abbreviated as 'Cronbach alpha' or simply " α ") of each scale and subscale had to be calculated (Gravetter & Forzano, 2003:455). According to Cournoyer and Klein (2000:78), the Cronbach Alpha "... is an index of the extent to which test items are all pulling in the direction of the construct being measured". For a measuring instrument to be reliable, a score of 0.50 or higher was accepted as an appropriate reliability coefficient (Jackson, 2003:87-91; Cournoyer & Klein, 2000:78).

In the study, some of the scales *did not* meet this requirement. In such cases, it was only possible to utilize the effect size of some of the individual questions contained in this scale as *indicators* of change (see Section 2, Article 2).

5.5.2 Procedures for the calculation of validity

According to Cournoyer and Klein (2000:74-81), measuring validity is a multidimensional construct, as four types of validity exist. They are face validity, content validity, construct validity and criterion related validity (cf. Jackson, 2003:44-45; Creswell, 1994:157-158). Mark (1996:289) defines validity of a measuring instrument as "... the extent to which it measures what it is supposed to measure".

For this research project, it was decided to do pilot studies in order to increase validity. Validity of individual questions was initially determined by means of the pilot studies and peer-group evaluations. This proved necessary for the increase of the face, content and criteria validity of the questions.

5.5.3 Procedures and formulas for the calculation of change/effect

In order to determine whether the programmes had any practical significant effect on the knowledge, attitudes and behaviour/practices of the respondents, Cohen's formula (also known as Cohen's *d-value*) was used for the calculation of effect size (Guzzo *et al.*, 1987:414; Cohen, 1988:20-27; Steyn, 2000:1-3). The reasoning behind this choice being the following:

- A probability sample could not be drawn in the research. It was therefore only possible to view the respondents as a sub-population of the planned target population. Consequently, it was not possible to generalize the results to the target population by means of inferential statistics (Mark, 1996:114-116; Jain, 1998:171-174; Babbie, 1990:75-80).
- To determine whether the programmes changed the knowledge, attitudes and behaviour of SAPS personnel in practice, the standardized difference was used as effect size (cf. Gravetter & Forzano, 2003:454). This entailed dividing the difference between two averages (or averages of a given mean) by the standard deviation. According to Steyn (2000:3), this is a natural criterion for drawing conclusions regarding significance.

In order to calculate the size of a programme's effect on respondents, a four-step procedure was followed.

❖ Step 1

The first step entailed calculating the d-values of the scales and questions that were completed by the experimental groups only. The following formula was used for this purpose:

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

Where:

d = effect size.

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

σ_{diff} = standard deviation of difference score.

❖ Step 2

Jackson (2003:175) emphasizes that it is necessary to determine whether there were any practical significant differences between the scores of the pre-tests and post-tests of the experimental and comparison groups. The compatibility/comparability of the experimental groups (group 'e') and the comparison groups (group 'c') had to be determined before moving on to the intervention programmes in order to do as Jackson (2003:175) suggested. This could only be done by calculating and comparing the d-values per scale of the two groups' pre-test measurements. The difference had to be smaller than 0.5, otherwise a co-variance analysis had to be performed. In this study, all the scales met with the criteria.

❖ Step 3

The nett difference per scale (nett-change effect) was computed by utilizing Cohen's formula for calculating the effect size *between* two groups. This formula entailed the following:

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

Where:

d = effect size

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

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

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

σ = maximum standard deviance of difference scores.

(Cohen, 1988:20-27; Steyn, 2000:1-3)

All the acquired d-values could be judged by implementing the following guidelines:

- ◆ $d = 0.2$: This indicates a small effect, implying that the research should be repeated in order to confirm whether there is an effect
- ◆ $d = 0.5$: This indicates a medium effect, implying that the result could be viewed as significant, but also that better planned research could produce even more significant results
- ◆ $d = 0.8$: This indicates a large effect which is significant and of practical significance
- Because there are no absolute boundaries between the three d-values, concepts such as 'small to medium effect' and 'large effect' could be used (Cohen, 1988:22-25; Spatz, 2001:74-75; Steyn, 1999:3).

❖ Step 4

The last step was to do an effect size-analysis of the value and relevance scales, as well as the quality of the presentation scale (see Scales 4, 5 & 6). The following formula was used for this purpose:

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

Where:

d = effect size.

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

σ_{diff} = standard deviation of difference score.

Descriptive statistics such as totals, percentages and averages were also used for some scales and questions.

5.6 ETHICAL ASPECTS

The research team obtained permission from the South African Police Service to carry out the research within the organization. The study focused on the programmes and not on the individual personnel. Therefore a so-called "clinical population" was not involved.

According to Babbie (1990:341-342), a respondent can be considered anonymous when one cannot link a given response to a given respondent. In order to ensure their anonymity, a system of secret numbers was used in the study (see questionnaires) thereby ensuring that vital information in connection with rank, race, gender and province could be recorded for interpretation purposes without compromising anonymity (Courneyer & Klein, 2000:30). It also enabled the research team to link questionnaires to one another without identifying individual respondents. Care was also taken to avoid a value judgment in respect of cultural issues (cf. De Vos & Fouche, 1998:30).

6. DEFINITIONS

A number of concepts used in this research report require some further explanation.

6.1 EFFECT ANALYSIS

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

6.2 PERSONNEL CAPACITY BUILDING/DEVELOPMENT PROGRAMMES

Some researchers use the terms *capacity building* and *capacity development* interchangeably. According to Morgan (1998:2-13), *capacity development/building* refers to "...the approaches, strategies and methodologies which are used by national participants and/or outside interveners to help organizations and/or systems to improve their performance". Bolger (2000:1-2) sees *capacity building/development* as a "development objective" implying that it targets the development of the individual's capacity or that of an organization. It can therefore be concluded that *capacity building* covers various approaches, strategies and methodologies which seek to improve individuals' and organizations' performance at different levels (Bolger, 2000:1; Lavergne & Saxby, 2001:2-5).

LaFond and Brown (2003:15) highlight the fact that *capacity building* "...derives its relevance from the contribution it makes to performance" and that measuring outcomes is an important part of achieving *capacity building* and performance goals. By monitoring and evaluating *capacity building* interventions, the relationship between these interventions, capacity and performance will become clear. This will also assist programme managers in focussing their service delivery strategies necessary for improving performance.

In this research report, the concepts "personnel capacity building programme" (PCBP), "capacity building programme" or simply "programme" will refer to the structured intervention tools that were developed by police social workers to empower SAPS personnel with the knowledge, attitudes and behaviour required of them to become (even more) resilient (cf. Rooth, 2000:34; Thompson, 2002:xvii; Stutterheim & Weyers, 2002:10). In this report, the focus will only be on the programmes entitled "Healthy Lifestyle" (HLS) and "Coping with Change" (CWC).

6.3 PARTICIPANTS, RESPONDENTS AND PRESENTERS

For purposes of this research, it was important to differentiate between the different types of people who were involved. The following three concepts were used:

- ◆ *Participants* refers to all the persons that participated in the study and that contributed to the data (Gravetter & Forzano, 2003:462). It will therefore cover both the respondents and the presenters of the programme.
- ◆ *Respondent* only refers to the personnel that participated in the experimental group ("Group e") and the comparison group ("Group c") (cf. Babbie, 2001:G3).
- ◆ *Presenters* will refer to the social workers of the SAPS that presented one or more of the programmes.

7. PRESENTATION OF THE RESEARCH RESULTS

This research report is divided into four sections:

- ◆ The first section will provide an orientation to the subject matter, as well as an overview of the research methodology that was utilized
- ◆ The second section contains two articles. Their titles are:
 - “The nature and evaluation of the Healthy Lifestyle Personnel Capacity Building Programme of the South African Police Service” and
 - “The nature and evaluation of the Coping with Change Personnel Capacity Building Programme of the South African Police Service”
- ◆ In Section 3, the main conclusions that were reached through the research, as well as the guidelines for the improvement of the programmes and recommendations, will be covered
- ◆ The appendixes form the concluding section, which will, amongst others, include the various questionnaires that were utilized, a list of presenters and a profile on the SAPS population.

The presentation of the research results will be done in article format, as specified in Rules A.11.5.3 and A.11.5.4 of the *Yearbook* of the Potchefstroom University for CHE (2002:17) [currently North-West University: Potchefstroom Campus]. In formulating the articles, the content and technical requirements of the South African journal *Maatskaplike Werk/Social Work* (see Appendix 11) were used as a basis. However, the articles will be condensed before submission in order to comply with the journal’s length requirements.

Each article will be provided with its own bibliography. At the end of the entire research report, a combined bibliography will be provided additionally.

Note should be taken of the fact that, due to the structure of the research report and the requirement that each article should form an integrated whole, the same facts will occasionally be repeated in its various constituent parts.

SECTION 2:
THE JOURNAL ARTICLES

ARTICLE 1

Jansen van Vuuren, AJE & Weyers, M L

THE NATURE AND EVALUATION OF THE "HEALTHY LIFESTYLE" PERSONNEL CAPACITY BUILDING PROGRAMME OF THE S.A. POLICE SERVICE

Ms A.J.E. Jansen van Vuuren is a social worker at the South African Police Service and Prof M L Weyers is a lecturer at the School for Psychosocial Behavioural Sciences: Social Work, North-West University: Potchefstroom Campus

ABSTRACT

Background: Due to the restructuring of the South African Police Service as well as other factors. Police Social Work Services decided in 1996 to broaden the scope of its services to include proactive, capacity building interventions. This resulted in the development of 7 primary personnel capacity building programmes by 1999. Because of a need for a comprehensive impact assessment of these programmes the "Evaluation of Personnel Capacity Building Programmes" (EPCBP) study was launched in 2001. The Healthy Lifestyle programme formed part of this study and is one of 9 sub-programmes of the larger Life Skills capacity building programme of the SAPS.

Aim: The primary aim of the study was to determine the effect of the Healthy Lifestyle programme on the knowledge, attitude and behaviour of SAPS personnel.

Method: The study utilized a comparison group pre-test/post-test design and triangulation. Five measuring scales and a presenter's evaluation questionnaire were developed and used. The research involved 196 experimental group respondents, 38 comparison group members and 23 presenters.

Results: This programme had a significant effect on the knowledge, attitude and behaviour of the respondents, which enriched their personal and professional lives in a very positive manner. It is therefore a significant and highly effective intervention instrument.

1. INTRODUCTION

The evaluation of the Healthy Lifestyle programme formed part of the South African Police Service's "Evaluation of Personnel Capacity Building programmes (EPCBP)" study. This study measured the effect of seven primary capacity building programmes and nine Life Skills sub-programmes on the knowledge, attitudes and behaviour/practices (KABP) of the South African Police Service (SAPS) personnel.

The results that were achieved with the evaluation of the Healthy Lifestyle programme will receive attention in this article. But, in order to put these results into perspective, the background and development of the programme, its most salient attributes and the research procedure which was followed will be discussed first.

2. BACKGROUND AND DEVELOPMENT OF THE PROGRAMME

Before 1999, social work in the South-African Police Service mainly focused on therapeutic and reactive service to police members. In this period, very little attention was given to the empowerment of members through the development of their own life skills. After 1999, however, a big effort was made to develop and present a variety of proactive personnel capacity building programmes. This change in approach can be attributed to two basic factors. Firstly, various SAPS policy documents and statements started emphasizing the importance of empowering its members to deliver effective services within the context of a transforming organization and society. Secondly, the high and escalating incidence of social problems within the workforce required an alternative approach to the traditional therapy-centred and reactive service delivery to members (Stutterheim & Weyers, 2002:6).

In reaction to these escalating needs, an external research consultant, "Ask Africa", was contracted to conduct extensive research into (a) SAPS members' needs for social work services, (b) the social workers in the employment of Police Social Work Service's (PSWS) perceptions of personnel needs and (c) a comparison between these two sets of perceptions. Ask Africa conducted the required research during 1997 and the final report was produced in 1998. From the research, it became clear that there was a need for both reactive and proactive social work services. In the case of proactive services, various priority areas were identified. These included stress, alcohol/substance abuse, financial problems and personnel conflict/teamwork (Ask Africa, 1997:28). The research results, combined with PSWS own service statistics, substantiated the view of the social workers that there was a need for the development and implementation of personnel capacity building programmes. During a National Police Social Workers Conference that was held in September 1999, all social workers present reaffirmed the need for such programmes.

During March/April 2000, five workgroups were established to develop the prioritized programmes. They were written in such a manner that they would adhere to the requirements set by the South-African Qualifications Authority (SAQA) and could be presented in workshop format. By the end of 2001, at least 3 500 of the approximately 120 123 SAPS members (SAPS statistical report 2002/03/08) throughout South Africa were reached through the programmes. The programmes developed were (1) Stress Management, (2) Substance Abuse, (3) Money Wise, (4) Colleague Sensitivity, (5) HIV/AIDS Awareness, (6) Peer Educator Training and (7) Life Skills. The latter consisted of eleven sub-programmes of which the Healthy Lifestyle programme was one.

Although each programme contained basic measuring instruments, they did not measure their impact effectively. A dire need therefore existed for a more comprehensive assessment of the impact and results of the programmes, as well as the quality of their presentation. Only in this way could it be ensured that the current and future programmes would meet their goals. Research in this regard would therefore be of considerable direct importance to the SAPS and its members and, indirectly, to South African society as a whole. In 2001 this led to the decision to embark upon the comprehensive Evaluation of Personnel Capacity Building programmes (EPCBP) research project. This research document forms part of this project.

From the above it ought to be clear that there was a dire need in the SAPS for interventions that would empower its personnel to deal effectively with the personal problems they might experience. The understanding that living healthily can ensure better stress management had to be brought about. The core research question that had to be answered was whether the Healthy Lifestyle programme achieved its set goals.

3. NATURE OF THE HEALTHY LIFESTYLE PROGRAMME

The Life Skills programme, of which the Healthy Lifestyle programme forms a sub-programme, aims at empowering SAPS personnel with the *knowledge, attitude and skills that will ensure a well balanced employee capable of rendering a professional service to the community* (PSWS, 2001:ii). The Healthy Lifestyle (sub)-programme focuses on the benefits of following and maintaining a healthy lifestyle and assumes that recipients would be able to cope more effectively with life and work related pressures if they do so. It covers the routine that an individual should follow to ensure physical health, as well as the negative impact of alcohol, drugs, caffeine and nicotine. It also emphasized the importance of nutrition and exercise in coping with stress (cf. Davis *et al.*, 2000:237-283).

During an interview with the Medical Boards of National Head Office (2002) it became evident that, during the period 1996 to 2001, a 20% rise in medical unfitness was experienced due to stress. A definite link could be found between members with stress who abused alcohol and other substances in order to cope with daily pressures. The substance abuse statistics for SAPS personnel from April 1999 to March 2000 indicated that 533 868 cases were dealt with during that period, while 816 295 psychosocial problem cases were dealt with that included stress, post-traumatic stress, depression and suicide threats (PSWS, 2000). These were strong indications of the need for educational inputs regarding healthy lifestyles.

According to Smith and Pergola (1991:1-5) "Lifestyle" refers to "... personal behaviours and habits such as exercise, eating habits, cigarette smoking, alcohol and drug use, safety and stress management". They furthermore agree with other experts who insist that a person's lifestyle helps them to resist the negative effects of stress and prevents stress from becoming a problem.

McCraty *et al.* (1999:1-3) emphasized that "...police work is often regarded as an extremely stressful occupation ..." and police officials tend to suffer from a variety of stress-related physiological, psychological and behavioural effects. He furthermore stresses that by teaching them skills they will be better equipped to cope with stress. By not following a healthy lifestyle, personnel will not be able to work under severe and chronic stress, which, in turn, will make them prone to making mistakes, causing accidents and overreacting, thereby compromising their professionalism and jeopardising public safety. In this state of mind, they will neglect looking after their health, especially concerning what they eat and drink, which then aggravates the problem.

The Healthy Lifestyle programme is divided into seven parts. They are the following:

- ◆ Part 1 initiates the learning process by allowing individuals to first complete a pre-test on healthy lifestyle. Then presenters focus on defining healthy lifestyle and the implications of neglecting your health

- ◆ Part 2 enables individuals to compile their personal eating pattern profile. It drives home the importance of a balanced meal
- ◆ Part 3 focuses on the use and/abuse of substances such as alcohol, nicotine, caffeine and dagga, as well as the physical effect of these substances on people
- ◆ Part 4 deals with the importance of rest and relaxation, especially in relation to combating stress
- ◆ Part 5 then focuses on physical fitness and its importance to ensure a healthy functioning person as well as to combat stress
- ◆ Part 6 enables individuals to experience the positive effect of muscle relaxation
- ◆ Part 7 concludes the learning process with a group discussion on the importance of self knowledge regarding a healthy lifestyle and a post-test.

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

TABLE 1: THE THEMES AND PRESENTATION OF THE HEALTHY LIFESTYLE PCBP

SUBJECT	METHODS
<p>Part 1: Introduction Defining Healthy Lifestyle, explain that the following aspects will be focussed on:</p> <ul style="list-style-type: none"> • Balanced eating patterns • Knowing the effect of harmful eating, drinking etc. • Importance of rest and relaxation • Importance of physical exercises 	<ul style="list-style-type: none"> ➤ Pre-test ➤ <i>Presentation:</i> defining a healthy lifestyle and the implications of neglecting your health
<p>Part 2: Eating Pattern</p>	<ul style="list-style-type: none"> ➤ <i>Individual activity:</i> Completing a questionnaire on eating patterns. ➤ <i>Group discussion:</i> on completed questionnaires ➤ <i>Use transparencies:</i> Share the guidelines for healthy daily eating patterns. ➤ <i>Handouts:</i> To summarize composition of a balanced meal. ➤ <i>Small-group activity:</i> Learners discuss harmful eating, drinking and general habits in their small groups. Small groups give feedback to the large group.
<p>Part 3: Alcohol, nicotine, caffeine and dagga</p>	<ul style="list-style-type: none"> ➤ <i>Use transparencies:</i> Share the information on alcohol, nicotine, caffeine & dagga. ➤ <i>Individual activity:</i> Learners complete the alcohol questionnaire. ➤ <i>Small-group activities:</i> Discuss what steps can be taken or considered on changing damaging habits. Give feedback to large group.
<p>Part 4: Rest and Relaxation</p>	<ul style="list-style-type: none"> ➤ <i>Large-group discussion:</i> Discuss the importance of rest and relaxation. ➤ <i>Individual activity:</i> Completing individual sleeping assessment questionnaires. ➤ <i>Use transparencies:</i> Provide the guidelines on healthy sleep.

Table 1: The themes and presentation of the Healthy Lifestyle PCBP (continued)

Part 5: Physical fitness	<ul style="list-style-type: none"> ➤ <i>Large-group discussion:</i> Discuss the importance of physical fitness. ➤ <i>Small-group activities:</i> Learners share ideas in small groups and give feedback to the large group. ➤ <i>Individual activity:</i> Hand out of the individual exercise selection form and give learners an opportunity to choose exercises to enhance physical fitness.
Part 6: Muscle relaxation	<ul style="list-style-type: none"> ➤ <i>Large-group exercise:</i> Relaxation exercise where learners listen to instructions on a tape. The purpose is a demonstration of the effect of total muscle relaxation.
Part 7: Conclusion	<ul style="list-style-type: none"> ➤ <i>Large-group discussion:</i> Focus on self-knowledge concerning healthy lifestyle. ➤ Post-test

The Healthy Lifestyle programme exposes participants to different techniques, exercises and strategies to assist them in practising and upholding a healthy lifestyle. It enables them to discover and practise appropriate activities and then design their personal lifestyle plan. This plan is a visible and tangible form of commitment towards changing or improving their lifestyle.

The focus will now shift to the research design and specific procedures that were followed to determine the effect of this programme.

4. RESEARCH DESIGN AND PROCEDURE

The aim and objectives of the study and the design and procedure that was followed to arrive at this outcome, will subsequently be looked into in some detail.

4.1 AIM AND OBJECTIVES

The overall aim of the study was to determine the effect of the Healthy Lifestyle programme on the knowledge, attitude and behaviour/practices of SAPS personnel. In order to achieve this aim, the following objectives were pursued:

- ◆ to evaluate the content of the Healthy Lifestyle programme with the help of available theory,
- ◆ to determine the effect of the programme on the knowledge, attitude and behaviour/practices of SAPS personnel,
- ◆ to determine the influence of the quality of the presentation of the programme on its effect, and
- ◆ to utilize the results from the research to establish guidelines for the improvement of the programme and its presentation.

4.2 RESEARCH DESIGN

A comparison group pre-test/post-test design was utilised in the empirical research. This is an equivalent of the classic experiment, but according to De Vos and Fouche (1998:132), without the "... random assignment of subject to the groups". It was deemed the most appropriate design because, according to Whitley (2001:35), "... it is the best way to conduct research because only experimentation can determine the cause-and-effect relationship". This made it possible to statistically determine the effect of programmes in circumstances where it is not

possible to comply with all the prerequisites for a so-called classic or true experiment (cf. Bailey, 1994:236-7; Cournoyer & Klein, 2000:103; Strydom, 1999:110).

4.3 PROCEDURE

The empirical verification process involved four steps. These steps will be discussed briefly.

4.3.1 Step 1: Literature study

A comprehensive literature study was done to establish the characteristics, qualities and preconditions/requirements of the Healthy Lifestyle (HLS) programme. This in turn also assisted with the formulation of the measuring instruments. Besides this, the SAPS's policy documents relating to capacity building programmes and community service delivery, as well as the nature of community policing and related issues were examined. The sources that were consulted included relevant sources on the Internet, as well as literature from fields such as social work, psychology, community policing and criminology. Aspects such as the generic nature of capacity building programmes and the requirements for programme presentations and evaluation were also included.

In identifying appropriate sources, the following databases were used:

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

4.3.2 Step 2: Design and testing of measuring instruments

Due to the unique nature of the programme, standardized questionnaires/scales could not be used in the study, as the measuring instruments, which existed, were not standardised. Therefore, new measuring instruments had to be developed and pilot tested (see heading 4.5).

4.3.3 Step 3: Measurement of the effect of the Healthy Lifestyle programme

Once the result of the pilot-testing phase had been analysed and the questionnaires finally adjusted, the main empirical study could commence. It entailed the identification and mobilization of the various experimental and comparison groups. The 196 members of the experimental group completed the KAB questionnaires directly before and after the presentation of the programme (the independent variable) and, simultaneously, the comparison groups with 38 members completed their questionnaires. The experimental group was also required to complete the presentation evaluation questionnaire, and the 23 presenters were also given the opportunity to complete their presenter's evaluation questionnaire. However, only 10 did so.

4.3.4 Step 4: Analysis, interpretation and completion of the research report

The final step consisted of the analysis and interpretation of the data generated from the study and the drawing up of the research reports.

4.4 THE RESEARCH GROUPS

All the participants in the Healthy Lifestyle study were mobilised through an availability sample. Although they only made up 0,20% of the SAPS population, the research formed part of a larger EPCBP project that involved 4 157 respondents (i.e. 3,14% of the total police population). This is more than the required minimum sample size of 1% to 2% recommended by Stoker (in Strydom & De Vos, 1998:102). The fact that comparisons could be drawn between the sub-projects of the EPCBP study thus compensated for deficiencies in numbers.

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

Another important aspect that had to be kept in mind with regard to rank/post, as criterion, was the fact that total SAPS personnel corps are divided into two basic categories. These were personnel appointed in terms of the Police Act (Act No 68 of 1995) and those appointed in terms of the Public Service Act (Act No 103 of 1994). Those appointed in terms of the Police Act were further divided into nine different ranks ranging from Constable to the National Commissioner. For purposes of the research, the ranks of constable, sergeant and inspector were dealt with separately, as they had distinctive training needs. The other ranks, from captain onwards, were combined in one category, namely officers. This distinction was drawn because these ranks formed part of the managerial cadre.

The so-called Public Service Act personnel are employed in post types such as secretary, registration clerk, data typist, administrative clerk, typist, cleaner, medico-legal official and personnel officer. For purposes of the analysis, they were dealt with as a unit. No distinction was therefore drawn between the 40-odd post levels and types that they could be divided into.

In the interpretation of the research groups' representivity, a difference under 5% was viewed as insignificant, a difference between 5% and 10% as small and more than 10% as potentially meaningful.

The experimental and comparison groups consisted of 196 and 38 respondents. The composition of these groups in terms of rank/post is contained in Table 2.

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

GROUPS	CONSTABLE	SERGEANT	INSPECTOR	OFFICERS	CIVIL ACT PERSONNEL	NOT DETERMINED	TOTAL (N)
Experimental group	11 (5.61%)	28 (14.28%)	67 (34.18%)	18 (9.18%)	66 (33.67%)	6* (3.06%)	196 (100%)
Comparison groups	0	3 (7.89%)	21 (55.26%)	6 (15.79%)	7 (18.42%)	1* (2.63%)	38 (100%)
Total SAPS population	13936 (10.52%)	17478 (13.19%)	56671 (42.78%)	15008 (11.33%)	29304 (22.11%)	85* (0.06%)	132482 (100%)

**Undetermined: Unspecified ranks/ posts on data basis*

There was a close match between the composition of the research groups and that of the SAPS population. Two potentially meaningful differences did, however, exist. The number of inspectors in the comparison groups (55.26%) was 12,48% higher and the number of civil act personnel in the experimental group (33.67%) was 11.56% higher than the equivalent numbers in the SAPS population. From the analysis of the data, these deviations seemed not to have had any marked negative impact on the outcome of the research.

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

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

GROUPS	ASIAN MALE	ASIAN FEMALE	BLACK MALE	BLACK FEMALE	COLOURED MALE	COLOURED FEMALE	WHITE MALE	WHITE FEMALE	NOT DETERMINED	TOTAL (n)
Experimental group	7 (3.57%)	2 (1.02%)	70 (35.71%)	46 (23.47%)	14 (7.14%)	17 (8.67%)	23 (11.73%)	14 (7.14%)	3* (1.53%)	196 (100%)
Comparison groups	0	0	16 (42.11%)	4 (10.53%)	3 (7.89%)	0	9 (23.68%)	6 (15.79%)	0	38 (100%)
Total SAPS population	3516 (2.65%)	1343 (1.01%)	63466 (47.91%)	17150 (12.95%)	9006 (6.80%)	4392 (3.32%)	20429 (15.42%)	12753 (9.63%)	0	132482 (100%)

**3 members neglected to indicate their race*

The distribution of race and gender compared relatively well with that in the SAPS population. Only black males were underrepresented in the experimental group by 10% while black females were overrepresented by 10% in the experimental group. The influence of these differences on the effect of the programme was further investigated. The results indicated that the programme did not discriminate between gender and race groups. This implied that the programme could be presented to all SAPS personnel without prejudice.

A final primary criterion used to ascertain whether the experimental and comparison groups were sufficiently representative, were the provinces where the respondents originated from. Although South-Africa consists of 9 provinces, Head Office was included as an entity on its own

as it also functions apart from Gauteng province. The results, together with the total number of presenters, are summarized in Table 4.

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

PROVINCE	TOTAL PERSONNEL IN PROVINCE	%	TOTAL PERSONNEL IN EXPERIMENTAL GROUP	%	TOTAL PERSONNEL IN COMPARISON GROUPS	%	TOTAL PRESENTERS	%
Gauteng	26 468	22.05	30	15.30	4	9.30	1	4.35
Western Cape	11 651	9.70	23	11.73	3	6.98	5	21.73
Eastern Cape	15 524	12.94	14	7.14	3	6.98	2	8.70
Northern Cape	3 293	2.75	21	10.72	3	6.98	2	8.70
KwaZulu-Natal	19 000	15.83	26	13.26	4	9.30	7	30.43
Free State	9 424	7.85	6	3.06	4	9.30	-	-
North West	8 892	7.41	12	6.13	4	9.30	1	4.35
Limpopo	9 087	7.57	22	11.23	5	13.15	3	13.04
Mpumalanga	6 189	5.16	23	11.74	4	9.30	1	4.35
Head Office	10 495	8.74	14	7.14	4	9.30	1	4.35
Unknown			5	2.55				
TOTAL	120 023*	100	196	100	38	100	23	100

**SAPS statistical report 2002/03/08*

Table 4 indicates that both the experimental and comparison groups were relatively representative of the total population of each province. Most of the Provinces had a minimal difference (5% and lower) between representation in the experimental and comparison groups. Only the experimental and comparison groups of Mpumalanga and the Northern Cape were higher than that of the set criterion. It did not, however, have a negative effect on the research outcomes.

4.5 DATA COLLECTION INSTRUMENTS

Due to the unique nature of the programme, standardized questionnaires/scales could not be used in the study. Therefore, six new measuring instruments had to be developed. Four of these were known as the "KAB questionnaires" (because they focused on the knowledge, attitudes and behaviour of the respondents) and were utilized during the pre- and post-test phase of the research. These questionnaires were based on the content of the programme and the results of the literature study. The other two questionnaires, viz. the Presentation Evaluation Questionnaire and the Presenter's Evaluation Questionnaire, was developed and standardised by the EPCBP research team.

Attempts were made to standardise the KAB questionnaires through a series of pilot studies and peer-group reviews. However, due to delays and the fact that the main study had to take place nationally during February to April 2003, it was not possible to ensure their total reliability and validity beforehand. The attitude scale that was developed for the Healthy Lifestyle study failed

the Cronbach Alpha reliability test (see heading 4.6.1) and had to be dropped from the measuring instruments.

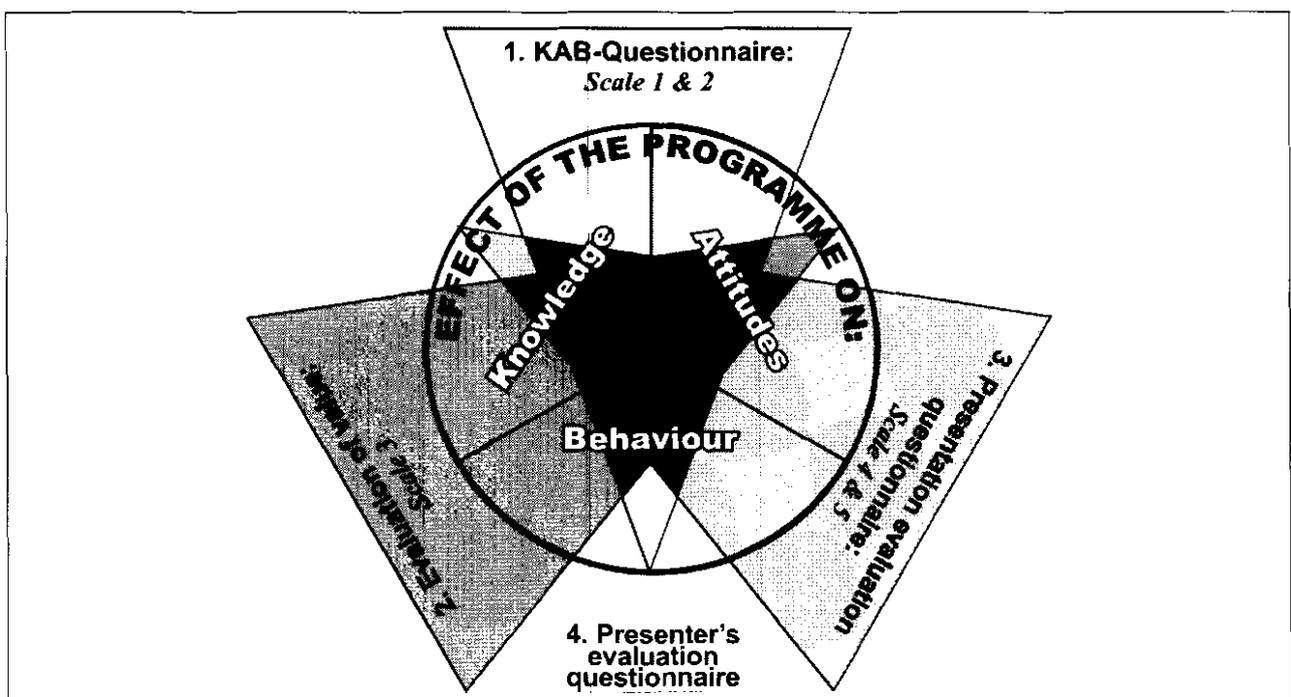
Triangulation was used in order to compensate for potential shortcomings in the instruments and to ensure the effective measurement of the impact of the programme. For purposes of this study, triangulation is seen as "... the use of multiple indicators to assess or measure some phenomenon" (Cournoyer & Klein; 2000:109). De Vos *et al.* (2002:341) add that "... by measuring something in more than one way, they are more likely to see all aspects of it". Many researchers are of opinion that triangulation enhances the research process and enables the researcher to be confident with regard to results obtained (Gravemeijer, 1994:1-7; Hilton, 2003). In this regard, the so-called 'within-method' (Bryman 2003) of triangulation was used because multiple instruments were utilized to measure the same phenomenon, namely the effect of the programme (cf. Creswell, 1994:173-189; Mark, 1996:220; Patton, 2002:556, 559-560).

The following five scales were used in this study for this programme:

- ◆ the KAB questionnaires with their two usable knowledge and behaviour scales (designated as Scales 1 & 2) that were completed by the experimental and control groups
- the programme value (Scale 3) formed part of the post-test KAB questionnaire that was completed by the experimental group only;
- ◆ the programme significance scale (Scale 4) formed part of the presentation evaluation questionnaire that was completed by the experimental groups only;
- ◆ the quality of programme presentation scale (Scale 5) formed part of the presentation evaluation questionnaire that was completed by the experimental groups only.

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

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



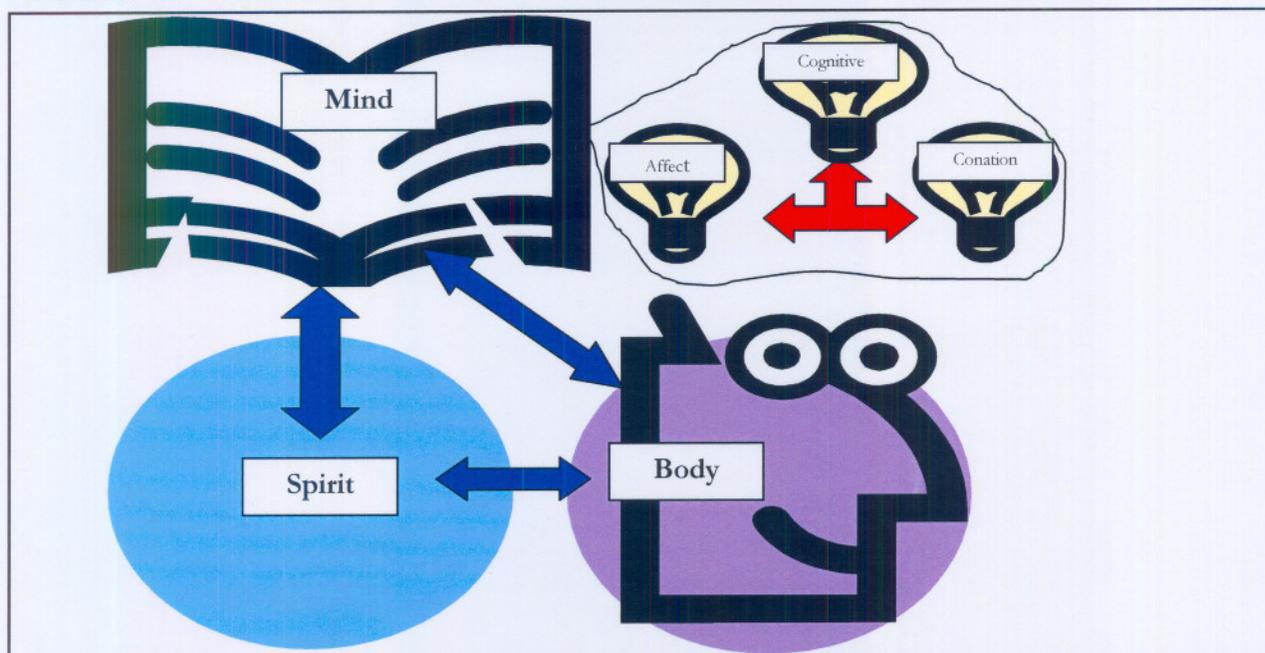
The nature and content of the data-gathering instruments will subsequently be viewed in more detail.

4.5.1 The KAB questionnaires

Knowledge, attitudes and behaviour/practices (KABP) analyses are not widely used in social work research. However, they have, formed part of educationally focussed research on a wide array of subjects for some time (Mitchell & Kaufman, 2002). These include the health, education, economic, social marketing and social development fields (Berger *et al.*, 1994; Donati *et al.*, 2000; WPDCE, 1999; Weinreich, 1999; Kelly *et al.*, 2002:63-76).

KAB studies are based on the systems approach, which accepts that a human being comprises of three aspects namely mind, body and spirit. It elaborates on the assumption that the mind (human functioning, personality) can be divided into three dimensions, namely the cognition (knowing, understanding, thinking), the affective (attitude, predisposition, emotions, feeling) and the conation (intentions to act, reasons for doing, volition, will, behaviour) (Thompson, 2002: xvii; Huitt, 2003). The inter-linkage of these dimensions is depicted in Diagram 2.

DIAGRAM 2: THE THREE ASPECTS OF THE HUMAN BEING AND ITS THREE DIMENSIONS



In the KAB/P approach, it is accepted that the three dimensions are connected but that they do not necessarily exhibit a linear causal relationship. This in effect means that change in one dimension does not necessarily lead to change in another, and that bringing about change in one dimension (e.g. attitudes) is not necessarily a prerequisite for change in another (e.g. conduct) (Akade, 2001:248-251; McCann & Sharkey, 1998:268-9; Elkind, 1993:171). With the aid of the KAB scales, it would therefore be possible to calculate the magnitude of the effect of each programme on each of the dimensions separately.

Four KAB questionnaires were designed for the programme. Two of these were completed before and after its presentation to the experimental groups (see Appendixes 1 & 2), while the comparison groups also completed two similar questionnaires during the same time period

without exposure to the programme (see Appendixes 3 & 4). Both closed questions (e.g. true/false) and Likert-type scales (e.g. strongly disagree/disagree/agree/strongly agree) were included in the questionnaires (cf. Jackson, 2003:61; Strydom, 1994:161-162).

A second section was added to the post-test questionnaire that was administered to the experimental groups. It consisted of five questions and enabled the respondents to evaluate the overall value of the programme and the value of each of the four parts of the programme. In the text, this data will be referred to as Scale 3.

The following table contains a summary of the composition of the KAB questionnaires.

TABLE 5: THE COMPOSITION OF THE KAB QUESTIONNAIRES

DIMENSION	SCALE NO.	FACETS THAT WERE MEASURED
Knowledge	Scale 1	Knowledge of a healthy lifestyle
Behaviour	Scale 2	Behaviour in terms of a healthy lifestyle
Value	Scale 3	The value of the programme
Relevance	Scale 4	The relevance of the programme (section 5 of presentation evaluation questionnaire)
Presentation	Scale 5	The quality of the programme presentation (Sections 1 to 4 together with 6)

4.5.2 The presentation evaluation questionnaire

To evaluate the PCBP presentations, a single presentation evaluation questionnaire was developed for the whole EPCBP project (see Appendix 5). This questionnaire also underwent a process of pilot testing before being completed by the members of the experimental group directly after the presentation of the programme.

The questionnaire contained 31 questions which were divided into six sections (see Table 6). The aim of sections 1 to 4 together with 6 was to determine the extent to which the nature and quality of the presentation influenced the effect of the programme (Scale 5). Section 5, which formed part of the triangulation of measurements, measured the relevance of the programme. It is referred to as Scale 4.

TABLE 6: THE COMPOSITION OF THE PRESENTATION EVALUATION QUESTIONNAIRES

SECTION	FACETS THAT WERE COVERED	QUESTIONS
Section 1	Evaluation of the presenter	Questions 1 to 5
Section 2	Evaluation of the presenter's presentation skills	Questions 6 to 10
Section 3	Evaluation of the learning process	Questions 11 to 17
Section 4	Evaluation of the context within which the programme was presented	Questions 18 to 21
Section 5	Evaluation of the relevance of the programme (<i>Scale 5</i>)	Questions 22 to 27

Table 6: The composition of the presentation evaluation questionnaire (continued)

Section 6	General (<i>Length of the programme, tempo of presentation, balance between presentation and group participation, language which was used most in the presentation</i>)	Questions 28 to 31
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4.5.3 The presenter's evaluation questionnaire

The presenter's evaluation questionnaire had to be completed by each social worker that presented a programme (see Appendix 6). It enabled them to evaluate their own presentation abilities or skills, as well as the relevance of the programme. It also afforded them the opportunity to make recommendations regarding improvements to the programme (see Table 7). The questionnaire was based on the presentation evaluation questionnaire and comparisons could therefore be drawn between the two sets of data.

TABLE 7: COMPOSITION OF THE PRESENTER'S EVALUATION QUESTIONNAIRE

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

4.6 PROCEDURES AND FORMULAS USED IN DATA ANALYSIS

All the data collected by means of the triangulation of measurements were analysed in conjunction with the Statistical Consultation Services of the North-West University: Potchefstroom Campus and with the aid of the SAS computer package (SAS Institute Inc., 1999). It consisted of the analysis of the reliability, validity and ability of the scales to measure change.

4.6.1 Procedures and formulas for the calculation of reliability

Mark (1996:285) defines reliability as "...the extent to which a measuring instrument is stable and consistent". To determine the reliability of the instruments, the Cronbach Alpha coefficient (abbreviated as 'Cronbach alpha' or simply " α ") of each scale and subscale had to be calculated (Gravetter & Forzano, 2003:455). According to Cournoyer and Klein (2000:78), the Cronbach Alpha "... is an index of the extent to which test items are all pulling in the direction of the

construct being measured". For a measuring instrument to be reliable, a score of 0.50 or higher was accepted as an appropriate reliability coefficient (Jackson, 2003:87-91; Cournoyer & Klein, 2000:78). The scale that was originally intended to measure the effect of the programme on the attitudes of the recipients did not meet this basic criterion and had to be removed from the measurement package.

4.6.2 Procedures for the calculation of validity

According to Cournoyer and Klein (2000:74-81), measuring validity is a multidimensional construct, as four types of validity exist. They are face validity, content validity, construct validity and criterion related validity (cf. Jackson, 2003:44-5; Creswell, 1994:157-8). Mark (1996:289) defines validity of a measuring instrument as "... the extent to which it measures what it is supposed to measure".

For this research project, it was decided to do pilot studies in order to increase validity. Validity of individual questions was initially determined by means of the pilot studies and peer-group evaluations. This proved necessary for the increase of the face, content and criteria validity of the questions.

4.6.3 Procedures and formulas for the calculation of change/effect

In order to determine whether the programmes had any practical significant effect on the knowledge, attitudes and behaviour/practices of the respondents, Cohen's formula (also known as Cohen's *d-value*) was used for the calculation of effect size (Guzzo, 1987:414; Cohen, 1988:20-27; Steyn, 2000:1-3). The reasoning behind this choice being the following:

- ◆ A probability sample could not be drawn in the research. It was therefore only possible to view the respondents as a sub-population of the planned target population. Consequently, it was not possible to generalize the results to the target population by means of inferential statistics (Mark, 1996:114-116; Jain, 1998:171-174; Babbie, 1990: 75-80).
- ◆ To determine whether the programmes changed the knowledge, attitudes and behaviour of SAPS personnel in practice, the standardized difference was used as effect size (cf. Gravetter & Forzano, 2003:454). This entailed dividing the difference between two averages (or averages of a given mean) by the standard deviation. According to Steyn (2000:3), this is a natural criterion for drawing conclusions regarding significance.

In order to calculate the size of a programme's effect on respondents, a four-step procedure was followed.

❖ Step 1

The first step entailed calculating the d-values of the scales and questions that were completed by the experimental groups only. The following formula was used for this purpose:

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

Where:

d = effect size.

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

σ_{diff} = standard deviation of difference score.

● Step 2

Jackson (2003:175) emphasizes that it is necessary to determine whether there were any practical significant differences between the scores of the pre-tests and post-tests of the experimental and comparison groups. The compatibility/comparability of the experimental groups (group 'e') and the comparison groups (group 'c') had to be determined before the commencement of the intervention programmes in order to do as Jackson (2003:175) suggested. This could only be done by calculating and comparing the d-values per scale of the two groups' pre-test measurements. The difference had to be smaller than 0.5, otherwise a co-variance analysis had to be performed. In this study, all the scales met with the criteria.

❖ Step 3

The nett difference per scale (nett-change effect) was computed by utilizing Cohen's formula for calculating the effect size *between* two groups. This formula entailed the following:

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

Where:

d = effect size

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

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

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

σ = maximum standard deviance of difference scores.

(Cohen, 1988:20-7; Steyn, 2000:1-3)

All the acquired d-values could be judged by implementing the following guidelines:

- ◆ d=0.2: This indicates a small effect, implying that the research should be repeated in order to confirm whether there is an effect
- ◆ d=0.5: This indicates a medium effect, implying that the result could be viewed as significant, but also that better planned research could produce even more significant results
- ◆ d=0.8: This indicates a large effect which is significant and of practical significance
- ◆ Because there are no absolute boundaries between the three d-values, concepts such as 'small to medium effect' and 'large effect' could be used (Cohen, 1988:22-25; Spatz, 2001:74-5; Steyn, 1999:3).

❖ Step 4

The last step was to do an effect size-analysis of the value and relevance scales, as well as the quality of the presentation scale (see Scales 4, 5 & 6). The formula that was used for this purpose was the same as for measuring effect sizes within groups, viz.:

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

Descriptive statistics such as totals, percentages and averages were also used for some scales and questions.

4.7 PROBLEMS ENCOUNTERED IN THE RESEARCH

As can be expected with research of this magnitude, various smaller logistic and other problems were encountered during the EPCBP study and with the Healthy Lifestyle project. The first was a relatively high percentage of spoiled questionnaires (8.18%). The main cause of the 1 039 spoiled questionnaires (out of a total of 11 658) was the respondents' inconsistent completion of secret codes, which made it impossible to match their pre-test and post-test questionnaires. Consequently, the total of usable questionnaires from some provinces was somewhat low. However, by taking into account that the total project produced 10 619 usable questionnaires involving 322 166 individual measurements/items, the spoiled questionnaires did not have any significant influence on the outcome of the research. With reference to the evaluation of the Healthy Lifestyle programme, the experimental groups consisted of a total of 196 respondents while the comparison groups were comprised of 38 members. This proved to be sufficient to determine the effect of the programme scientifically.

Another deficiency was the reasonably poor response rate in respect of the presenters' evaluation questionnaires. Although 23 presenters presented the programme, only 10 completed the presenter's evaluation questionnaire.

The fact that a higher order of statistical analysis had to be used for questionnaires that were not yet fully standardized resulted in some scales of which the Cronbach alpha coefficient and/or d-values were below the set minimum. This had been anticipated and could be countered through the use of triangulation.

A problem was caused by the fact that existing practices within the SAPS required that the same programme has to be presented to all SAPS personnel. This meant that personnel from lower job levels, such as cleaners, up to senior staff, such as directors, were targeted. During data analysis, some indicators found that the Healthy Lifestyle programme had a different effect on respondents from different post or educational levels, as some respondents might have had more knowledge on the subject at hand and could feel that time spent, explaining it to the other respondents, was too long (see Table 14). This may have had a negative influence on the results that were obtained for the programme as a whole.

It is important to mention that, in spite of the shortcomings, the research results showed that the programme still had a significant effect on the respondents. These results will be discussed in more detail at a later stage (see heading 6)

5. THE RELIABILITY OF THE MEASURING INSTRUMENTS

In order to determine the reliability of the different scales and subscales that were utilized in the research, the formula for the calculation of Cronbach Alpha coefficients (Gravetter & Foranzo, 2003:455) was used. Table 8 provides a summary of the results of this process (see appendixes for the relevant questions). It shows how the scales that were used complied with the required α level.

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

SCALES AND QUESTIONS	α ¹
Scale 1: Knowledge (Questions 1-18)	0.73*
Scale 2: Behaviour (Questions 19-29)	0.52*
Scale 3: The value of the programme ◆ Question 33: How would you rate the overall value of the "Healthy Lifestyle" programme?	0.60*
Scale 4: The Relevance of the programme	0.89*
Scale 5: Quality of the programme presentation	-
● Subscale 5.1: Evaluation of the <i>presenter</i>	0.83*
● Subscale 5.2: Evaluation of the <i>presenter's presentations skills</i>	0.85*
◆ Subscale 5.3: Evaluation of the <i>learning process</i>	0.92*
◆ Subscale 5.4: Evaluation of the presentation context	0.83*

*Reliable measuring instrument

6. THE EFFECT OF THE PROGRAMME

The concept 'effect analysis' will refer to both the process and the results obtained through the use of Cohen's formula for the calculation of effect size. In this regard, 'effect' will refer to the extent (if any) of the *change* that was brought about by the programmes (independent variables) with respect to the knowledge and/or behaviour of the respondents.

While measuring the effect of the programme, the focus was on the cognitive and behavioural dimensions of the functioning of the respondents (cf. Thompson, 2002: xvi-xvii). The assumption was that the respondents had already developed a certain level of knowledge and had fixed behavioural patterns prior to the commencement of the programme. The pre-test was utilized to determine these levels, while the actual effect of the intervention (the programme) would be determined by analysing the nett difference in the scores between the pre-tests and post-tests. The results obtained with these measurements will subsequently be looked into.

¹ α =Cronbach alpha coefficient

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

The results of the pre-test's measurement of the knowledge of the experimental and control groups, as well as the difference in their knowledge levels (i.e. d-value), are contained in Table 9(a). It shows that this difference was minimal ($d=0.09$). This implies that the groups as such could be used for measuring purposes and that there was no need for a co-variance analysis.

TABLE 9(A): PRE-TEST EFFECT SIZE OF SCALE 1: KNOWLEDGE OF A HEALTHY LIFESTYLE

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	Effect size (d-value)
n	μ_1	n	μ_2		
196	-0.019	38	-0.019	0.216	0.09

Table 9(b) contains the results of the effect measurement. The d-value of $d=0.8$ implies that the programme had a *practical significant effect* on the respondents' level of knowledge (cf. Cohen, 1988:22-25; Spatz, 2001:74-5). Within the context of the nature and aim of the programme, this result should be viewed as very important. It indicates that the programme succeeded in one of its design objectives, namely to make recipients aware of the requirement of a healthy lifestyle and the dangers involved in certain potentially dangerous habits. Such knowledge could also prevent them from falling into a negative life pattern.

TABLE 9(B): PRE-TEST/ POST-TEST EFFECT SIZE OF SCALE 1: KNOWLEDGE OF A HEALTHY LIFESTYLE

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	Effect size (d-value)
n	μ_1	n	μ_2		
196	-0.155	38	-0.155	0.227	0.8**

**** Practical significant effect**

6.2 THE EFFECT OF THE PROGRAMME ON THE BEHAVIOUR OF RESPONDENTS REGARDING HEALTHY LIFESTYLE

It was the programme's primary aim to persuade those SAPS personnel who followed an unhealthy lifestyle-related behavioural pattern to adopt a more positive one. In this context, behaviour was seen as "conduct, doings and manner of acting or conducting yourself" (Word reference.com, 2003).

The results obtained with the pre-test are contained in Table 10(a). The insignificant d-value of $d=0.11$ implies that the groups as such could be used for measuring purposes and that there was no need for a co-variance analysis.

TABLE 10(A): PRE-TESTS EFFECT SIZE OF SCALE 2: HEALTHY LIFESTYLE BEHAVIOUR

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	Effect size (d)
n	μ_1	n	μ_2		
190	-0.051	37	-0.051	0.451	0.11

The behaviour related effect of the programme is contained in Table 10(b). The medium effect of $d=0.5$ (cf. Spatz, 2001:74-5) that was achieved should, within the nature of the context within which the programme was presented, be viewed as very important. The reason being the fact that only a certain proportion of SAPS personnel would exhibit an unhealthy lifestyle and that it would only be these individuals whose behaviour would be changed through their exposure to the programme. The medium effect size achieved could therefore also be seen as an indication of the extent of unhealthy lifestyles in the particular population.

TABLE 10(B): PRE-TEST/ POST-TEST EFFECT SIZE OF SCALE 2: HEALTHY LIFESTYLE BEHAVIOUR

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	Effect size (d)
n	μ_1	n	μ_2		
185	-0.136	36	-0.136	0.536	0.5*

* Medium effect

There are two main conclusions that could be drawn from the application of the two KAB scales. The programme, firstly, brought about a significant change in the knowledge levels of the respondents. Secondly, it probably also brought about significant change in the intended behaviour of those individuals who had exhibited an unhealthy lifestyle in the past. This supposition can, however, only be fully substantiated by looking at the results obtained with the other triangulation related scales. The first of these pertain to the value of the programme.

7. THE VALUE OF THE PROGRAMME

The experimental group had to complete a post-test questionnaire which contained five additional Likert type questions. It was specifically aimed at determining the value that the programme had for the respondents. The respondents rated the value of the programme as a whole and its four constituent parts on a four-point scale that ranged from "It had no or little value" to "It had a lot of value". The results of these measurements are summarised in Table 11.

TABLE 11: EFFECT SIZE AND DISTRIBUTION OF SCALE 3: THE VALUE OF THE PROGRAMME

QUESTIONS	n	CHOICES AND REPNSES				μ_{diff}	σ_{diff}	EFFECT SIZE (d)
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>			
30.What was the overall value of the programme/ course?	179	2 (1.12%)	7 (3.91%)	52 (29.05%)	118 (65.92%)	3.598	0.623	1.77**

Table 11: Effect size and distribution of scale 3: The value of the programme (continued)

31. What value did the following component have for you: "The effect of your eating habits"?	179	5 (2.79%)	19 (10.61%)	69 (38.55%)	86 (48.04%)	3.318	0.775	1.06**
32. What value did the following component have for you: "Healthy eating habits"?	179	4 (2.23%)	17 (9.50%)	61 (34.08%)	97 (54.19%)	3.402	0.753	1.20**
33. What value did the following component have for you: "Rest and relaxation"?	178	5 (2.81%)	9 (5.06%)	58 (32.58%)	106 (59.55%)	3.489	0.723	1.37**
34. What value did the following component have for you: "Physical fitness"?	179	3 (1.68%)	13 (7.26%)	65 (36.31%)	98 (54.75%)	3.441	0.704	1.34**
<i>Average</i>		3.8	13	61	101	3.449	0.716	1.35**

**** Practical significant effect**

Table 11 firstly indicates that the programme as a whole received an exceptionally high positive evaluation (see Question 30). The far above average d-value of 1.77 clearly reflects this. Such an effect size is viewed by Cohen (1988:22-25) and others as indicative of a large effect that is of practical significance. This finding is further substantiated by the fact that 95.42% of the respondents were of opinion that it had either an "above average" or higher value.

All the components of the Healthy Lifestyle programme received a high value rating. Because they covered both knowledge and behavioural issues, it can be concluded that both these facets were of significantly value to the participants.

8. THE RELEVANCE OF THE PROGRAMME

The fourth facet that was measured during the research was the experimental group's view of the relevance of the programme. The reason for this focus was the fact that any given programme could have a large effect on its participants, but compared to other available capacity building and general training programmes, not be deemed a main priority. It was, therefore, necessary to ascertain whether the Healthy Lifestyle programme had any relevance to the professional and personal lives of the SAPS personnel. The results of this measurement, which also formed part of the triangulation process, is summarised in Table 12. The equivalent measurements for the capacity building programmes as a whole are also provided.

TABLE 12: EFFECT SIZE OF SCALE 4: RELEVANCE OF THE PROGRAMME

HEALTHY LIFESTYLE PROGRAMME						CAPACITY BUILDING PROGRAMMES AS A WHOLE		
Scales/ questions	n	μ	σ	Effect size (d)	α	n	Effect size (d)	α
Scale 5	272	3.508	.425	2.37**	0.89 [■]	2326	2.19**	0.88 [■]
22.The course/programme stimulated my creative thinking.	267	3.401	0.542	1.66**		2298	1.57**	
23.I will be able to apply the new knowledge and insights that I have gained in my job.	272	3.445	0.561	1.68**		2310	1.65**	
24.I feel that the course/programme will help me do my job better.	269	3.472	0.550	1.76**		2303	1.55**	
25.I will be able to apply the new knowledge and insights that I have gained in my daily life.	271	3.509	0.508	1.98**		2311	1.76**	
26.I feel that the course/programme will help me to live my life in a better way.	271	3.542	0.528	1.97**		2313	1.77**	
27.All SAPS personnel should receive this course/programme.	270	3.682	0.512	2.31**		2308	2.28**	

[■] Reliable scales according to CA (Cronbach alpha coefficient)

** Practical significant effect

Table 12 firstly indicates an exceptionally high overall effect size of 2.37 for the Healthy Lifestyle programme. This is an even higher rating than the rating accorded to the capacity building programmes as a whole (d=2.37 vs. d=2.19). The probable reason is that the programme addressed an issue that represents a felt need within the organization. This conclusion is substantiated by the fact that the effect size in the case of Question 27: "All SAPS personnel should receive this course/programme" was a remarkable 2.31 (see Table 12).

A number of additional conclusions could be drawn from comparing the programme's relevance related effect sizes with that of the capacity building programmes as a whole. These include the following.

- ◆ In relation to the programmes as a whole, the Healthy Lifestyle programme generally scored higher in all questions. This indicates that the programme's relevance cannot be attributed to one factor only, but to the combined effect of all its components.
- ◆ If the two questions relate to the effect of the programme on a person's job performance (Questions 23 (d=1.68) & 24 (d=1.76)) are compared to those that focus on their personal lives (Questions 25 (d=1.98) & 26 (d=1.97)), the d-values of the latter are somewhat

higher. This indicated that the respondents saw the programme as especially relevant to their personal lives.

- ◆ Questions 23 to 26 inter alia also deal with knowledge and behavioural change. In terms of triangulation, their extremely high effect size indicates that there might have been flaws in the KAB questionnaire's equivalent scales.
- ◆ Question 22 especially dealt with attitudinal issues. Its high effect size indicates that the programme probably also changed the recipients' attitudes.

9. THE INFLUENCE OF THE QUALITY OF THE PROGRAMME PRESENTATION

According to Jackelen (1999: 1-3), poor presentation can result in poor programme outcomes. Therefore, apart from the measurement of the direct effect of the programme, it was also necessary to determine the influence that the quality of the programme presentation had on its impact. Because 23 different social workers presented the same programme under varying circumstances in all 10 provinces, a possible difference in quality had to be assumed.

In this regard, a specific scale was developed and included in the presentation evaluation questionnaire. This scale, titled "*Scale 5: Quality of the programme presentation*", consists of four subscales. The presenters were assessed with both Subscales 5.1 and 5.2, which focused on both their expertise and presentation skills. According to Rooth (2000:89), these two qualities are essential in effective programme presentation. The other two Subscales (5.3 & 5.4) respectively dealt with the quality of the learning process and with the presentation context. The latter included the quality of the venue, learning material and teaching media.

Table 13 contains a summary of the data generated by Scale 5. The combined results of the 15 programmes covered in the EPCBP study will also be provided.

TABLE 13: EFFECT SIZE OF SCALE 5: QUALITY OF PROGRAMME PRESENTATION

HEALTHY LIFESTYLE PROGRAMME						CAPACITY BUILDING PROGRAMMES AS A WHOLE		
Subscale/ questions	n	μ	σ	Effect size (d)	α	n	Effect size (d)	α
<i>Subscale 5.1: Evaluation of the presenter</i>	278	3.489	0.440	2.24**	0.83 [■]	2354	2.06**	0.85 [■]
1. The presenter is knowledgeable about the subject that he/she taught.	226	3.554	0.566	1.86**		2334	1.84**	
2. The presenter could link the material to the level of knowledge of the participants.	278	3.428	0.577	1.61**		2337	1.57**	
3. The presenter was able to explain difficult and abstract concepts.	278	3.475	0.587	1.66**		2339	1.53**	

Table 13: Effect size of Scale 5: Quality of programme presentation (continued)

4. The presenter succeeded in keeping me interested in the subject.	277	3.538	0.548	1.89**		2337	1.71**	
5. The presenter was enthusiastic about the subject he/she taught.	271	3.461	0.588	1.63**		2308	1.62**	
Subscale 5.2: Evaluation of the presenter's presentation skills	278	3.754	0.430	2.92**	0.84 [■]	2354	2.27**	0.86 [■]
6. I could clearly hear what the presenter was saying (e.g. it was loud enough and in an accent that I could understand).	277	3.603	0.505	2.18**		2346	1.75**	
7. The presenter was skilful in the use of the teaching media (e.g. transparencies and/or writing on newsprint/the blackboard).	276	3.536	0.521	1.99 **		2340	1.60**	
8. The presenter encouraged participant involvement (e.g. by asking questions and/or promoting discussions).	276	3.583	0.501	2.16**		2340	1.96**	
9. The presenter prepared himself/herself thoroughly for the presentation.	277	3.560	0.539	1.97**		2330	1.74**	
10. What is your overall rating of the presenter's presentation skills?	271	4.531	0.643	3.16**		2324	2.77**	
Subscale 5.3: Evaluation of the learning process	277	3.492	0.448	2.21**	0.91 [■]	2353	2.06**	0.91 [■]
11. In the beginning, the presenter gave a clear overview of what we could expect during the course/programme.	277	3.451	0.527	1.81**		2351	1.48**	
12. The presenter made sure that participants understood a subject before continuing on to a next subject.	277	3.495	0.536	1.86**		2350	1.75**	
13. At the end, the presenter gave a summary of the material that was covered.	275	3.411	0.569	1.60**		2332	1.54**	
14. The presenter was able to communicate at my level.	275	3.531	0.549	1.88**		2335	1.76**	
15. It was easy to understand the material that was presented.	276	3.493	0.575	1.73**		2342	1.72**	
16. The material that was covered will be useful.	274	3.522	0.562	1.82**		2334	1.68**	

Table 13: Effect size of Scale 5: Quality of programme presentation (continued)

17.The course stimulated my interest in the subject.	276	3.554	0.533	1.98**		2349	1.69**	
Subscale 5.4: Evaluation of the presentation context	272	4.205	0.637	1.89**	0.82 [■]	2326	2.49**	0.81 [■]
18.How would you rate the venue?	271	3.952	0.971	0.98**		2308	1.36**	
19.How would you rate the quality of the learning material that was presented?	271	4.244	0.730	1.70**		2317	2.41**	
20.How would you rate the quality of the teaching media (e.g. transparencies and/or handouts)?	269	4.283	0.734	1.75**		2316	2.36**	
21.How well was the course/ programme organised?	269	4.331	0.706	1.89**		2311	2.34**	

■ Reliable scales according to CA (Cronbach alpha coefficient)

** Practical significant effect

The implications of each subscale will be discussed individually.

9.1 THE INFLUENCE OF THE QUALITY OF THE PRESENTER

The overall rating of the presenter's level of expertise was a very high $d=2.24$ (see Table 13). The programme's effect size was only a little higher (by 0.18) than the effect size of $d=2.06$ for the capacity building programmes as a whole. The same applies to the individual questions of Subscale 5.1. This is a clear indication that the presenters are capable and that their expertise was, in the case of the Healthy Lifestyle programme, in line with that of the presenters of the other programmes.

9.2 THE INFLUENCE OF THE PRESENTER'S PRESENTATION SKILLS

The effect size of $d=2.92$ for Subscale 5.2 (Table 13) compares favourably with that of the combined programmes (i.e. $d=2.27$). It also tended to be higher for the individual questions of the subscale. Especially significant is the results of Question 10 that covers the presenters' overall presentation skills. Its effect size of $d=3.16$ is $d=0.39$ higher than that of the combined programmes. It can therefore be concluded that the presenters of the Healthy Lifestyle programme had above average presentation skills and that any shortcomings in the programme's effect cannot be attributed to this facet.

9.3 THE INFLUENCE OF THE LEARNING PROCESS

The overall effect size of $d=2.21$ for Subscale 5.3 (Table 13) is exceptionally high and in line with the effect size of $d=2.06$ for the capacity building programmes as a whole. It would seem that the programme's strongest point rests with the fact that the respondents felt the course stimulated their interest in the subject (Question 17) with an effect size of $d=1.98$. This is followed by $d=1.88$ for Question 14 (the presenter's ability to communicate on the respondents level) and $d=1.86$ for Question 12 (the presenter made sure participants

understood a subject before moving on to a next subject). This is again a very clear indication of the expertise of the social workers who presented the Healthy Lifestyle programme as well as the value the respondents gained from this programme. The HLS programme had an effect size difference of $d=0.2$ and higher, but lower than $d=0.5$. Although this is small, it reaffirms the high value rating afforded to this programme with regard to the value of the programme (Section 7, Table 11).

9.4 THE INFLUENCE OF THE PRESENTATION CONTEXT

Although the presentation context received a very positive d -value of $d=1.89$ and contributed significantly to the overall positive effect of the programme, its rating is markedly lower than the $d=2.49$ (0.6, medium) of the combined programmes (see Table 13). Subscale 5.4 (Table 13) is also the subscale with the lowest effect size value for the programme. This discrepancy can be attributed to the somewhat lower rating of the quality of the learning material (i.e. $d=1.70$ vs. $d=2.41$ - a difference of 0.7), as well as the teaching material ($d=1.75$ vs. $d=2.36$ - a difference of 0.6). This issue should be addressed in the further development of the programme as it is of the utmost importance in order to ensure positive results during the learning process.

The lowest rating was received for the venue (Question 18: $d=0.98$ vs. $d=1.36$ - a difference of 0.38). This is an important issue, as every province has good and bad venues to utilize during programme presentations. This aspect is one of the most important aspects when planning a training session or a workshop. A great deal of attention must be given in this regard, as this could have a very negative effect on the respondents' learning experience.

9.5 OTHER INFLUENCES

A number of other issues which could have a positive or negative impact on the overall effect of the programme were also covered in the presentation evaluation questionnaire. They are the length (duration) of the programme, its pace, the balance between presentation and group involvement and the language in which the programme was conducted. Due to the type of questions that were utilized, the data could only be interpreted by means of descriptive statistics.

The respondents rated the length of the programme by completing a five-point scale. The results of the rating are reflected in Table 14.

TABLE 14: THE LENGTH OF THE PROGRAMME PRESENTATION

QUESTION 28	HOW WILL YOU RATE THE LENGTH OF THE COURSE/PROGRAMME?					AVERAGE OF HEALTHY LIFE STYLE	AVERAGE OF CAPACITY BUILDING PROGRAMMES AS A WHOLE
	1. It was much too long	2. It was a little too long	3. The length was just right	4. It was a little too short	5. It was much too short		
Response (n=271)							
Frequency	15	22	148	56	30	3.23	3.15
Percentage	5.54%	8.12%	54.61%	20.66%	11.07%		

The length seemed not to have affected the programme negatively. The average measurement of 3.23 is in line with the average (3.15) of the combined PCBP's and falls squarely in the category of "just right". However, there was a significant number of respondents (31.73%) felt that the programme was too short.

Some reasons for the discrepancy between those respondent who felt the programme was too long while the majority felt it was just right will be discussed briefly. Firstly, some respondents might have grasped information faster than others might have. In the second place, some respondents might have more information on the subject at hand and could feel time spent on the subjects was too long. Finally, some members might have been pressed for time due to their workload and felt the workshop/programme could have been done in a shorter space of time. It is therefore important that the presenter should always be aware of the respondents' needs and keep them interested.

Table 15 contains the respondents' response to Question 29. It dealt with the pace of the presentation.

TABLE 15: THE PACE OF THE PRESENTATION

QUESTION 29	HOW WILL YOU RATE THE PACE OF THE PRESENTATION?					AVERAGE OF HEALTHY LIFE STYLE	AVERAGE OF CAPACITY BUILDING PROGRAMMES AS A WHOLE
Response (n=270)	<i>1. The pace was much too slow</i>	<i>2. The pace was a little slow</i>	<i>3. The pace was just right</i>	<i>4. The pace a little too fast</i>	<i>5. The pace was much too fast</i>		
Frequency	2	6	226	25	11	3.14	3.07
Percentage	0.74%	2.22%	83.70%	9.26%	4.07%		

The average of 3.14 is only slightly higher than that of the PCBP's as a whole and it also falls in the "just right" category. Potential problems with the length of the programme (see Table 14) could, therefore, not be attributed to the pace of the presentation.

With Question 30 the respondents were also required to focus on the balance between the presentation of information and group participation (see Table 16).

TABLE 16: THE BALANCE BETWEEN THE PRESENTATION OF INFORMATION AND GROUP PARTICIPATION

QUESTION 30	HOW WILL YOU RATE THE BALANCE BETWEEN THE TIME SPENT ON THE PRESENTATION AND TIME SPENT ON GROUP INVOLVEMENT?				AVERAGE OF HEALTHY LIFE STYLE	AVERAGE OF CAPACITY BUILDING PROGRAMMES AS A WHOLE
Response (n=271)	<i>1. Too much time was spent on the presentation</i>	<i>2. A good balance</i>	<i>3. Too much time was spent on group involvement</i>	<i>4. There was no group involvement</i>		
Frequency	14	226	20	11	2.10	2.08
Percentage	5.17%	83.39%	7.38%	4.06%		

From Table 16, it is clear that the respondents were satisfied that a good balance had been maintained. The average of 2.10 is also in line with the average of 2.08 for the combined programmes. An overwhelming 83.39% of the respondents awarded "A good balance" rating

to this aspect, indicating that it had a positive influence on reaching the outcomes of the programme.

The final aspect that was covered in the presentation evaluation questionnaire dealt with the language in which the programme presentation took place. In accordance with the SAPS's Education, Training and Development Policy (3/34/2 dated 2003-07-02), every personnel capacity building programme should be available in English only. The researcher therefore deemed it necessary to determine whether this state of affairs could have had either a positive or negative influence on the effect of the Healthy Lifestyle programme. The results obtained are reflected in Table 17 and will be discussed.

TABLE 17: THE LANGUAGE THAT WAS USED DURING THE PRESENTATION OF THE PROGRAMME

QUESTION 31	WHICH LANGUAGE WAS USED MOST IN THE PRESENTATION OF THE COURSE/PROGRAMME?					
Response (n=269)	<i>Afrikaans</i>	<i>English</i>	<i>Sotho</i>	<i>Tswana</i>	<i>Zulu</i>	<i>Others</i>
Frequency	4	247	4	7	2	5
Percentage	1.49%	91.82%	2.60%	2.60%	0.74%	1.86%

From the above, it is clear that 91.82% of the presentations were conducted in English. Another 8.18% were conducted in other languages. This is a matter of concern, because it indicates that at least 22 respondents could not enjoy the complete potential value of the programme, as all the additional materials were in English. It should also be taken into account that if any other languages are used during a programme, the duration of the programme will be affected negatively and that most handouts, transparencies, checklists et cetera will be irrelevant. Therefore consideration should be given to addressing this issue.

10. THE PRESENTER'S EVALUATION OF THE PROGRAMME

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

Although the 10 presenters' responses could not be subjected to higher order statistical analysis, it was still possible to draw comparisons between these results and those of the presentation evaluations. The results of the evaluation of the relevance of the programme are contained in Table 18.

TABLE 18: THE RELEVANCE OF THE PROGRAMME

QUESTIONS	PRESENTERS (n=10)*				HEALTHY LIFESTYLE PROGRAMME	RESPONDENTS (n=2326)
	CHOICES AND RESPONSES				Average	Average
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)		
22. The programme stimulated the participants' creative thinking.	-	10.0%	50.0%	40.0%	3.30	3.38
23. The participants will be able to apply the new knowledge and insights that they have gained in their jobs.	-	-	80.0%	20.0%	3.20	3.43
24. I feel that the programme will help the participants do their jobs better.	-	-	70.0%	30.0%	3.30	3.42
25. The participants will be able to apply the new knowledge and insights that they have gained in their daily lives.	-	-	50.0%	50.0%	3.50	3.46
26. I feel that the programme will help participants to live their lives in a better way.	-	-	70.0%	30.0%	3.30	3.50
27. All SAPS personnel should receive this programme.	-	-	40.0%	60.0%	3.60	3.70

**Only 10 questionnaires were completed*

The presenters were of opinion that the programme is relevant for the SAPS and that all personnel should attend it (Question 27). This notion correlates with the respondents' opinion (see Table 12) and with the findings that the programme is applicable to all races, genders and ranks/positions. The presenters agreed with the responses of the experimental group in their presentation evaluation questionnaire (see Table 12, Scale 5: Questions 23, 24, 25 and 26) by also supporting the notion that personnel who attend the programme will be able to improve their productivity and lead better personal lives. It is therefore clear that the results from both the presentation evaluation questionnaire and presenter evaluation questionnaire compare well and support the finding that the programme will have a positive effect on the respondents' work and personal lives.

The following table (Table 19) depicts the results of the presenters' self-assessment and includes aspects such as their knowledge on the subject, ability to link material to respondents' level of knowledge, ability to explain difficult concepts et cetera.

TABLE 19: THE PRESENTER'S SELF-ASSESSMENT

QUESTIONS	PRESENTERS (n=10)*					RESPONDENTS (n=2354)
	CHOICES AND RESPONSES				PROGRAMME	Average
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Average	
1. I am knowledgeable about the subject that I taught.	-	-	70.0%	30.0%	3.30	3.55
2. I was able to link the material to the participants' level of knowledge.	-	-	40.0%	60.0%	3.60	3.43
3. I was able to explain difficult and abstract concepts.	-	-	60.0%	40.0%	3.40	3.45
4. I succeeded in keeping participants interested in the subject.	-	-	50.0%	50.0%	3.50	3.49
5. I was enthusiastic about the subject that I taught.	-	-	40.0%	60.0%	3.60	3.46

*Only 10 questionnaires were completed.

From the above table it is clear that all the presenters were of opinion that they are knowledgeable about the subject. They also felt strongly (60%) that they are able to link the material to the level of the respondents' knowledge and to keep them interested in the subject. Their self-rating in respect of explaining difficult and abstract concepts, as well as views regarding their enthusiasm, are similar to the results from the respondents' evaluation. It would seem that the presenters were able to make an accurate self-assessment. All the averages compared well with those of the combined programmes' averages.

Table 20 covers the results of the presenters' evaluation of their presentation skills. This also includes their overall self-rating.

TABLE 20: THE PRESENTERS EVALUATION OF THEIR OWN PRESENTATION SKILLS

QUESTIONS	PRESENTERS (n =10)*					RESPONDENTS (n=2354)
	CHOICES AND RESPONSES				PROGRAMME	Average
	Undecided (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Average	
6. Participants could clearly hear what I was saying	-	-	60.0%	40.0%	3.40	3.52

Table 20: The Presenters evaluation of their own presentation skills (continued)

7. I am skilful in the use of the teaching media.	-	-	60.0%	40.0%	3.40	3.45	
8. I encouraged participant involvement.	-	-	50.0%	50.0%	3.50	3.58	
9. I prepared myself thoroughly for the presentation.	10.0%	-	40.0%	50.0%	3.55**	3.54	
QUESTION 10	<i>Poor (%)</i>	<i>Fair (%)</i>	<i>Average (%)</i>	<i>Good (%)</i>	<i>Very good (%)</i>	Average	Average
10. What is your overall rating of your presentation skills?	-	-	10.0%	70.0%	20.0%	4.10	4.18

**Only 10 questionnaires were completed. ** One respondent did not complete the question*

From Table 20, it is evident that the presenters tended to give themselves a lower rating than the respondents did when it came to the use of teaching media, preparation and overall presentation skills. This could either be the result of setting extremely high standards for themselves or a lack of confidence in their own abilities.

The presenters' evaluation of the learning process is summarized in Table 21.

TABLE 21: THE PRESENTERS' EVALUATION OF THE LEARNING PROCESS

QUESTIONS	PRESENTERS (n=10)*					RESPONDENTS (n=2353)
	CHOICES AND RESPONSES				PROGRAMME	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	
11. In the beginning I gave a clear overview of what participants could expect during the course/ programme.	-	-	80.0%	20.0%	3.20	3.38
12. I made sure that participants understood a subject before moving on to a next subject.	-	-	80.0%	20.0%	3.20	3.48
13. At the end I gave a summary of the material that was covered.	-	-	70.0%	30.0%	3.30	3.42

Table 21: The presenters' evaluation of the learning process (continued)

14. I was able to communicate at the participants' level.	-	-	60.0%	40.0%	3.40	3.51
15. It was easy for participants to understand the material that was presented.	-	-	70.0%	30.0%	3.30	3.48
16. The material that was covered will be useful. *	-	-	60.0%	40.0%	3.40	3.49
17. The course stimulated participants' interest in the subject.	-	-	60.0%	40.0%	3.40	3.50

**Only 10 questionnaires were completed*

The presenters' evaluations of all the facets of the learning process were in line with those of the respondents. They succeeded in establishing an overall goal at the start of the process and, at the end of the programmes, summarizing the material covered. All the presenters felt they were able to ensure that the respondents understood the information before moving on to the next topic. It was also clear that all the presenters were of opinion that the material covered (Question 16, Table 21) will be useful to the respondents, and confirmed the respondents' feedback in this regard. Both the presenters and respondents felt that the learning material was not that difficult to understand.

Both the presenters' and the respondents' evaluation of the presentation context is contained in Table 22.

TABLE 22: THE PRESENTERS' EVALUATION OF THE PRESENTATION CONTEXT

QUESTIONS	PRESENTERS (n=10)*					RESPONDENTS (n=2326)	
	CHOICES AND RESPONSES					PROGRAMME	Average
	Very bad (%)	Bad (%)	Average (%)	Good (%)	Very good (%)	Average	
18. How would you rate the venue?	-	20.0%	50.0%	10.0%	20.0%	3.30	3.92
19. How would you rate the quality of the learning material that you presented?	-	-	50.0%	30.0%	20.0%	3.70	4.23
20. How would you rate the quality of the teaching media?	-	-	30.0%	70.0%	-	3.70	4.28
21. How well was the programme organised?	-	20.0%	10.0%	60.0%	10.0%	3.60	4.30

**Only 10 questionnaires were completed.*

Both the presenters and respondents rated the venues where the programmes were presented (Question 18), lower than the other aspects which were evaluated. What is interesting is the fact that the presenters experienced it worse than the respondents (3.30 vs. 3.92). The reason for this could be that deficiencies in teaching infrastructure (e.g. overhead projectors) often inconvenience presenters more than they do the recipients.

The presenters' evaluation questionnaire included a section with seven open-ended questions where the presenters were invited to make recommendations regarding certain aspects. The results of these questions will be dealt with individually:

Question 1: I wish to clarify the following responses to the "Presenters' evaluation of course presentation" questionnaire

One presenter encapsulated some of the problems that were experienced with the balance between the time spent between presentation and group involvement with the following comment: "I think more time should be spent on small-group discussions, role play etc. It feels like giving a lecture." This is a valid point, especially when we think about adult learning. In order for adults to learn best, they need to be involved in the learning process. If they are not involved with group discussions (etc.), respondents will leave the workshop without having made any information their own.

Another presenter commented that the programme should be presented as a whole, in order to ensure effectiveness. This comment comes after some of the Life Skill sub-programmes, of which Healthy Lifestyle is one, were mixed and matched in presentations. This is a relevant concern, as many of these sub-components follow after one another, building up to the crux of the Life skills programme.

Question 2: Topics that need to be added to the programme.

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

- Alcohol's effect on the central nervous system
- Interpersonal skills (marital, relationship skills)
- The value of friends and family
- Emotional enrichment

Question 3: Topics that need to be covered in greater depth in the programme

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

- Alcohol and drugs
- Exercise as well as relaxation
- The effect of alcohol on the central nervous system

All the suggestions are valid and should be taken into consideration in the further development of the programme. In this regard, it would be noted that the extent to which each subject is

dealt with mainly depends on the type and size of the target groups and the extent to which the Healthy Lifestyle programme could be linked to other personnel Capacity Building programmes. A mechanism should therefore be found to determine each target group's needs in advance and to tailor the programme presentation accordingly.

Question 4: Topics that should be dropped from the programme

No suggestions were made

Question 5: The things that were most and least helpful to presenting the course

There was some agreement between presenters concerning the elements of the programme that they found most and least helpful. These were the following:

Most helpful:

- ◆ The overhead projector, flip chart and questionnaires
- ◆ The opinions and views from the participants
- ◆ All aspects of the Healthy Lifestyle programme
- ◆ Transparencies and other material (although very little was included)
- ◆ The exercises

Least helpful:

- ◆ The fact that groups had to be compiled with extra attention on the race, rank etc, as some of the Station Commissioners were not in favour of Social Workers telling them who should attend and who not.

Question 6: Improvements that could be made to the course

The questionnaire also provided the presenters the opportunity of making any other recommendations regarding ways in which the programme and its presentation could be improved. This brought the following recommendations to the fore:

- ◆ The handout on balanced meals was indicated in the planning but wasn't executed as it was not included in the handouts.
- ◆ Better utilization of existing substance abuse information to enhance the Healthy Lifestyle programme.
- ◆ More small-group discussions and role play.
- ◆ The Healthy Lifestyle content is good but more clarity is needed on how alcohol is indicated as a stimulant as well as a depressant.
- ◆ More transparencies, as there is almost none with regard to Healthy Lifestyle.

When taking all the written comments received on the possible improvement of the Healthy Lifestyle programme into consideration, it is clear that no far-reaching recommendations were made. A number of smaller issues did present and they seem to require further attention. This will be taken into account in the guidelines for the improvement of the programme.

11. FINDINGS AND IMPLICATIONS

Only the most prominent issues will be dealt with in discussing the findings and their implications. It will focus on the research design and procedure, as well as on the results obtained with the different measuring scales and questionnaires.

11.1 THE RESEARCH GROUPS

The experimental and comparison groups were mobilised by means of availability sampling. In spite of the potential limitations of this procedure, it produced two groups that were very representative of the SAPS population. Where small differences occurred, it did not affect the outcome of the research in any negative way. The conclusion could therefore be reached that the findings of the research would be made applicable to all SAPS personnel, irrespective of their rank/post, race, gender or province of origin.

11.2 THE MEASURING SCALES AND RESEARCH DESIGN

Six measuring scales were originally designed for the Healthy Lifestyle study. The scales could not be constructed from standardized measuring instruments and efforts had to be made to create and standardize the scales by means of various pilot studies. In the main study, one scale did not meet the reliability criteria and had to be dropped.

It was possible to prove, with the help of the two usable KAB scales, that the programme had a practical significant effect on the respondents' knowledge and a medium effect on their behaviour.

With the research design, provision was made for possible problems with the standardization of scales. It was decided to triangulate the results of the KAB scales with those of three other scales. These scales dealt with programme value, programme relevance and the effect of the programme presentation.

From all the measurements, it can be concluded that the Healthy Lifestyle Personnel Capacity Building programme had a practical significant effect on the knowledge and behaviour of the participants. There were strong indications that it also influenced their attitudes positively. It was also clear that the programme enhanced the recipients' job performance and functioning and additionally benefited them personally. The SAPS should therefore take cognisance of both the respondents' and presenters' recommendation that all SAPS personnel should attend this programme.

The content and presentation of the Healthy Lifestyle programme is not without its shortcomings. The research results were therefore also used as a basis to formulate guidelines for its future improvement.

12. GUIDELINES FOR IMPROVING THE PROGRAMME

The guidelines will be divided into two components. These will cover the contents of the programme and its presentation.

12.1 GUIDELINES FOR IMPROVING THE CONTENTS OF THE PROGRAMME

The following steps had to be taken to improve the contents of the programme due to a number of smaller problems the presenters experienced in this regard, as well as deficiencies that became relevant through the measuring scales.

- ◆ The presenters' recommendations, under Question 6 of the presenter's evaluation, should be utilized in the next revision of the Healthy Lifestyle programme. Special attention should be given to the elements of the programme that they found least helpful and most cumbersome.
- ◆ Secondly, it should become standard practice to revise and to update the programme every 12 to 18 months. This will ensure that it remains at the cutting edge of new developments in the field of Healthy Lifestyle.
- ◆ The possibility of utilizing the HLS programme by linking it with other programmes should be further investigated. This specific programme could for instance be incorporated with different types of programmes (e.g. HIV/AIDS, stress management & money wise without losing its core functionality).
- ◆ No introduction exists for any of the sub-programmes of the Life Skills programme. This could have a negative effect on the overall outcome of the programme, as presenters now have to invent their own introductions. This then also does not contribute to the standardisation of the programme and needs to be looked into during the first revision session.
- ◆ Finally, all the activities, exercises, checklists and examples should be re-evaluated and improved in order to make them even more relevant and effective, thereby ensuring that they comply with the principles of experiential learning.

12.2 GUIDELINES FOR IMPROVING THE PRESENTATION OF THE PROGRAMME

Various measures could be taken to improve the presentation of the programme. A wide variety of issues will be covered that include the following:

- ◆ Stricter guidelines should be set concerning the requirements of a suitable venue, as this aspect definitely influences the effect of the programme negatively.
- ◆ Due to the nature of the Healthy Lifestyle programme, it is imperative that only suitably qualified social workers from Police Social Work Services should present the programme.
- ◆ Priority should be given to continuous and further training of presenters to ensure high presentation standards. Furthermore, all presenters should complete a train-the-trainer programme and an advanced facilitation and presentations skills course, before being allowed to present the Healthy Lifestyle programme.
- ◆ Presenters should attend a work session every 12 to 18 months to assist with the evaluation and updating of the programme. This will ensure that they stay informed regarding new developments.
- ◆ Management should be educated with regard to the benefit that personnel will gain from the HLS capacity building programme. If at all possible, it should be made a permanent part of the initial training of new recruits in order to build a strong foundation on which the SAPS can build strong functioning personnel.
- ◆ Continuous development and standardization of the KAB scales would be of great value if utilized on a regular basis. It will assist the SAPS in determining the effects of presenting

each programme. This will also help to ensure that all SAPS personnel receive the same high standard of service delivery.

13. CONCLUDING REMARKS

The Evaluation of Personnel Capacity Building programmes (EPCBP) research project was the most comprehensive study ever undertaken by Police Social Work Services. As such, it was also important for the credibility of the social work profession, in particular in the SAPS.

From the evaluation of the Healthy Lifestyle programme it was clear that this programme is a significant and highly effective intervention instrument. It not only enables SAPS personnel to lead more productive and professional lives, but also empowers them to improve their personal well-being. Through this empowerment process, all SAPS personnel are mobilised and equipped to render a better policing service to all South African communities. This is in line with the SAPS' policing priorities.

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ARTICLE 2

Jansen van Vuuren, AJE & Weyers, ML

THE NATURE AND EVALUATION OF THE "COPING WITH CHANGE" PERSONNEL CAPACITY BUILDING PROGRAMME OF THE S.A. POLICE SERVICE

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ABSTRACT

Background: *The transformation of the South African Police Service (SAPS) in the post-apartheid era brought new pressures to bear on the organization's social workers. They had to find an alternative to their therapy-centred approach to service delivery and prove its effectiveness. More specifically, there was a need for an intervention that would enable the personnel to cope with the changes within the organisation and the society of which it formed part. This led to the development of 15 personnel capacity building programmes of which the Coping with Change (CWC) programme formed an important element. Because of a need for a comprehensive impact assessment of these programmes, the "Evaluation of Personnel Capacity Building Programmes (EPCBP)" study was launched in 2001. The evaluation of the Coping with Change (CWC) programme formed part of this study.*

Aim: *The primary aim of the study was to determine whether the Coping with Change programme had any effect, positive or negative, on the knowledge, attitude and behaviour of SAPS personnel.*

Method: *A comparison group, a pre-test and post-test design and triangulation were utilized for this purpose. Six measuring scales and a presenter's evaluation questionnaire was developed and used. The research involved 184 experimental group respondents, 41 comparison group respondents and 16 presenters.*

Results: *The data showed that the programme had a significant effect on the knowledge, attitude and intended behaviour of the respondents, thereby enriching their personal and professional lives in a very positive manner. It proved to be a significant and highly effective intervention instrument.*

1. BACKGROUND AND DEVELOPMENT OF THE PROGRAMME

In the era before the 1994 elections, occupational social work in the South-African Police Service mainly focused on therapeutic and reactive service to police members. During this period, very little attention was given to the empowerment of members through developing their own life skills. Two basic factors started to immerge and move Police Social Work Services in the direction of utilizing a more proactive approach. The first was various SAPS policy documents and statements that emphasize the importance of empowering its members to deliver effective services within the context of a transforming organization and society. It therefore questioned whether support services within the SAPS (including social work) really added value to the organisation and to the lives of its personnel. Secondly, the high and escalating incidence of social problems within the workforce required an alternative to the traditional therapy-centred and reactive approach that had become the norm in service delivery to SAPS members (Stutterheim & Weyers, 2002:6).

In reaction to the escalating and changing needs, an external research consultant, Ask Africa, was contracted to conduct extensive research into (a) SAPS members' need for social work services, (b) the social workers in the employment of Police Social Work Service's (PSWS) perceptions of personnel needs and (c) a comparison between these two sets of perceptions. Ask Africa (1998) indicated a need for both reactive and proactive social work services within the organisation. In the case of proactive services, various priority areas were identified. These included stress, alcohol/substance abuse, financial problems and personnel conflict/teamwork (Ask Africa, 1997:28). The research results, combined with PSWS' own service statistics, indicated that there was a need for the development and implementation of personnel capacity building programmes. During a national police social workers conference in September 1999, all social workers present confirmed the need for such programmes. Five workgroups were subsequently established to develop the prioritized programmes.

The programmes that were produced by the task teams were written in such a way that they would adhere to the requirements set by the South-African Qualifications Authority (SAQA) and could be presented in a workshop format. Up until the end of 2001, at least 3500 of the then approximately 120 023 members (SAPS statistical report 2002/03/08) of SAPS throughout South Africa (PSWS, 2002) were reached through the programmes.

The original programme designs did not include comprehensive effect measuring instruments. Therefore, when the need arose for a more comprehensive assessment of their impact and results, a decision was taken in the latter half of 2001 to embark upon the comprehensive Evaluation of Personnel Capacity Building Programmes (EPCBP) study. Its basic aim would be to determine the effect of the programmes on the personnel of the organization and ascertain whether the quality of the programme presentations had a positive or negative influence on their goal attainment.

This paper will focus on the effect measurement of one of the combination of programmes that is collectively known as the Life Skills Programme, viz. the "Coping with Change" (CWC) programme. In it, four specific questions will be answered. They are:

- ◆ Did the content of the Coping with Change programme adhere to the theory underlying this issue?
- What effect did the programme have on the knowledge, attitude and behaviour/practices of SAPS personnel?
- ◆ What influence did the quality of the presentation of the programme have on its effect?
- ◆ How could the programme and its presentation be improved?

2. THE NEED FOR A COPING WITH CHANGE PROGRAMME

The need for a specialised Coping with Change programme is mainly due to the fact that different types of change and other factors often make *police work* an extremely stressful occupation (cf. Gibson *et al.*, 2002:105). There is abundant evidence of the negative effect of stress in the SAPS. During an interview with the Medical Boards of National Head Office (2002), it became evident that a 20% rise in medical unfitness was experienced due to stress during the period 1996 to 2001. During that same period, 816 295 cases of psychosocial problems among personnel were dealt with. These included stress, post-traumatic stress, depression and suicide threats (PSWS, 2000).

Transformation of the SAPS, combined with the resulting uncertainties, has been a stress inducing factor in the organisation. During 2002, personnel were confronted with Resolution 7 of 2003 (Odendaal, 2003) whereby members were transferred from one station to another, sometimes in another area or province, to enforce equity in the workplace. This created much stress among police members, as change was forced upon them. It became evident that members were not capable of coping with it and large numbers of members booked off on stress and other related grounds. Some even went as far as to commit suicide.

It is apparent that, if change is not dealt with effectively, the results can be far reaching. Brown & Campbell (1995:17-20), for example, conclude that continued stress "...may result in undesirable behaviour changes, such as drug dependency, substance abuse, work absenteeism, and it may also increase the likelihood of marital breakdown and suicide". Pitzer (1998) emphasizes that the body's resistance to disease will also decrease, thereby increasing a persons susceptibility to a variety of other infectious diseases. It is of the utmost importance that SAPS personnel are able to perform their duties. If they are incapacitated due to stress, it will have a negative effect on the whole of South Africa. McCraty *et al.* (1999:1-3) is of opinion that "...police officials tend to suffer from a variety of stress-related physiological, psychological and behavioural effects", but that, if they are taught the appropriate skills, they will be better equipped to cope with stress. The Coping with Change programme focuses on the development of these coping skills.

3. THE NATURE OF THE COPING WITH CHANGE PROGRAMME

The overall aim of the bigger Life Skills programmes, of which the Coping with Change programme is a sub-programme, is to empower SAPS personnel with the knowledge, attitude and skills that will ensure a well balanced employee that will be able to render a professional service to the community (PSWS, 2001:iii). Within this context, the Coping with Change (sub)-programme focuses on enabling them to manage changes within their work environment and in their professional and personal lives.

In this programme, change is viewed as an event that occurs when something passes from one state or phase to another. It accepts that events can have such an unsettling effect on the individual that it can induce high levels of stress and psychosomatic illnesses (Pitzer, 1998). These negative effects can be countered if individuals understand man's reaction to change, know themselves and have the will and skills to deal with the effects of change. They especially have to understand that they have an active role to play in coping with daily changes and dilemmas.

The Coping with Change programme was built around the central ideas of self-knowledge and the attitudes and skills required for coping with changes on the macro and micro levels. It consisted of six parts that covered the following themes or subjects:

- ◆ Part 1: Initiates the learning process by allowing individuals to first complete a pre-test re Coping with Change. Presenters then focus on defining Coping with Change, and the implications of neglecting one's health.
- ◆ Part 2: Deals with motivation and the individual's responsibility to remain motivated.
- ◆ Part 3: Focuses on locus of control and explains to individuals the importance of having an internal locus of control, thereby ensuring that they play an active role in whatever happens to them.
- ◆ Part 4: Deals with the rational emotive theory, whereby how you think about something might cloud your judgement and force you to act inappropriately.

- ◆ Part 5: Focuses on change, which is part of our everyday lives, and by applying motivation, locus of control and RET (Rational Emotive Theory), one will be capable of handling change effectively.
- ◆ Part 6: Concludes with a summary and the post-test.

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

TABLE 1: THE THEMES AND PRESENTATION OF THE COPING WITH CHANGE PROGRAMME (PCBP)

SUBJECT	METHODS
<p>Part 1: Introduction Explain that the following aspects will be focussed on:</p> <ul style="list-style-type: none"> • Motivation • Locus of control • Rational emotive theory • Change 	<ul style="list-style-type: none"> ◆ Pre-test ◆ Defining Purpose of this programme (only done in the beginning of the Life Skills Programme. The CWC programme was combined with other programmes and is not included in the beginning of the programme).
<p>Part 2: Motivation</p>	<ul style="list-style-type: none"> ◆ <i>Small-group activity:</i> Learners discuss a definition of motivation with their small groups and give feedback to the large group on the flip chart. ◆ <i>Use transparencies:</i> Give definition according to module and <i>Small-group activity:</i> Learners discuss their responsibility re motivation and give feedback to the larger group.
<p>Part 3: Locus of control</p>	<ul style="list-style-type: none"> ◆ <i>Large-group discussion:</i> Who is in control of your life? Discuss the definition of Locus of control, internal and external locus of control. ◆ <i>Use transparencies:</i> Show learners practical advantages of internal locus of control by using the circle of influence and circle of control. ◆ <i>Small-group activities:</i> Discuss the correlation between locus of control and motivation/attitude. Give feedback to the large group. ◆ <i>Individual activity:</i> Learners identify their own concerns and write them down, then decide what will happen to these concerns if they adopt an internal locus of control.
<p>Part 4: Rational emotive theory</p>	<ul style="list-style-type: none"> ◆ <i>Use transparencies:</i> Share the effect of past experiences and environmental influences on the creation of people's thoughts. ◆ <i>Large-group exercise:</i> The learners must give their first thoughts that come to mind with being discharged/fired from their job. To move from being a victim to being in control. ◆ <i>Individual activity:</i> Learners must identify irrational thoughts within them and write them down. ◆ <i>Use transparencies:</i> To discuss steps for changing irrational thoughts.
<p>Part 5: Change</p>	<ul style="list-style-type: none"> ◆ <i>Large-group discussion:</i> Discuss change as part of everyday life as well as difficulties people experience in adapting to new circumstances. ◆ <i>Use transparencies:</i> To explain the stages of change. ◆ <i>Individual activity:</i> Change exercise, respondents complete hand-out. Give feedback to the large group. ◆ <i>Large-group discussion:</i> Discuss conditions for successful change.
<p>Part 6: Conclusion</p>	<ul style="list-style-type: none"> ◆ Post-test

The programme exposes participants to different techniques, exercises and strategies that will assist them in recognising their own abilities to cope with change. It affords them the opportunity to explore themselves – how they think with regard to change. It also provides a visible form of commitment to changing or improving their coping with change related behaviour.

4. RESEARCH DESIGN AND PROCEDURE

The research design and specific procedures followed to determine the effect of the programme will subsequently be covered. It will also include an overview of the aim and objectives of the study.

4.1 AIM AND OBJECTIVES

The overall aim of the study was:

to determine the effect of the Coping with Change Capacity Building programme on the knowledge, attitude and behaviour/practices of the SAPS personnel.

In order to achieve this aim, the following objectives were pursued:

- ◆ to evaluate the content of the Coping with Change programme with the help of available theory,
- to determine the effect of the Coping with Change programme on the knowledge, attitude and behaviour/practices of SAPS personnel,
- ◆ to determine the influence of the quality of the presentation of the programme on its effect, and
- ◆ to utilize the results from the research to establish guidelines for the improvement of the programme and its presentation.

4.2 RESEARCH DESIGN

For the empirical research, a comparison group pre-test-post-test design was utilized. It is the equivalent of the classic experiment, but according to De Vos and Fouche (1998:132), without the "... random assignment of subject to the groups". It was deemed the most appropriate design, as "... it is the best way to conduct research because only experimentation can determine the cause-and-effect relationship" (Whitley, 2001:35). This meant that it was possible to statistically determine the effect of programmes in circumstances where it is not possible to comply with all the prerequisites for a so-called classic or true experiment (cf. Bailley, 1994:236-7; Cournoyer & Klein, 2000:103; Strydom, 1999:110).

4.3 PROCEDURE

The research process consisted of four core steps. These are conducting a literature study, designing and testing measurement instruments, measuring the programme's effect and completing the research reports.

4.3.1 Step 1: Literature study

The first step consisted of a comprehensive literature study. This was undertaken in order to establish the characteristics, qualities and preconditions/requirements of the Coping with Change (CWC) programme. Topics covered included motivation, locus of control, RET and change. This contributed to the formulation of the measuring instruments.

The literature study included relevant sources on the Internet as well as literature from fields such as social work, psychology, community policing and criminology. Other documents such

as the SAPS's policy documents relating to capacity building programmes and community service delivery, as well as the nature of community policing and related issues, were also examined. Furthermore, aspects such as the attributes and format of capacity building programmes and the requirements for programme presentations and evaluation were also included.

The following databases were used in the identification of appropriate sources:

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

4.3.2 Step 2: Design and testing of measuring instruments

During step 2, entirely new questions and scales had to be developed. This was due to the unique nature of the programme and the fact that existing measuring instruments did not meet the requirements of effect measurements. The concept questionnaires and scales were subjected to a series of pilot studies. The development of the new instruments proved to be very difficult and not always completely successful (see heading 4.5).

4.3.3 Step 3: Measurement of the effect of the Coping with Change programme

The main empirical study commenced after the pilot-testing phase in February 2003. In it, all the capacity building programmes were presented to a total of 4 157 SAPS personnel and their effects measured with the aid of 322 166 individual measurements. In the case of the Coping with Change programme, 184 experimental group members completed a KAB (knowledge, attitudes and behaviour/practices) questionnaire directly before and after the intervention had taken place. Simultaneously, 41 comparison group members completed similar questionnaires. The experimental group's members also completed a presentation evaluation questionnaire. An opportunity was also afforded to the presenters to complete a presenter's evaluation questionnaire. Of the 16 presenters, only 7 did so.

4.3.4 Step 4: Analysis, interpretation and completion of the research report

The final step consisted of the analysis and interpretation of the data generated from the study and of drawing up the research reports. This information will be discussed in more detail as this document progresses.

4.4 THE RESEARCH GROUPS

All the participants in the Coping with Change study were mobilised through an availability sampling process. They only represented 0,18% of the approximately 132 482 SAPS personnel that comprised the population (see Appendix 13, Table 13c). This is lower than the 1% recommended by Stoker (in Strydom & De Vos, 1998:193). However, this research formed part of a larger EPCBP study that eventually involved 4 157 respondents (i.e. 3,14% of the total

police population), excluding the presenters. This is more than the required minimum sample size (cf. Strydom & De Vos, 1998:102). It consisted of 3 437 experimental group respondents, 720 comparison group respondents and 147 social workers who presented the programmes. Therefore the participants in the evaluation of the Coping with Change programme, which formed part of the larger EPCBP project, was sufficiently representative of the entire population (cf. Bailey, 1994:100-103).

Four main criteria were used to ascertain to what extent the resulting experimental and comparison groups were representative of the total SAPS population (cf. Babbie, 1990:168; Strydom & De Vos, 1998:198). These were rank/position, race, gender and province. By using province as a criterion, it was possible to ensure that attributes such as language distribution, geographical location (deep rural, semi-rural, rural, urban, historical background) and different sections of the organisation would also be covered.

Concerning rank/post as a criterion, it also had to be kept in mind that the total SAPS personnel corps is divided into two basic categories. They were personnel appointed in terms of the Police Act (Act No 68 of 1995) and in terms of the Public Service Act (Act No 103 of 1994). A further division was made between those who were appointed in terms of the Police Act as they were divided among nine different ranks ranging from Constable to the National Commissioner. For purposes of the research, the ranks of constable, sergeant and inspector were dealt with separately, as they had distinctive training needs. The other ranks, from captain onwards, were combined in one category, namely officers. The distinction was mainly drawn because these ranks formed part of the managerial cadre.

The administrative personnel are employed in post types such as secretary, registration clerk, data typist, administrative clerk, typist, cleaner, medico-legal official and personnel officer. For purposes of the analysis, these so-called Public Service Act personnel were dealt with as a unit. No distinction was therefore drawn between the 40-odd post levels and types that they could be divided into.

Three criteria were used in determining the extent to which the research groups could be viewed as representative of the population's rank/post, race, gender and provincial profile. A difference under 5% was viewed as insignificant, a difference between 5% and 10% as small, and a difference higher than 10% could be potentially meaningful. The experimental and comparison groups consisted of 184 and 41 respondents respectively. Their rank/post profile, as well as that of the SAPS population, is contained in Table 2.

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

GROUPS	CONSTABLE	SERGEANT	INSPECTOR	OFFICERS	CIVIL ACT PERSONNEL	NOT DETERMINED	TOTAL (n)
Experimental group	8 (4.34%)	29 (15.76%)	59 (32.06%)	14 (7.60%)	69 (37.50%)	5* (2.19%)	184 (100%)
Comparison groups	1 (2.44%)	4 (9.76%)	21 (51.22%)	9 (21.96%)	6 (14.64%)	0	41 (100%)
Total SAPS population	13936 (10.52%)	17478 (13.19%)	56671 (42.78%)	15008 (11.33%)	29304 (22.11%)	85* (0.06%)	132482 (100%)

**Undetermined: Unspecified ranks/ posts on data basis*

Table 2 indicates that both research groups' composition was generally in line with that of the total SAPS population. However, three potentially meaningful differences did occur.

The percentage of Inspectors in the experimental group (32.06%) was 10.72% lower than that of the total SAPS population (42.78%).

The percentage of Officers in the comparison group (21.96%) was 10.63% higher than that the total SAPS population (11.33%).

The percentage of Civil Act personnel (37.5%) was 15.39% higher than that of the total SAPS population (22.11%).

From the analysis of the data that was produced by both the over and underrepresented groups, it did not seem as though the deviations had any marked negative impact on the outcome of the research.

Table 3 contains the race and gender distribution of the experimental and comparison groups, as well as that of the total SAPS population.

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

GROUPS	ASIAN MALE	ASIAN FEMALE	BLACK MALE	BLACK FEMALE	COLOURED MALE	COLOURED FEMALE	WHITE MALE	WHITE FEMALE	UNDETERMINED	TOTAL (n)
Experimental group	7 (3.80%)	2 (1.09%)	57 (30.97%)	48 (26.09%)	11 (5.97%)	21 (11.41%)	23 (12.50%)	13 (7.07%)	2* (1.09%)	184 (100%)
Comparison groups	1 (2.44%)	-	16 (39.02%)	3 (7.32%)	5 (12.20%)	-	9 (21.95%)	7 (17.07%)	-	41 (100%)
Total SAPS population	3516 (2.65%)	1343 (1.01%)	63466 (47.91%)	17150 (12.95%)	9006 (6.80%)	4392 (3.32%)	20429 (15.42%)	12753 (9.63%)	-	132482 (100%)

**2 members neglected to indicate their race*

The distribution of race and gender compared relatively well with that in the SAPS population. However, a 10% and higher representation occurred in the experimental group with black males and black females. This could potentially have had a meaningful effect. From the analysis of the data that were generated by the different groups, no discernable differences could be identified. It was therefore concluded that the effect of the programme was the same for respondents from different gender and race groups.

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

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

PROVINCE	TOTAL PERSONNEL IN PROVINCE	%	TOTAL PERSONNEL IN EXPERIMENTAL GROUP	%	TOTAL PERSONNEL IN COMPARISON GROUPS	%	TOTAL PRESENTERS	%
Gauteng	26 468	22.05	35	19.02	3	7.31	1	6.25
Western Cape	11 651	9.70	26	14.13	3	7.31	2	12.5
Eastern Cape	15 524	12.94	13	7.07	5	12.20	1	6.25
Northern Cape	3 293	2.75	-	-	5	12.20	-	-
KwaZulu-Natal	19 000	15.83	32	17.39	3	7.31	7	43.75
Free State	9 424	7.85	8	4.34	6	14.63	-	-
North West	8 892	7.41	11	5.97	2	4.87	1	6.25
Limpopo	9 087	7.57	18	9.78	4	9.75	2	12.50
Mpumalanga	6 189	5.16	29	5.76	5	12.20	1	6.25
Head Office	10 495	8.74	12	6.52	5	12.20	1	6.25
TOTAL	120 023*	100	184	100	41	100	16	100

**SAPS statistical report 2002/03/08*

Table 4 indicates that only one province's comparison group, Gauteng, differed with more than 10% from the total personnel in that province. The Northern Cape did not do a CWC training session. They did, however, mobilise a comparison group. This province also did not submit the number of presenters who were involved in the comparison group's testing. The Free State neglected to submit their presenters' details.

In spite of the logistical problems experienced during the research, it did indeed produce both experimental and comparison groups that were comparatively representative of the total population of each province. An analysis of the data indicated that, where the (small) differences did occur, they did not have a meaningful effect on the outcome of the programme's effect measurement.

4.5 DATA COLLECTION INSTRUMENTS

Due to the unique nature of the programmes, standardised questionnaires or scales could not be used in the study. Therefore totally new measuring instruments had to be developed for the comparison group pre-test/post-test design that was used in the empirical research. In order to overcome potential shortcomings in the newly developed instruments, measurement were triangulated. In this context, triangulation is seen as "...the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct" (Hilton, 2003). It was, however, "...not aimed merely at validation but at deepening and widening one's understanding" (Olsen, 2004). In the research, the so-called 'within-method' (Bryman 2003) of triangulation was used by administering multiple instruments to measure the same phenomenon, viz. the effect of the programme (cf. Mark, 1996:220; Patton, 2002:556, 559-560).

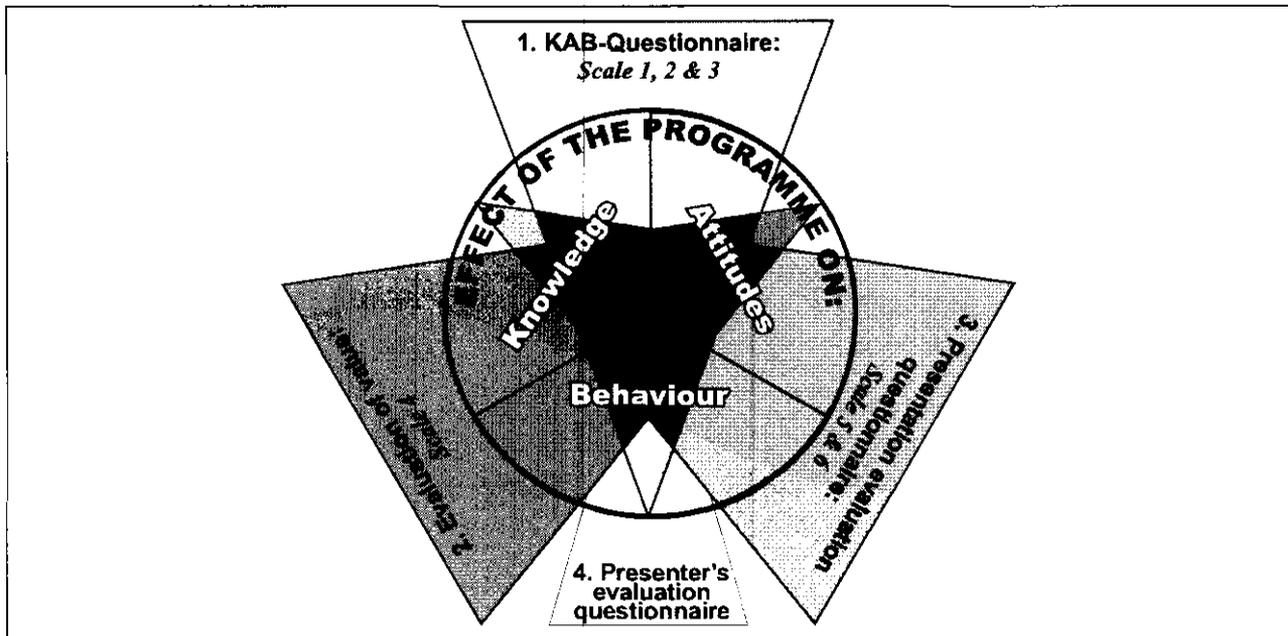
The following six new scales were developed for the study:

- ◆ a KAB/P questionnaire that consisted of three primary scales (Scales 1 to 3 completed by both the experimental and comparison groups)
- ◆ the programme value scale (Scale 4 formed part of the post-test KAB questionnaire that was completed by the experimental group only)
- ◆ the programme significance scale (Scale 5 formed part of the presentation evaluation questionnaire that was completed by the experimental groups only)
- ◆ the quality of programme presentation scale (Scale 6 formed part of the presentation evaluation questionnaire that was completed by the experimental groups only).

The presenters' evaluation questionnaire was only used as a secondary measuring instrument and was thus not subjected to the same high-level statistical analysis as was the case with the others.

The link between the different questionnaires and scales is portrayed in the diagram below, Diagram 1.

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



The nature and content of the data gathering instruments will be reviewed in more detail.

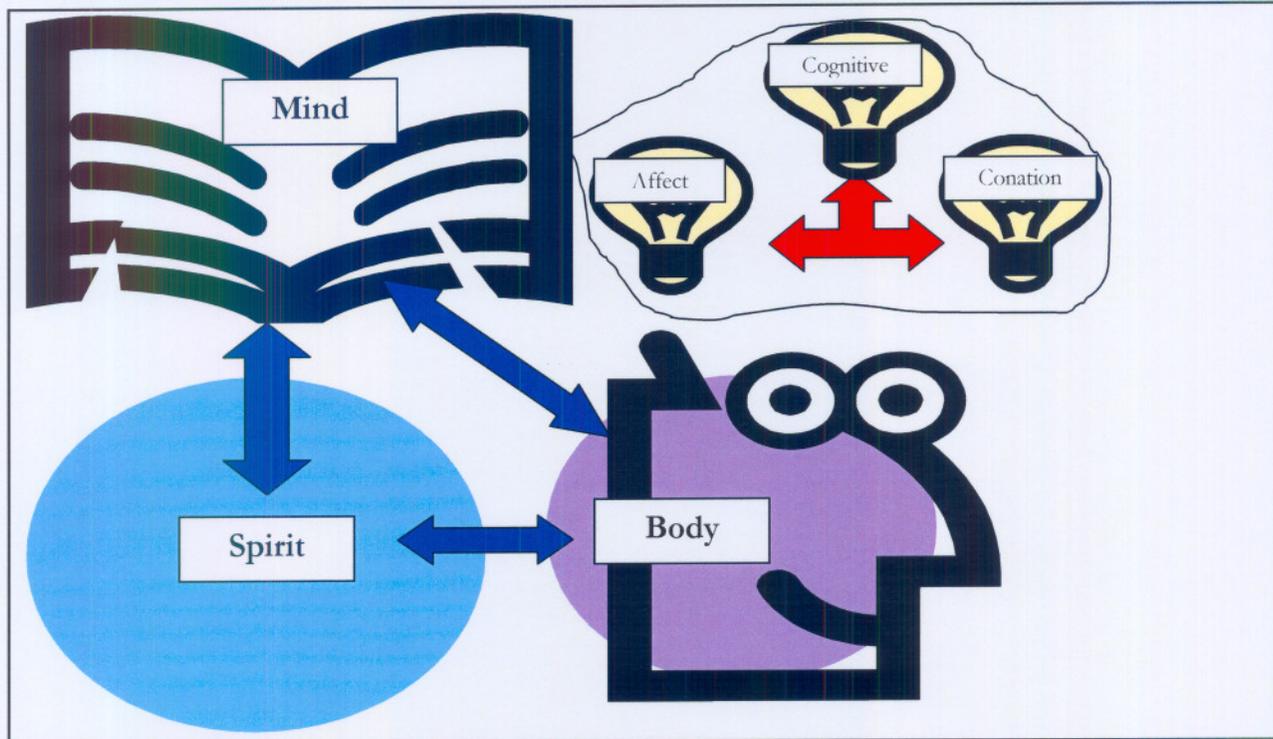
4.5.1 The KAB/P questionnaires

Social work research has not widely made use of knowledge, attitudes and behaviour/practices (KAB/P) analyses in the past. However, these types of analyses have formed part of educationally focussed research on a wide array of subjects for some time (Mitchell & Kaufman, 2002). It includes the health, educational, economic, social marketing and social development fields (Berger *et al.*, 1994; Donati *et al.*, 2000; WPDCE, 1999; Weinreich, 1999; Kelly *et al.*, 2002:63-76).

KAB/P studies are based on the systems approach, which accepts that a human being comprises of three aspects, namely mind, body and spirit. It elaborates on the assumption that

the mind (human functioning, personality) can be divided into three dimensions, namely the cognition (knowing, understanding, thinking), the affective (attitude, predisposition, emotions, feeling) and the conation (intentions to act, reasons for doing, volition, will, behaviour) (Thompson, 2002: xvii; Huitt, 2003). The inter-linkage of these dimensions is depicted in Diagram 2.

DIAGRAM 2: THE THREE ASPECTS OF THE HUMAN BEING AND ITS THREE DIMENSIONS



In the KAB/P approach, it is accepted that the three dimensions are connected but that they do not necessarily exhibit a linear causal relationship. This, in effect, means that change in one dimension does not necessarily lead to change in another, and that bringing about change in one dimension (e.g. attitudes) is not necessarily a prerequisite for change in another (e.g. conduct) (Akade, 2001:248-251; McCann & Sharkey, 1998:268-9; Elkind, 1993:171). With the aid of the KAB/P scales, it would therefore be possible to calculate the extent of the effect of each programme on each of the dimensions separately (see Table 5).

Four KAB/P questionnaires were designed for the CWC programme. The experimental groups completed two of these before and after the presentation of the programmes (see appendixes 7 & 8), while the comparison groups also completed two similar questionnaires during the same period without exposure to the programme (see appendixes 9 & 10). Both closed questions (e.g. true/false) and Likert-type scales (e.g. strongly disagree/ disagree/ agree/ strongly agree) were included in the questionnaires (cf. Jackson, 2003:61; Strydom, 1994:161-162).

A second section was added to the post-test questionnaire that was administered to the experimental groups. It consisted of five questions and enabled the respondents to evaluate the overall value of the programme and the value of each of its four main parts. In the text, this instrument will be referred to as Scale 4 (see Table 5).

TABLE 5: THE COMPOSITION OF THE KAB QUESTIONNAIRES

DIMENSION	SCALE NO.	FACETS THAT WERE MEASURED
Knowledge	Scale 1	Knowledge of Coping with Change (Questions 1 - 7)
Attitude	Scale 2	Attitudes regarding Coping with Change (Questions 8 - 10)
Behaviour	Scale 3	Behaviour regarding Coping with Change (Questions 11 – 14)
Value	Scale 4	Value of the Programme (Questions 15 – 22) (Only included in experimental group's post-test)

4.5.2 The presentation evaluation questionnaire

To evaluate the presentations, a single presentation evaluation questionnaire was developed for the entire EPCBP project (see Appendix 5). This questionnaire had also undergone a process of pilot testing before being completed by the members of the experimental group directly after the presentation of each programme.

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

TABLE 6: THE COMPOSITION OF THE PRESENTATION EVALUATION QUESTIONNAIRES

SECTION	SCALE	FACETS THAT WERE COVERED	QUESTIONS
Section 1	Scale 6.1	Evaluation of the presenter	Questions 1 to 5
Section 2	Scale 6.2	Evaluation of the presenter's presentation skills	Questions 6 to 10
Section 3	Scale 6.3	Evaluation of the learning process	Questions 11 to 17
Section 4	Scale 6.4	Evaluation of the context within which the programme was presented	Questions 18 to 21
Section 5	Scale 5	Evaluation of the relevance of the programme (Scale 5)	Questions 22 to 27
Section 6		General (<i>Length of the programme, tempo of presentation, balance between presentation and group participation, language which was used most in the presentation</i>)	Questions 28 to 31

4.5.3 The presenter's evaluation questionnaire

Each social worker who presented a programme had to complete a presenter's evaluation questionnaire (see Appendix 6). This enabled them to evaluate their own presentation abilities or skills, as well as the relevance of the programme and also gave them the opportunity to make recommendations regarding improvements to the programme (see Table 7). Comparisons could be drawn between this questionnaire and the presentation evaluation questionnaire as it was based on the latter.

TABLE 7: COMPOSITION OF THE PRESENTER'S EVALUATION QUESTIONNAIRE

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

4.6 PROCEDURES AND FORMULAS USED IN DATA ANALYSIS

By utilizing these three types of questionnaires for the evaluation of the CWC capacity building programme, 15 292 individual measurements were made. This is substantial and gives an indication of the extent of the EPCBP study. All the data collected by means of the triangulation of measurements were analysed in conjunction with the Statistical Consultation Services of the North-West University: Potchefstroom Campus, and with the aid of the SAS computer package (SAS Institute Inc., 1999).

A brief discussion will follow on the procedures and formulas that were used to establish the scales' reliability, validity and ability to measure change.

4.6.1 Procedures and formulas for the calculation of reliability

Joppe (2001:1) defines reliability as "...the extent to which results are consistent over time and an accurate representation of the total population under study...". He furthermore emphasizes that "... if the results of the study can be reproduced under a similar methodology, then the instrument is considered to be reliable".

To determine the reliability of the applicable measuring instruments, the Cronbach alpha coefficient (abbreviated as 'Cronbach alpha' or simply " α ") of each scale and subscale had to be calculated (Gravetter & Forzano, 2003:455). A score of 0.50 or higher could be accepted as an appropriate reliability coefficient (cf. Jackson, 2003:87-91). In the study, one scale did not meet this requirement. In this case, it was only possible to utilize the effect size of some of its individual questions as *indicators* of change (see Table 8).

4.6.2 Procedures for the calculation of validity

Mark (1996:289) defines validity of a measuring instrument as "...the extent to which it measures what it is supposed to measure". According to Cournoyer and Klein (2000:74-81), measuring validity is a multidimensional construct, as four types of validity exist. They are face

validity, content validity, construct validity and criterion related validity (cf. Jackson, 2003:44-5; Creswell, 1994:157-8).

For this research project, it was decided to do pilot studies in order to increase validity. Validity of individual questions was initially determined by means of peer-group evaluations and pilot studies. Through the utilization of triangulation, which is seen as a validity procedure by Olsen (2004:1), the validity of the research could be increased. This was done during the main study.

4.6.3 Procedures and formulas for the calculation of change/effect

In order to determine whether the programmes had any practical significant effect on the knowledge, attitudes and behaviour/practices of the respondents, Cohen's formula (also known as Cohen's *d-value*) was used for the calculation of effect size (Guzzo *et al.*, 1987:414; Cohen, 1988:20-27; Steyn, 2000:1-3). The reasoning behind this choice being the following:

- ◆ A probability sample could not be drawn in the research. It was therefore only possible to view the respondents as a sub-population of the planned target population. Consequently, it was not possible to generalize the results to the target population by means of inferential statistics (Mark, 1996:114-116; Jain, 1998:171-174; Babbie, 1990:75-80).
- ◆ To determine whether the programmes changed the knowledge, attitudes and behaviour of SAPS personnel in practice, the standardized difference was used as effect size (cf. Gravetter & Forzano, 2003:454). This entailed dividing the difference between two averages (or averages of a given mean) by the standard deviation. According to Steyn (2000:3), this is a natural criterion for drawing conclusions regarding significance.

In order to calculate the size of a programme's effect on respondents, a four-step procedure was followed.

❖ Step 1

The first step entailed calculating the *d-values* of the scales and questions that were completed by the experimental groups only. The following formula was used for this purpose:

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

Where:

d = effect size.

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

σ_{diff} = standard deviation of difference score.

❖ Step 2

Jackson (2003:175) emphasizes that it is necessary to determine whether there were any practical significant differences between the scores of the pre-tests and post-tests of the experimental and comparison groups. The compatibility/comparability of the experimental groups (group 'e') and the comparison groups (group 'c') had to be determined before the moving on to the intervention programmes in order to do as Jackson (2003:175) suggested. This could only be done by calculating and comparing the *d-values* per scale of the two groups'

pre-test measurements. The difference had to be smaller than 0.5, otherwise a co-variance analysis had to be performed. In this study, all the scales met the criteria.

❖ Step 3

The nett difference per scale (nett-change effect) was computed by utilizing Cohen's formula for calculating the effect size *between* two groups. This formula entailed the following:

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

Where:

- d = effect size
- μ_1 = average difference score in the experimental group (e)
- μ_2 = average difference score in the comparison group (c)
- $\mu_1 - \mu_2$ = difference between average difference
- σ = maximum standard deviance of difference scores.

(Cohen, 1988:20-7; Steyn, 2000:1-3)

All the acquired d-values could be judged by implementing the following guidelines:

- ◆ d = 0.2: This indicates a small effect, implying that the research should be repeated in order to confirm whether there is an effect
- ◆ d = 0.5: This indicates a medium effect, implying that the result could be viewed as significant, but also that better planned research could produce even more significant results
- ◆ d = 0.8: This indicates a large effect which is significant and of practical significance
- ◆ Because there are no absolute boundaries between the three d-values, concepts such as 'small to medium effect' and 'large effect' could be used (Cohen, 1988:22-25; Spatz, 2001:74-75; Steyn, 1999:3).

❖ Step 4

The last step was to do an effect size-analysis of the value and relevance scales, as well as the quality of the presentation scale (see Scales 4, 5 & 6). The formula that was used for this purpose was the same as for measuring effect sizes within groups, viz.:

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

Descriptive statistics such as totals, percentages and averages were also used for some scales and questions.

4.7 PROBLEMS ENCOUNTERED IN THE RESEARCH

As could be expected with any research of this magnitude, various smaller problems were encountered during the EPCBP research project as a whole. During the evaluation of the Coping with Change programme, most of these identified problems were also prevalent.

All nine provinces were involved in the EPCBP research project, as well as the SAPS Head Office (structurally forming the tenth province). In the end, it involved a total of 4 157 respondents, 146 social workers and nine researchers. Due to the size of this research study, various logistical problems were encountered.

The first problem was the relatively high percentage of spoiled questionnaires (8.18%) and a reasonably poor response rate in respect of the presenters' evaluation questionnaires. The main cause of the 1 039 spoiled questionnaires (out of a total of 11 658) was mostly due to the respondents' faulty completion of secret codes, which made the matching of their pre-test and post-test questionnaires impossible. Consequently, the total of usable questionnaires from some provinces was somewhat low. However, by taking into account that the total project produced 10 619 usable questionnaires involving 322 166 individual measurements/items, the relatively high percentage of spoiled questionnaires did not have any significant influence on the outcome of the research. With reference to the evaluation of the Coping with Change programme, the experimental groups consisted of 184 respondents while 41 respondents comprised the comparison groups. This proved to be sufficient in order to determine the effect of the programme scientifically.

Another deficiency was the reasonably poor response rate in respect of the presenters' evaluation questionnaires. Only seven (7) presenters completed the presenters' evaluation questionnaire although 16 presenters presented the programme.

A general problem was caused by the fact that existing practices within the SAPS required that the programmes had to be presented to all SAPS personnel. This implied that some personnel were previously exposed to programmes that overlap with Coping with Change. This especially was the case with the Colleague Sensitivity Programme that covers some topics that are similar to that of CWC. During data analysis, some indicators were found that such contamination did occur and that it could have had a detrimental effect on the measurement of changes in especially the knowledge and attitudes of the respondents.

The use of a higher order statistical analysis for questionnaires that were not yet fully standardized created another problem. This resulted in a scale with a low Cronbach alpha coefficient (see Table 8, Scale 2: Attitudes) and a d-value that did not fully meet the requirement for practical significance (see Table 9: Knowledge). These types of problems were anticipated and could be eliminated by using triangulation.

It is important to note that, in spite of the minor shortcomings, the research results still showed that the Coping with Change programme had a significant effect on the respondents. These results will be discussed in more detail at a later stage (see heading 6).

5. THE RELIABILITY OF THE MEASURING INSTRUMENTS

The formula for the calculation of Cronbach alpha coefficients (Gravetter & Foranzo, 2003:455) was used in order to determine the reliability of the different scales and subscales that were utilized in the research. A summary of the results of this process (see appendixes for the relevant questions) is captured in Table 8. It gives an indication of how the scales that were used complied with the required α -level.

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

SCALES AND QUESTIONS	α^2
Scale 1: Knowledge of coping with change (Questions 1, 2, 3, 4, 5, 6 & 7)	0.53 [■]
Scale 2: Attitudes regarding coping with change (Questions 8, 9, & 10 were used separately due to a low α)	0.33
Scale 3: "Coping with change" related behaviour (Questions 11, 12, 13 & 14)	0.72 [■]
Scale 4: The value of the programme (Questions 18-22) <ul style="list-style-type: none"> • Questions 18: <i>How would you rate the overall value of the "Coping with change" programme?</i> 	0.90 [■]
Scale 5: The Relevance of the programme	0.90 [■]
Scale 6: Quality of the programme presentation	-
Subscale 6.1: Evaluation of the <i>presenter</i>	0.89 [■]
Subscale 6.2: Evaluation of the presenter's <i>presentation skills</i>	0.89 [■]
Subscale 6.3: Evaluation of the <i>learning process</i>	0.92 [■]
Subscale 6.4: Evaluation of the presentation context	0.84**

■ *Reliable measuring instrument*

Table 8 indicates that all the scales, except one, had an acceptable Cronbach alpha coefficient. In the case of the second scale, the coefficient was lower than the required 0.5. This meant that only its individual questions could be used for measurement purposes.

6. THE EFFECT OF THE PROGRAM

The concept 'effect analysis' will refer to both the process and the results obtained through the use of Cohen's formula for the calculation of effect size. In this regard, 'effect' will refer to the extent (if any) of the *change* that was brought about by the programmes (independent variables) with respect to the knowledge and/or behaviour of the respondents.

During the measurement of the programme's effect, the focus was on the cognitive, affective and behavioural dimensions of respondents' functioning (cf. Thompson, 2002:xvi-xvii). The assumption was made that the respondents had already developed a certain level of knowledge and had fixed attitudes, behaviour practices and skills before the commencement of the programme. The pre-test was utilized to determine these levels, while the actual effect of the intervention (the programme) would be determined by analysing the difference in the scores between the pre-tests and post-tests. The attained measurement results will next be perused.

6.1 THE EFFECT OF THE PROGRAMME ON THE RESPONDENTS' KNOWLEDGE

The questions of 'Scale 1: Knowledge of Coping with Change' focused on the nett increase in the level of knowledge of the respondents concerning coping with change that was brought about by the programme. The different scores that were obtained, as well as the eventual effect size, are summarised in Table 9.

² α = Cronbach alpha coefficient

TABLE 9: EFFECT SIZE OF SCALE 1: KNOWLEDGE

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	Effect size (d value)
n	μ_1	n	μ_2		
184	-0.16	41	-0.16	0.225	0.71*

* Medium to practical significant effect

Table 9's d-value for Scale 1 of 0.71 indicates that the programme had a medium to significant effect on learners' level of knowledge. This is more than one would originally have expected, as it deals with some very abstract concepts that at least some of the respondents would not have been exposed to before. The result could be viewed as important within the context of the programme, as one of its aims is to empower respondents with knowledge that would empower them to cope with an ever-changing environment.

6.2 THE EFFECT OF THE PROGRAMME ON THE RESPONDENTS' ATTITUDES

The questions of 'Scale 2: Attitude regarding CWC' were partly based on view of an attitude as a "...a complex mental state involving beliefs and feelings, values and dispositions to act in a certain way..." (Word reference.com:2004). Because this scale had a Cronbach alpha of only 0.33, the attitude questions had to be treated individually. The scores obtained with the questions are summarised in Table 10.

TABLE 10: EFFECT SIZE OF SCALE 2: ATTITUDES

QUESTIONS	EXPERIMENTAL GROUP (e)			COMPARISON GROUP (c)			σ	Effect size (d)
	n	μ_1	d	n	μ_2	d		
8. In future, how often do you intend saying to yourself: "I can do this task myself and do not need anybody else to help me"?	174	0.242	0.21	39	0.242	0.04	1.377	0.18
9. In future, how often will you feel that a thing that happened to you was determined by fate?	172	0.343	0.15	39	0.343	0.13	1.445	0.24
10. In future, how often will you dislike the change that other people make to your work situation?	174	0.356	0.2	39	0.356	0.04	1.503	0.24

The results obtained through questions 8, 9 and 10 only show a small effect size ($d \approx 2$). However, when these results are compared with other results from the research (especially see Table 12 & Table 13, Question 2), it seems that the programme *did* bring about a marked change in attitudes. It was therefore concluded that the questions of Scale 2 were seriously flawed and that they did not truly reflect the programme's effect on attitudes.

6.3 THE EFFECT OF THE PROGRAMME ON THE RESPONDENTS' BEHAVIOUR

The results achieved with the application of Scale 3 are contained in Table 11.

TABLE 11: EFFECT SIZE OF SCALE 3: BEHAVIOUR

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE(d)
n	μ_1	n	μ_2		
174	0.504	39	0.504	0.628	0.8**

** Practical significant effect

Scale 3 produces a very high and practical significant effect size of $d=0.8$. This is a very important result, as this is the main objective of the capacity building programmes to change SAPS personnel's behaviour. In the case of the CWC programme, it will ensure that personnel utilize their newly acquired skills to deal more effectively with change in their work and general environment and thereby improve their professional and personal functioning.

Two main conclusions could be drawn from the application of the three KAB scales. The first was that, in the case of the knowledge and behaviour, the programme did indeed bring about a significant change. Secondly, Scale 2 seemed to have had seriously flawed questions. However, through triangulation it could be proven that the programme did have a positive effect on the recipients' attitudes. This issue will, inter alia, be covered in the overview of the measurement of the programme's value and relevance components.

7. THE VALUE OF THE PROGRAMME

The experimental group had to complete a post-test questionnaire which contained five additional Likert type questions. It was specifically aimed at determining the value of the programme. The respondents rated its value as a whole and its four constituent parts on a four-point scale that ranged from "It had no or little value" to "It had a lot of value". The results of these measurements are summarised in Table 12.

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

QUESTIONS	n	CHOICES AND REPOSSES				μ_{diff}	σ_{diff}	EFFECT SIZE (d)
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>			
18.What was the overall value of the programme/ course?	171	0 (0%)	4 (2.34%)	51 (29.82%)	116 (67.84%)	3.654	0.523	2.2**
19.What value did the following component have for you: "Motivation"?	171	1 (0.58%)	3 (1.75%)	61 (35.67%)	106 (61.99%)	3.590	0.560	1.9**
20.What value did the following component have for you: "Locus of Control"?	172	2 (1.16%)	9 (5.23%)	61 (35.47%)	100 (58.14%)	3.505	0.653	1.5**

Table 12: Effect size and distribution of scale 4: the value of the programme (continued)

21. What value did the following component have for you: "Rational Emotive Theory"?	172	2 (1.16%)	11 (6.40%)	63 (36.63%)	96 (55.81%)	3.470	0.670	1.5**
22. What value did the following component have for you: "Management of Change"?	172	3 (1.74%)	9 (5.23%)	60 (34.88%)	100 (58.14%)	3.494	0.679	1.5**
<i>Average</i>		1.6	7.2	59.2	103.6	3.542	0.617	1.9**

** Practical significant effect

Table 12 firstly indicates that the programme as a whole received an exceptionally high positive evaluation (see Question 18). This is reflected in the far above average d-value of 2.2. Such an effect size is viewed by Cohen (1988:22-25) and others as indicative of a large effect that is of *practical significance*. This finding is further substantiated by the fact that 97.66% of the respondents were of opinion that it had either an "above average" or "a lot of value".

The results of the other questions conclusively proved that *all* the components of the Coping with Change programme were of great value. Because they covered knowledge, behaviour and attitudes, it can be concluded that the programme changed all three these facets substantially.

8. THE RELEVANCE OF THE PROGRAMME

The experimental group's view of the relevance of the programme was the fifth aspect that was measured during the research. This was covered by Section 5 of the presentation evaluation questionnaire. The reason for also focusing on this facet was the fact that any given programme could have a large effect on its participants, but, compared to other available capacity building and general training programmes, not be deemed a main priority. It was therefore necessary to establish whether this programme contributed to the effective functioning of SAPS personnel in their professional and personal lives.

The results of this measurement, which also form part of the triangulation process, is summarised in Table 13. The equivalent results from the EPCBP study as a whole will also be included.

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

COPING WITH CHANGE PROGRAMME						CAPACITY BUILDING PROGRAMMES AS A WHOLE		
Scales/ questions	n	μ	σ	Effect size (d)	α	n	Effect size (d)	α
Scale 5	224	3.483	0.458	2.15**	0.90 [■]	2326	2.19**	0.88 [■]
22.The course/programme stimulated my creative thinking.	223	3.381	0.579	1.52**		2298	1.57**	
23.I will be able to apply the new knowledge and insights that I have gained in my job.	224	3.459	0.550	1.74**		2310	1.65**	
24.I feel that the course/programme will help me do my job better.	224	3.415	0.585	1.56**		2303	1.55**	
25.I will be able to apply the new knowledge and insights that I have gained in my daily life.	222	3.459	0.567	1.69**		2311	1.76**	
26.I feel that the course/programme will help me to live my life in a better way.	223	3.515	0.527	1.92**		2313	1.77**	
27.All SAPS personnel should receive this course/programme.	222	3.666	0.535	2.18**		2308	2.28**	

■ Reliable scales according to CA (Cronbach alpha coefficient)

** Practical significant effect

Table 13 indicates an extremely high effect size of $d=2.14$ for the Coping with Change programme. This is further substantiated by the fact that it only scored 0.05 lower than that of the capacity building programmes as a whole ($d=2.14$ vs. $d=2.19$). There could be two possible reasons for this result. The first is that the programme addresses an issue that represents a felt need within the organization. This conclusion is substantiated by the fact that the effect size in the case of Question 27: "All SAPS personnel should receive this course/programme" is a remarkable $d=2.18$ (see Table 13). A second additional reason for the programme's success could be that, in itself, it is of a very high quality.

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

- ◆ In relation to the PCBP's as a whole, three of the six questions scored higher than the PCBP as a whole (Questions 23($d=1.76$); 24 ($d=1.56$); and 26 ($d=1.92$)). This indicates that its relevance can not be attributed to one factor only, but to the combined effect of all its components.
- When the two questions relating to the effect of the programme on a person's job performance (Questions 23 ($d=1.74$) and 24 ($d=1.56$)) are compared with those focussing on their personal lives (Questions 25 ($d=1.60$) and 26 ($d=1.95$)), only a small difference could be measured. This is because the difference does not rise higher than between $d=0.2$ and $d=0.5$ (medium effect). This implies that the programme should not only be seen as a job enrichment instrument, but also as a personal empowerment tool.
- ◆ Questions 23 to 26 also deal with knowledge, attitudes and behavioural change. In terms of triangulation, their extremely high effect size further vindicates the conclusions reached

regarding flaws in Scale 2. Thus, it confirms that the Coping with Change programme must have had a practical significant effect on the knowledge, attitudes and behaviour of the respondents.

- ◆ In principal, Question 22 dealt with attitude issues. Its high effect size ($d=1.52$) indicates that the programme probably also changed the recipients' attitudes.

9. THE INFLUENCE OF THE QUALITY OF THE PROGRAMME PRESENTATION

Poor presentation can result in poor programme outcomes (Jackelen, 1999:1-3). It was therefore also necessary to determine the influence that the quality of the programme presentation had on its impact. A possible difference in quality had to be assumed due to the fact that 16 different social workers presented the same programme under varying circumstances in all 10 provinces.

For this purpose, a specific scale was developed and included in the presentation evaluation questionnaire. This scale, titled "Scale 6: Quality of the programme presentation", consists of four subscales. The presenters were assessed with both subscales 6.1 and 6.2, which focused on both their expertise and presentation skills. According to Rooth (2000:89), these two qualities are essential in effective programme presentation. The other two subscales, Subscale 6.3 and Subscale 6.4, dealt with the quality of the learning process and the presentation context respectively. The latter included the quality of the venue, learning material and teaching media.

A summary of the data generated by Scale 6 is contained in Table 14. The equivalent results from the EPCBP project as a whole will also be included in order to put these results in perspective.

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

COPING WITH CHANGE PROGRAMME						CAPACITY BUILDING PROGRAMMES AS A WHOLE		
Subscale/ questions	n	μ	σ	Effect size (d)	α	n	Effect size (d)	α
<i>Subscale 6.1: Evaluation of the presenter</i>	225	3.464	0.486	1.98**	0.89*	2354	2.06**	0.85*
1. The presenter is knowledgeable about the subject that he/she taught.	225	3.502	0.567	1.77**		2334	1.84**	
2. The presenter could link the material to the participants' level of knowledge.	225	3.457	0.550	1.74**		2337	1.57**	
3. The presenter was able to explain difficult and abstract concepts.	225	3.440	0.610	1.54**		2339	1.53**	
4. The presenter succeeded in keeping me interested in the subject.	225	3.462	0.612	1.57**		2337	1.71**	
5. The presenter was enthusiastic about the subject he/she taught.	218	3.454	0.559	1.70**		2308	1.62**	

Table 14: Effect size of scale 6: quality of programme presentation (continued)

Subscale 6.2: Evaluation of the presenter's presentation skills	225	3.692	0.507	2.35**	0.89■	2354	2.27**	0.86■
6. I could clearly hear what the presenter was saying (e.g. it was loud enough and in an accent that I could understand).	225	3.502	0.575	1.74**		2346	1.75**	
7. The presenter was skilful in the use of the teaching media (e.g. transparencies and/or writing on newsprint/the blackboard).	225	3.480	0.551	1.77**		2340	1.60**	
8. The presenter encouraged participant involvement (e.g. by asking questions and/or promoting discussions).	225	3.537	0.525	1.97**		2340	1.96**	
9. The presenter prepared himself/herself thoroughly for the presentation.	223	3.511	0.591	1.71**		2330	1.74**	
10. What is your overall rating of the presenter's presentation skills?	223	4.452	0.726	2.68**		2324	2.77**	
Subscale 6.3: Evaluation of the learning process	225	3.441	0.474	1.98**	0.92■	2353	2.06**	0.91■
11. In the beginning, the presenter gave a clear overview of what we could expect during the course/programme.	225	3.320	0.570	1.43**		2351	1.48**	
12. The presenter made sure that participants understood a subject before moving on to a next subject.	225	3.431	0.563	1.65**		2350	1.75**	
13. At the end, the presenter summarised the material that was covered.	224	3.410	0.544	1.67**		2332	1.54**	
14. The presenter was able to communicate at my level.	222	3.481	0.552	1.77**		2335	1.76**	
15. It was easy to understand the material that was presented.	225	3.493	0.551	1.80**		2342	1.72**	
16. The material that was covered will be useful.	225	3.484	0.620	1.58**		2334	1.68**	
17. The course stimulated my interest in the subject.	225	3.471	0.619	1.56**		2349	1.69**	
Subscale 6.4: Evaluation of the presentation context	224	4.135	0.690	1.64**	0.85■	2326	2.49**	0.81■
18. How would you rate the venue?	223	3.928	1.037	0.89**		2308	1.36**	
19. How would you rate the quality of the learning material that was presented?	223	4.174	0.759	1.54**		2317	2.41**	
20. How would you rate the quality of the teaching media (e.g. transparencies and/or handouts)?	224	4.200	0.775	1.54**		2316	2.36**	
21. How well was the course/ programme organised?	224	4.241	0.724	1.71**		2311	2.34**	

■ Reliable scales according to CA (Cronbach alpha coefficient)

** Practical significant

Each subscale's implications will be briefly discussed.

9.1 THE INFLUENCE OF THE QUALITY OF THE PRESENTER

The overall rating of the presenter's level of expertise was a very high $d=1.98$ (see Table 13). The Coping with Change programme's effect size was marginally lower (0.08) than the effect size of $d=2.06$ for the capacity building programmes as a whole. Three of the five values of Subscale 6.1 were somewhat higher than those of the other capacity building programmes as a whole (Questions 2, 3 & 5). It was concluded that the presenters are capable and that their expertise regarding the programme was in line with that of other programmes.

9.2 THE INFLUENCE OF THE PRESENTER'S PRESENTATION SKILLS

The effect size of $d=2.35$ for Subscale 6.2 compares favourably with that of the combined PCBP's (i.e. $d=2.27$) (see Table 14). The respondents felt that the presenters were skilful in the use of the teaching media (Questions 7: $d=1.77$) and encouraged participant involvement (Question 8: $d=1.97$). Both these were higher than what was obtained by the combined PCBP's results.

9.3 THE INFLUENCE OF THE LEARNING PROCESS

The overall effect size of $d=1.98$ for Subscale 6.3 is very high and is in line with the effect size of $d=2.06$ for the capacity building programmes as a whole. It would seem that the programme's strongest point rests upon the fact that the respondents felt it was easy to understand the material that was presented as Question 15 received an effect size of $d=1.80$. This is followed by $d=1.77$ for Question 14 (the presenter's ability to communicate at the respondents level) and $d=1.67$ for Question 13 (at the end, the presenter summarised the material that was covered). Once again, it is a very clear indication of the expertise of the social workers who presented the Coping with Change programme and of the value gained by respondents.

What was of some concern was the fact that, although the effect size of Question 12 (the presenter made sure that participants understood a subject before moving on to a next subject) was high, it was still 0.1 lower than the $d=1.75$ effect size of the CBP as a whole. This is alarming, as the information and terms in this programme are some of the most difficult and must be understood before the presenter can proceed to the next subject. This could have attributed to the relatively smaller effect size attained by Scale 1.

9.4 THE INFLUENCE OF THE PRESENTATION CONTEXT

Although the presentation context received a very positive d -value of $d=1.64$ and contributed significantly to the overall positive effect of the programme, its rating is markedly lower than the $d=2.49$ (0.85) of the combined PSCP's (see Table 14). This is also the subscale with the lowest effect size value. The reason for this discrepancy can be attributed largely to the somewhat low rating of the quality of the learning material (i.e. $d = 1.54$ vs. $d = 2.41$), as well as to the teaching material ($d=1.54$ vs. $d=2.36$). This issue should be addressed in the further development of the programme. The lowest rating was received for Question 18 ($d= 0.89$ vs. $d=1.36$) — the venue. This is an important issue, as every province has good and bad venues to utilize during programme presentations. If at all possible, a great deal of attention must be given

in this regard. Uncomfortable venues should not be utilized, as it is not conducive to the learning process.

9.5 OTHER INFLUENCES

A number of other issues were also covered by the presentation evaluation questionnaire, which could also have played a positive or negative role on the overall effect of the programme. It included:

- ◆ the length (duration) of the programme,
- ◆ the pace of the presentation,
- ◆ the balance between presentation and group involvement; and
- ◆ the language in which the programme was conducted.

Due to the type of questions that were utilized, the data could only be interpreted by means of descriptive statistics.

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

TABLE 15: THE LENGTH OF THE PROGRAMME PRESENTATION

QUESTION 28	HOW WILL YOU RATE THE LENGTH OF THE COURSE/PROGRAMME?					AVERAGE OF COPING WITH CHANGE	AVERAGE OF CAPACITY BUILDING PROGRAMMES AS A WHOLE
Response (n = 223)	<i>1. It was much too long</i>	<i>2. It was a little too long</i>	<i>3. The length was just right</i>	<i>4. It was a little too short</i>	<i>5. It was much too short</i>		
Frequency	8	14	144	36	21	3.21	3.15
Percentage	3.59%	6.28%	64.57%	16.14%	9.42%		

The length of the programme seemed not to affect the programme negatively as a whole. The average measurement of 3.21 is in line with the average (3.15) of the combined PCBP's and falls squarely in the category of "just right." A total of 64.57% respondents gave it a "just right" evaluation. A significant number of respondents, 25.56% felt that the programme was not long enough while, on the contrary, 9.87% felt that the programme was too long. This is an important point that needs to be taken into consideration in the further development of the CWC programme.

Table 16 captures and depicts the respondents' response to Question 29. It gave them the opportunity to judge the pace of the presentation by means of a five-point scale.

TABLE 16: THE PACE OF THE PRESENTATION

QUESTION 29	HOW WILL YOU RATE THE PACE OF THE PRESENTATION?					AVERAGE OF COPING WITH CHANGE	AVERAGE OF CAPACITY BUILDING PROGRAMMES AS A WHOLE
Response (n = 223)	1. The pace was much too slow	2. The pace was a little slow	3. The pace was just right	4. The pace a little too fast	5. The pace was much too fast		
Frequency	2	4	185	25	7	3.13	3.07
Percentage	0.90%	1.79%	82.96%	11.21%	3.14%		

The average of 3.13 is slightly higher than that of the PCBP's as a whole and falls in the "just right" category. Only 2.69% felt that the pace was somewhat slow, while 14.35% of the respondents were of opinion that the pace was on the fast side. This finding, coupled with the length of the programme presentation (see Table 15), indicates that presenters had to rush through a lot of material in a short time-span and, thereby, negatively influencing the effect of the programme. This issue should be rectified in the further development of the programme.

In Question 30, the respondents were also required to complete a scale on the balance between the presentation of information and group participation (see Table 17).

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

QUESTION 30	HOW WILL YOU RATE THE BALANCE BETWEEN THE TIME SPENT ON THE PRESENTATION AND TIME SPENT ON GROUP INVOLVEMENT?				AVERAGE OF COPING WITH CHANGE	AVERAGE OF CAPACITY BUILDING PROGRAMMES AS A WHOLE
Response (n = 223)	1. Too much time was spent on the presentation	2. A good balance	3. Too much time was spent on group involvement	4. There was no group involvement		
Frequency	11	195	12	5	2.04	2.08
Percentage	4.93%	87.44%	5.38%	2.24%		

From Table 17, it is clear that the respondents were satisfied that a good balance had been maintained. The average of 2.04 is also in line with the average of 2.08 for the combined PCBP's. It is very striking that an overwhelming 87.44% of the respondents awarded "A good balance" rating to this issue, indicating that this aspect had a positive influence on reaching the outcomes of the programme.

The final aspect which was covered in this particular questionnaire is the language in which the programme presentation was conducted. In accordance with the SAPS's Education, Training and Development Policy (3/34/2 dated 2003-07-02), every personnel capacity building programme should be presented in English only. The researcher therefore deemed it necessary to determine whether this state of affairs could have had either a positive or negative influence on the effect of

the Coping with Change programme. The results that were obtained are reflected in Table 18 and will be discussed.

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

QUESTION 31	WHICH LANGUAGE WAS USED MOST IN THE PRESENTATION OF THE COURSE/PROGRAMME?					
Response (n=220)	<i>Afrikaans</i>	<i>English</i>	<i>Sotho</i>	<i>Tswana</i>	<i>Zulu</i>	<i>Others</i>
Frequency	1	197	3	13	2	4
Percentage	0.45%	89.55%	1.36%	5.91%	0.91%	1.82%

From the above, it is clear that 89.55% of the presentations were conducted in English. Another 10.45% were conducted in other languages. This is a matter of concern, because it indicates that at least 23 respondents could not enjoy the complete potential value of the programme, as all the additional materials are in English. It should also be taken into account that, if any other languages are used during a programme, the length/duration of the programme will be affected negatively and that most handouts, transparencies, checklists et cetera will be irrelevant. Consideration should be given to addressing this issue.

10. THE PRESENTER'S EVALUATION OF THE PROGRAMME

The presenters of the CWC programme also had to complete the presenter's evaluation questionnaire. Only 7 evaluation questionnaires were completed.

This questionnaire, which was similar to the presentation evaluation questionnaire, did not only enable them to evaluate their own expertise and presentation skills, but also the learning process, the learning context and the relevance of the programme. It also featured a number of open-ended questions such as "what should be added to/dropped from the programme?" and "what was most/least helpful?" Presenters were given the opportunity to write their comments on subjects that should be covered in greater detail, as well as make recommendations on improving the programme.

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

TABLE 19: THE RELEVANCE OF THE PROGRAMME

QUESTIONS	PRESENTERS (n = 7)*					RESPONDENTS (n = 2326)
	CHOICES AND RESPONSES				COPING WITH CHANGE PROGRAMME	Average
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Average	
22. The programme stimulated the participants' creative thinking.	-	-	85.71%	14.29%	3.14	3.38
23. The participants will be able to apply the new knowledge and insights that they have gained in their jobs.	-	-	100.00%	-	3.00	3.43
24. I feel that the programme will help the participants do their jobs better.	-	-	85.71%	14.29%	3.14	3.42
25. The participants will be able to apply the new knowledge and insights that they have gained in their daily lives.	-	-	100.00%	-	3.00	3.46
26. I feel that the programme will help participants to live their lives in a better way.	-	-	85.71%	14.29%	3.14	3.5
27. All SAPS personnel should receive this programme.	-	-	28.57%	71.43%	3.71	3.7

* Only 7 questionnaires were completed

The presenters were of opinion that the programme is relevant for the SAPS and that all personnel should attend it (Question 27). This notion correlates with the respondents' opinion (see Table 12) and with the findings that the programme is applicable to all races, genders and ranks/positions. The presenters agreed with the responses of the experimental group in their presentation evaluation questionnaire (Questions 23, 24, 25 and 26; Scale 4: Table 12) by also supporting the notion that personnel who attend the programme will be able to improve their productivity and lead better personal lives.

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

TABLE 20: THE PRESENTER'S SELF-ASSESSMENT

QUESTIONS	PRESENTERS (n = 7)*					RESPONDENTS (n = 2354)
	CHOICES AND RESPONSES				PROGRAMME	Average
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Average	
1. I am knowledgeable about the subject that I taught.	-	-	42.86%	52.14%	3.57	3.55

Table 20: The presenter's self-assessment (continue)

2. I was able to link the material to the participants' level of knowledge.	-	-	71.43%	28.57%	3.28	3.43
3. I was able to explain difficult and abstract concepts.	-	14.29%	57.14%	28.57%	3.14	3.45
4. I succeeded in keeping participants interested in the subject.	-	-	85.71%	14.29%	3.14	3.49
5. I was enthusiastic about the subject that I taught.	-	14.28%	42.86%	42.86%	3.28	3.46

* Only 7 questionnaires were completed

All the CWC averages were marginally lower than that of the respondents' of the other programmes. From Table 20 it is clear that the presenters were of opinion that they are knowledgeable about the subject and that they are able to link the material to the level of the knowledge of the respondents. A high percentage of the respondents agreed that they were able to keep participants interested in the subject. Their ratings, in respect of explaining difficult and abstract concepts (85.81%) as well as views regarding their enthusiasm (85.72) are similar to the results from the respondents' evaluation. The responses in the "disagree" category, however, showed that some found the knowledge themes especially difficult to explain.

The following table (Table 21) contains the results of the presenters' evaluation of their presentation skills as well as their overall self-rating.

TABLE 21: THE PRESENTERS' EVALUATION OF THEIR OWN PRESENTATION SKILLS

QUESTIONS	PRESENTERS (n = 7)*					RESPONDENTS (n = 2354)	
	CHOICES AND RESPONSES				PROGRAMME	Average	
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Average		
6. Participants could clearly hear what I was saying	-	28.57%	57.14%	14.29%	2.85	3.52	
7. I am skilful in the use of the teaching media.	-	-	71.43%	28.57%	3.28	3.45	
8. I encouraged participant involvement.	-	-	57.14%	42.86%	3.42	3.58	
9. I prepared myself thoroughly for the presentation.	-	-	57.14%	42.86%	3.00	3.54	
QUESTION 10	Poor (%)	Fair (%)	Average (%)	Good (%)	Very good (%)	Average	Average
10. What is your overall rating of your presentation skills?	-	14.29%	28.57%	42.85%	14.29%	3.57	4.18

* Only 7 questionnaires were completed

Up until now, the results of the CWC programme compared well with those of the other CBP. From Table 21, it is clear that all the values for Questions 6 to 10 are lower than the averages of those of the other programmes. In the case of the Coping with Change programme, the

presenters tended to give themselves a lower rating than the respondents when it came to the use of the teaching media, preparation and the overall presentation skills. Three possible reasons were identified, namely: this could either be the result of setting extremely high standards for themselves (being over critical), a little lack of self-confidence or, most probably, having to cover very difficult learning material.

The CWC programme consists of many difficult theories and definitions. This might therefore give the presenters the idea that it is difficult to relate this information to the respondents. When compared with the averages from the respondents of other programmes, it seems as though the presenters did a better job than they anticipated.

The presenters had to evaluate the learning process as well. These results are summarized in Table 22.

TABLE 22: THE PRESENTERS' EVALUATION OF THE LEARNING PROCESS

QUESTIONS	PRESENTERS (n = 7)*					RESPONDENTS (n = 2353)
	CHOICES AND RESPONSES				PROGRAMME	Average
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Average	
11. In the beginning I gave a clear overview of what participants could expect during the course/ programme.	-	-	100.00%	-	3.00	3.38
12. I made sure that participants understood a subject before moving on to a next subject.	-	-	85.71%	14.29%	3.14	3.48
13. At the end I summarised the material that was covered.	-	14.29%	57.14%	28.57%	3.14	3.42
14. I was able to communicate at the participants' level.	-	28.57%	71.43%	-	2.71	3.51
15. It was easy for participants to understand the material that was presented.	-	28.57%	71.43%	-	2.71	3.48
16. The material that was covered will be useful. **	-	-	85.71%	14.29%	3.14	3.49
17. The course stimulated participants' interest in the subject.	-	28.57	57.14%	14.29%	2.85	3.5

* Only 7 questionnaires were completed

Once again, the presenters' averages were much lower than that given by the respondents. The difference was between 0.28 and 0.8. Three questions deviated with more than 0.5 (Question 14 (0.8 lower), Question 15 (0.77 lower) and Question 17 (0.65 lower)). The main reason could again be that the presenters were being too critical. This could be positive, to some extent, as it

motivates presenters to do their best. The difficult terms and theories also made the presenters feel as though they could not explain it, but the feedback from the respondents contradicted the presenters and indicated that they actually succeeded in this task.

Some presenters (28,57%) felt that they were unable to communicate at the participants' level, that the material was not easy for participants to understand and that the course did not stimulate the interest of participants in the subject. This is of some concern, as presenters need to be convinced of the positive impact that the programme can have on respondents in order to convince them that the information is understandable and of use to the participants. If the presenter does not feel that the course will stimulate the participants' interest in the subject, the respondents will not be interested. This is an issue that should be covered in the training of presenters.

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

TABLE 23: THE PRESENTERS EVALUATION OF THE PRESENTATION CONTEXT

QUESTIONS	PRESENTERS (n = 7)*						RESPONDENTS
	CHOICES AND RESPONSES					PROGRAMME	(n = 2326)
	Very bad (%)	Bad (%)	Average (%)	Good (%)	Very good (%)	Average	Average
18. How would you rate the venue?	-	71.43%	28.57%	-	-	2.00	3.92
19. How would you rate the quality of the learning material that you presented?	-	-	28.57%	71.43%	-	3.71	4.23
20. How would you rate the quality of the teaching media?	-	-	42.86%	57.15%	-	3.57	4.28
21. How well was the programme organised?	-	-	28.57%	57.14%	14.29%	3.85	4.30

* Only 7 questionnaires were completed

From Table 23 it is apparent that the presenters' averages are lower than those of the respondents. Although the respondents rated the venue low as well, 72.43% of the presenters rated it as bad. This could be because deficiencies in teaching infrastructure (e.g. overhead projectors) often inconvenience presenters more than they do recipients. Some presenters also rated the organisation of the programme lower. It seemed as though the presenters tended to rate the other elements of presentation context at a lower level, although not as low as the first two discussed indicators.

The presenters' evaluation questionnaire included a section with seven open-ended questions where the presenters were invited to make recommendations regarding some elements. These questions will subsequently be treated individually:

Question 1: I want to clarify the following responses to the "presenters' evaluation of course presentation" questionnaire

Two presenters encapsulated some of the problems that were experienced with (Question 14) (able to communicate at participants' level) with the following comment: "It was not possible to communicate at participant's level as some did not understand English". This could therefore clarify why presenters evaluated themselves lower than the respondents did (see Table 21, Question 3).

Question 2: Topics that need to be added to the programme

Some presenters recommended that the topic 'communication' should be added to the programme. When the programme is reviewed, attention should be given to this suggestion.

Question 3: Topics that need to be covered in greater depth in the programme

A presenter indicated that the topic 'motivation' should be covered in more depth. Others felt that *all* the topics in the Coping with Change programme should receive more attention. This somewhat substantiates the conclusion that the time allocated to the programme is too short (cf. Tables 15 & 16).

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

Question 4: Topics that should be dropped from the programme

No suggestions were made regarding topics that could be dropped from the programme.

Question 5: The things that were most and least helpful to presenting the course

There was some agreement between presenters concerning the elements of the programme that they found most and least helpful. These were the following.

- ◆ Most helpful:
 - The manual and transparencies
 - Group participation made things easier
 - The overhead projector
 - Positive group attitudes
- ◆ Least helpful:
 - Some of the instructions in the presenter's guide are a duplication of information.
 - It was difficult to compile groups as required for the research as Station Commissioners did not understand why some members could and couldn't attend workshops.
 - The venue and excessive noise outside.

Question 6: Improvements that could be made to the course

The questionnaire also provided the presenters the opportunity to make any other recommendations regarding ways in which the programme and its presentation could be improved. This brought the following recommendations to the fore.

- ◆ Presenters should try keeping the information energetic and practical
- ◆ The course is very long when it forms part of the whole Life skills Programme. There should be more practical exercises. This will help members to remember information that was discussed.
- ◆ Allow areas to compile groups according to the needs of their area.

These recommendations are very important and must receive the necessary attention in order to enhance the learning process for the respondents. It will therefore receive further attention in the guidelines for improving the programme (Section 12 of this document).

11. FINDINGS AND IMPLICATIONS

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

11.1 THE RESEARCH GROUPS

An important correlation was found between the profile of the total SAPS population and the two groups utilized during the research, namely the experimental and comparison groups. Differences that occurred did not affect the outcome of the research in any fundamentally negative way. The conclusion could therefore be reached that the findings of the research would be applicable to all SAPS personnel, irrespective of their rank/post, race, gender or province of origin.

11.2 THE MEASURING SCALES AND RESEARCH DESIGN

A total of six measuring scales and a presenters' evaluation questionnaire were utilized during the research. Due to the uniqueness of the programmes, the scales could not be constructed from standardised measuring instruments and efforts had to be made to create and standardise the scales by means of various pilot studies. In the case of the KAB scales, this process was not completely successful but did succeed in proving that the programme had a medium effect on the knowledge of the respondents and a large effect on their behaviour. Concerning the attitudes of the respondents, the low effect in Table 10 was contradicted through triangulation with Table 13 Scale 5. This indicated that the programme did indeed have a positive effect on respondents' attitudes.

With the research design, provision was made for possible problems with the standardization of scales. It was decided to triangulate the results of the KAB scales with those of three other scales. These scales dealt with programme value, programme relevance and the effect of the programme presentation. Together, the six scales constituted the triangulation of measurements that was utilised in the research.

From all the measurements, it could be concluded that the Coping with Change personnel capacity building programme had a practical significant effect on the knowledge and behaviour of the participants, as well as a medium effect on their attitudes. Another important result was the fact that the programme turned out to be relevant with regard to their job performance and functioning, but also benefited them personally. If both the respondents' and presenters' recommendations are accepted, the organization should commit itself to ensuring that all SAPS personnel attend this programme.

The content and presentation of the Coping with Change programme is not without shortcomings. The research results were therefore also used as a basis to formulate guidelines for the future improvement thereof.

12. GUIDELINES FOR IMPROVING THE PROGRAMME

The following guidelines that will be discussed are divided into two categories. These pertain to the contents of the programme firstly, and secondly to its presentation.

12.1 Guidelines for improving the contents of the programme

The presenters' recommendations (see Question 6 of the presenter's evaluation) should be utilised in the next revision of the Coping with Change programme. Special attention should be given to the elements of the programme that they found least helpful and most arduous.

The content should be made more user-friendly and more exercises need to be incorporated in the learning process. Adults learn best when they can participate in the learning process. One of the adult learning techniques is to make use of small-group discussions and role-play. The CWC programme does not fully utilize these techniques as well as other resources, such as transparencies, to enhance the programme's benefit for members.

It should become standard practice to revise and to update the programme every 12 to 18 months. This will ensure that it remains at the cutting edge of new developments in the field of Coping with Change.

An investigation should be done with regards to the possible linking of the Coping with Change programme to other programmes in order to enhance both programmes' relevance for personnel. It could be interwoven into different types of programmes (e.g. HIV/AIDS, Stress Management, Colleague Sensitivity etc.) without losing its core functionality.

An introduction should be written for the programme as no introduction currently exists.

Finally, all the activities, exercises, checklists and examples should be re-evaluated and improved in order to make them even more relevant and effective. This will ensure that it complies with the principles of experiential learning.

12.2 Guidelines for improving the presentation of the programme

A variety of measures could be taken to improve the presentation of the programme. They include the following:

- ◆ Stricter guidelines should be set concerning the requirements of a suitable venue, as this aspect definitely has a negative impact on the effect of the programme.
- ◆ Due to the nature of the Coping with Change programme, it is imperative that only suitably qualified social workers from Police Social Work Services should present the programme.
- ◆ It is important to ensure a high presentation standard by the continuous and further training of presenters. Furthermore, all presenters should complete a train-the-trainer programme and an advanced facilitation and presentation skills course before being allowed to present the Coping with Change programme.
- ◆ Presenters should attend a work session every 12 to 18 months to assist with the evaluation of the programme and in updating it. This will ensure that they stay up to date with new developments.
- ◆ An effective marketing strategy should be put into practice to ensure that all SAPS personnel attend at least one presentation of the Coping with Change programme. The feasibility of presenting the programme on a more regular basis to sections or areas that have a high incidence of stress reactions should also be investigated.
- ◆ Management should be educated with regard to the benefit that personnel will gain from the CWC Capacity Building Programme. If possible, it should be made a permanent part of the initial training of new recruits in order to build a strong foundation on which the SAPS can build strong, well-functioning personnel.
- ◆ It would be of great value if there could be continued development and standardization of the KAB scales. If utilized on a continual basis, it will assist the SAPS in determining the effect of each programme presentation. This will help to ensure that all SAPS personnel receive the same high standard of service delivery.

13. CONCLUDING REMARKS

The Evaluation of Personnel Capacity building programmes (EPCBP) study was the most comprehensive research project ever undertaken by Police Social Work Services. Its primary aim was to scientifically evaluate the effect of the newly developed service delivery instruments and, in so doing, ensure an effective and appropriate social work service to SAPS personnel.

From the evaluation of the Coping with Change programme it became clear that this new instrument is a highly effective intervention mechanism. It not only enables SAPS personnel to lead more productive professional lives, but also empowers them to improve their personal well-being. Through this empowerment process, SAPS members are enabled to cope more effectively with an ever-changing organisation and society, and to keep on rendering an effective and appropriate service to all South Africa's communities.

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SECTION 3
CONCLUSIONS, GUIDELINES AND
RECOMMENDATIONS

1. INTRODUCTION

This research had its genesis due to changes in the South African Police Service especially from 1996 onwards. These changes compelled Police Social Work Services to broaden its scope of service delivery and embrace proactive interventions as an additional approach towards service delivery. These interventions took the form of seven primary capacity building programmes, of which one was the Life Skills programme. This programme consisted of nine sub-programmes which include Healthy Lifestyle and Coping with Change. During November 2001, the "Evaluation of Police Capacity Building Programmes (EPCBP)" research project was launched to determine the impact of each of the programmes. The Healthy Lifestyle and Coping with Change research project formed part of this larger study.

The projects were aimed at testing the hypothesis that the Healthy Lifestyle and Coping with Change programmes would have a practical significant effect on the knowledge, attitude and behaviour of SAPS personnel. It also dealt with the value and relevance of the programmes and the influence of the presentations on their effect. Part of the intended outcomes of the research was also to provide guidelines and recommendations for the future improvement of the programmes and their presentation.

Section 2 of this document covered the nature of the Healthy Lifestyle and Coping with Change programmes and the results obtained through all the measurements (see Articles 1 & 2). Therefore, only the main conclusions and recommendations will be discussed.

2. CONCLUSIONS REGARDING THE RESEARCH DESIGN AND PROCEDURE

The results obtained through the study have indicated that the comparison group pre-test/post-test design and its combination with triangulation was an appropriate procedure to determining the effect of the programmes. Triangulation ensured that the risks that are inherent in the use of non-standardised measuring instruments were dealt with successfully and, additionally, enhanced the scope and substantiation of the findings. It could therefore be concluded that the use of this type of procedure should also be useful in measuring the effect of other types of personnel and general capacity building programmes.

3. CONCLUSIONS REGARDING THE EFFECT OF THE PROGRAMMES

The construct 'effect of the programme' mainly referred to the change that it brought about in the knowledge, attitudes and behaviour of the participants, and also in their experience of the value and relevance of the intervention. The conclusions that were reached regarding these elements of each of the programmes will be dealt with separately.

3.1 THE EFFECT OF THE HEALTHY LIFESTYLE PROGRAMME

The following conclusions could be drawn from the direct measurement of the effect of the Healthy Lifestyle programme.

- ♦ The study proved that the programme did indeed bring about a significant change in the *knowledge* levels of the respondents regarding the nature of a healthy lifestyle and the

dangers inherent in some negative lifestyle patterns.

- In the case of intended *behaviour*, the same type of measurement showed a medium effect. However, when these results were triangulated with those of other measurements, it indicated that at least some of those individuals who were following an unhealthy lifestyle would have drastically change their habits or behaviour.
- Unfortunately, the scale that was meant to measure the effect of the programme on *attitudes* did not have an acceptable Cronbach Alpha coefficient and could not be used. However, the value and relevance scales contained various attitude related items and these did indicate a strong change in this dimension.

A very high percentage of respondents (95.42%) were of opinion that the programme had an above average to high *value* for them. This result was further substantiated by very high d-values. From the data it could be concluded that the value was not only derived from single components, but from the programme as a whole. Because these components covered knowledge, behaviour and attitude related issues, it can also be concluded that all these facets were of significant value to the participants.

The findings regarding the *relevance* of the programme echoed that of its value as a very high percentage of respondents indicated that the programme was relevant (Questions 22 – 27). All its components therefore contributed to its very high relevance rating (d=2.37).

If all the measurements are combined, it can be concluded that the hypothesis that the Healthy Lifestyle programme would have a practical significant effect on the knowledge, attitudes and behaviour of the participants was indeed correct. Furthermore, the programme did not only improve the job performance and functioning of personnel, but also benefited them personally.

3.2 THE EFFECT OF THE COPING WITH CHANGE PROGRAMME

The main conclusions that could be drawn from the measurement of the effect of the Coping with Change programme are the following:

- The study proved that the programme did indeed bring about a significant change in the *knowledge* and intended *behaviour* of the respondents. This finding was further substantiated through the triangulation of the measurements that were produced by these scales with that of the value and relevance scales (see Section 2: Article 2, Table 13).
- There were various grounds to conclude that it was deficiencies in the *attitude* scale that resulted in the measurement of only a small change in this field. These included the fact that various items in the value and relevance scales indicated a strong positive effect on attitudes of the respondents (See Section 2: Article 2, Table 13, Question 22).

All the components of the programmes were of great *value* to the respondents. Because these components covered knowledge, attitude and behaviour related issues, it reaffirms the conclusion that all three these facets were significantly influenced.

The high *relevancy* rating awarded to the programme could not be attributed to one component only, but to the intervention as a whole. It also indicated that the respondents were of opinion that the programme was not only a job enrichment instrument, but also a personal empowerment tool. Questions 22 to 26 (Table 13 in Article 2) furthermore confirmed that the

programme must have had a practical significant effect on the knowledge, attitudes and behaviour of the respondents.

Through triangulation of measurements, the researcher was able to conclude that the Coping with Change programme had a practical significant effect on the knowledge, attitudes and behaviour of the participants and that it was both a job enrichment instrument and a personal empowerment tool. It could therefore be concluded that the hypothesis was correct in this case as well.

4. CONCLUSIONS REGARDING THE PRESENTATIONS

The results of the study showed that the presentations of both the Healthy Lifestyle and Coping with Change programmes were generally of a high standard. Any possible deficiencies in the effect of these programmes could therefore not be attributed to this facet of the intervention.

5. FINDINGS

The main findings of the study could be summarised as follows:

- The Healthy Lifestyle and Coping with Change programmes did indeed have a practical significant effect on the knowledge, attitude and behaviour of the SAPS personnel and enhanced both their professional and personal functioning. The programmes thus succeeded in the purpose for which they were designed.
- The presentation of the programme was of such a high quality that it enhanced the effect of the programmes.
- The stated hypothesis was proven correct.

6. GUIDELINES AND RECOMMENDATIONS

In spite of their success, the content and presentation of the Healthy Lifestyle and Coping with Change programmes were not without shortcomings. It was therefore also necessary to utilize the research results as a basis for formulating the following guidelines and recommendations for its further improvement.

6.1 PROPOSED IMPROVEMENTS TO THE PROGRAMME

- Steps should be taken to further modularise all the sub-programmes of the Life Skills programme. They should be structured in such a manner that it would be easier to present them separately or in various combinations.
- The annual updating of the content of the programmes will ensure their continuous value and relevancy.
- The presentation tools and aids should be upgraded. This includes the development of more and more detailed transparencies for each sub-programme.

- The principles of adult and experiential learning must become an integral part of the programmes. This facet of the Healthy Lifestyle and Coping with Change programmes is still a little underdeveloped.
- Presenters must be able to choose activities that suit a specific group better. This would be possible if a comprehensive package with exercises, demonstrations, role-play, brainteasers, icebreakers and case studies are included in each programme. An effort must be made to design these and add them to the programmes.
- A system must be developed whereby presenters could give regular (preferably written) feedback on problems experienced with programme content and presentation. This will enhance programme improvement and pre-empt problems.

6.2 THE FURTHER EMPOWERMENT OF PRESENTERS

- A monitoring guideline in terms of standard requirements for presenters should be developed.
- Every social worker involved in the presentation of these programmes must be fully assessed concerning his/her level of facilitation and presentation skills. Distinction could then be made between those who function at a basic level and those at a more advanced level, as this will also encourage social workers to hone their skills and ensure better performances with better results in favour of the participants. Further training packages could then be developed accordingly.
- The assessment of presenters should take place at least twice during a twelve-month period and the assessments should be linked to the performance evaluation plans of the presenters.
- All the presenters must attend the annual revision session of the programmes.

6.3 PROPOSED IMPROVEMENTS TO THE CONTEXTS OF PRESENTATIONS

- It should be seen as a prerequisite for the presentation of the Healthy Lifestyle and Coping with Change programmes that venues meet minimum standards. They should especially form a calm and relaxed setting and preferably be located away from the participants' work environment in order to eliminate interruptions.
- The language of the presentation should be in line with the policy on the use of language for educational purposes in the SAPS. At this stage, English is the main language in which training should be done. For future reference, it might be in the best interest of all SAPS personnel if programme developers took into consideration that some definitions are difficult to explain to respondents if English is not their mother tongue. The utilization of interpreters should also be considered. To ensure the success of this endeavour, the language needs of each specific group of participants should be determined in advance. This will also mean that handouts should be developed in other languages in order to enhance the learning process.

6.4 MARKETING THE PROGRAMME

- All personnel capacity building programmes are interlinked with one another. It is, therefore, crucial that a marketing strategy that promotes all the programmes and simultaneously defines the unique elements and benefits of each should be developed.
- This marketing strategy should be constructed in such a manner as to excite prospective participants with the benefits of the programmes. All personnel must see it as a crucial element that they need in order to improve their work and personal lives. They must want it, ask for it and ensure that they are granted the opportunity to attend.
- Regular feedback should be given to personnel concerning results obtained by attending personnel capacity building programmes. This could be achieved by means of official communication channels such as SAPS magazines, circulars, the media and management.

7. CONCLUDING REMARKS

The "Evaluation of Personnel Capacity Building Programmes" study was the first of its kind for Police Social Work Services. It would be a great loss if the proven success of the programmes did not influence the strategic plans of Police Social Work Services and thereby contribute to the continual improvement and refinement of this specialized service. This will advance the core function of the organization, viz. to deliver a professional police service to all citizens of South Africa.

SECTION 4:
APPENDIXES

APPENDIX 1

HEALTHY LIFESTYLE

PRE-TEST QUESTIONNAIRE:

EXPERIMENTAL GROUP



PRE-TEST

QUESTIONNAIRE RE:
 THE "HEALTHY LIFE STYLE" PROGRAMME
 LIFE SKILLS PROGRAMME 1

This questionnaire must be completed **before** the "Healthy Life Style" course.

1. INTRODUCTION

You are about to complete the "**Healthy Life Style**" Programme. This Programme forms part of a large and expensive initiative; therefore we must know how effective it is in meeting your needs and interests. For this, we need your input. Please complete the following questionnaire **honestly** and **in full**, and please **do not guess**. We need your personal views. It will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "**Healthy Life Style**" Questionnaire covers various challenges you face in daily life.

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

This questionnaire contains several personal questions. *Do not write your name anywhere on the questionnaire.* However, for research purposes, we need you to generate a **secret identification (ID) code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.** When you have completed the questionnaire, place it in the envelope that will be provided and return it to the Presenter who gave it to you.

3. HOW TO START

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

PART I: Course Particulars

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

Presenter/s	
Date(s)	
Venue	

For office use only	



PART II: Province & Secret code [a]

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

0 Gauteng	1 Western Cape	2 Eastern Cape	3 Northern Cape	4 KwaZulu- Natal	5 Free State	6 North West	7 Northern Province	8 Mpumalanga	9 Head Office
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PART III: Part of secret code [b]

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

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PART IV: Part of secret code [c]

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

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PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
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PART VI: Race

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

1. Asian	2. Black	3. Coloured	4. White
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PART VII: Rank/Position

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

Rank/Position

For office use only	

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

**PART VIII: Are the following statements true or false?****Caffeine**

- 1 Caffeine is only found in coffee and tea.
- 2 Caffeine helps a person to cope better with stress because it is a stimulant.
- 3 Adults should not drink more than 2-3 cups of coffee per day.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Nicotine

- 4 Smokers will get an ulcer more easily than non-smokers will.
- 5 Smoking is an effective stress reliever, and has a calming effect on the smoker.
- 6 Smoking can cause skin wounds to heal slower

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Alcohol

- 7 Alcohol is a stimulant
- 8 The use of alcohol reduces your risk of being infected with illnesses, because alcohol kills all germs.
- 9 People who drink more than 10 litres of beer or 1 litre of spirits a week are more likely to commit suicide than the general population.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Dagga

- 10 Dagga relaxes a person and makes one sleep more easily.
- 11 The tar content in dagga is lower than in cigarettes, because it is a natural herb; therefore it will not cause lung cancer.
- 12 Dagga can distort a person's perception of sound and colour.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Eating habits

- 13 Eating three balanced meals a day will make a person fat.
- 14 Work performance and eating habits have nothing in common. You can still be very productive without eating three times a day.
- 15 You should cut out all the fats in your diet. This will make you healthier.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Rest, relaxation & exercise

- 16 Rest and relaxation can make a person so lazy that he will not be productive at work.
- 17 Only professional sportsmen or sportswomen need to exercise regularly.
- 18 The ideal period of sleep for Adults is between 6 and 7 hours.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain



PART IX: How often...?

- 19 How often do you only eat when you feel hungry?
- 20 How often do you feel you are eating too much?
- 21 How often do you drink more than five cups of coffee or tea a day?
- 22 How often do you feel that you are drinking too much coffee or tea?
- 23 How often do you take more than 10 drinks a week?
(Note: One drink equals 500ml beer, 125ml wine or 50ml spirits)
- 24 How often do you feel you are taking in too much alcohol?
- 25 How often do you get less than 7 hours sleep per night?
- 26 How often do you suffer from sleeplessness (insomnia)?
- 27 How often do you do strenuous physical exercise?
- 28 How often do you feel that you do not get enough exercise?
- 29 How often do you feel that you do not get enough time for rest and relaxation?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always

PART X: General

- 30 Have you previously attended a work-session that dealt with eating and drinking habits, rest and relaxation, or physical fitness?

1 <i>Yes, in the past six months</i>	2 <i>Yes, in the past twelve months</i>	3 <i>Yes, more than a year ago</i>	4 <i>Never</i>
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31	What is your primary home language?	1 <i>English</i>	2 <i>Afrikaans</i>	3 <i>Tswana</i>	4 <i>Zulu</i>	5 <i>Xhosa</i>	6 <i>Others</i>
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32	What is your marital status?	1 <i>Married</i>	2 <i>Single</i>	3 <i>Living together</i>	4 <i>Divorced</i>	5 <i>Widow/er</i>
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Thank you for completing the "Healthy Life Style" Questionnaire.

APPENDIX 2:

HEALTHY LIFESTYLE

POST-TEST QUESTIONNAIRE:

EXPERIMENTAL GROUP



POST TEST

QUESTIONNAIRE RE:
 THE "HEALTHY LIFE STYLE" PROGRAMME
 LIFE SKILLS PROGRAMME 1

THIS QUESTIONNAIRE MUST BE COMPLETED **AFTER** THE "HEALTHY LIFE STYLE" COURSE.

1. INTRODUCTION

You have just completed the "**Healthy Life Style**" Programme. This Programme forms part of a large and expensive initiative; therefore we must know how effective it is in meeting your needs and interests. For this we, need your input. Please complete the following questionnaire **honestly** and **in full**, and please **do not guess**. We need your personal views. It will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "*Healthy Life Style*" Questionnaire covers various challenges you face in daily life.

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

This questionnaire contains several personal questions. *Do not write your name anywhere on the questionnaire.* However, for research purposes, we need you to generate a **secret identification (ID) code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.** When you have completed the questionnaire, place it in the envelope that will be provided and return it to the Presenter who gave it to you.

3. HOW TO START

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

PART I: Course Particulars

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

Presenter/s	
Date(s)	
Venue	

For office use only	



PART II: Province & Secret code [a]

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

0 Gauteng	1 Western Cape	2 Eastern Cape	3 Northern Cape	4 KwaZulu- Natal	5 Free State	6 North West	7 Northern Province	8 Mpumalanga	9 Head Office
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PART III: Part of secret code [b]

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

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PART IV: Part of secret code [c]

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

--	--

PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
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PART VI: Race

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

1. Asian	2. Black	3. Coloured	4. White
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PART VII: Rank/Position

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

Rank/Position

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For office use only	

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



PART VIII: Are the following statements true or false?

Caffeine

1 Caffeine is only found in coffee and tea.

1 True	2 False	3 I am not certain
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2 Caffeine helps a person to cope better with stress because it is a stimulant.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

3 Adults should not drink more than 2-3 cups of coffee per day.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

Nicotine

4 Smokers will get an ulcer more easily than non-smokers will.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

5 Smoking is an effective stress reliever, and has a calming effect on the smoker.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

6 Smoking can cause skin wounds to heal slower

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

Alcohol

7 Alcohol is a stimulant

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

8 The use of alcohol reduces your risk of being infected with illnesses, because alcohol kills all germs.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

9 People who drink more than 10 litres of beer or 1 litre of spirits a week are more likely to commit suicide than the general population.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

Dagga

10 Dagga relaxes a person and makes one sleep more easily.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

11 The tar content in dagga is lower than in cigarettes, because it is a natural herb; therefore it will not cause lung cancer.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

12 Dagga can distort a person's perception of sound and colour.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

Eating habits

13 Eating three balanced meals a day will make a person fat.

1 True	2 False	3 I am not certain
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14 Work performance and eating habits have nothing in common. You can still be very productive without eating three times a day.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

15 You should cut out all the fats in your diet. This will make you healthier.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

Rest, relaxation & exercise

16 Rest and relaxation can make a person so lazy that he will not be productive at work.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

17 Only professional sportsmen or sportswomen need to exercise regularly.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------

18 The ideal period of sleep for Adults is between 6 and 7 hours.

1 True	2 False	3 I am not certain
-----------	------------	-----------------------



PART IX: How often...?

19 How often in future will you only eat when you feel hungry?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
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20 How often in future will you feel you are eating too much?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

21 How often in future will you drink more than five cups of coffee or tea a day?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

22 How often in future will you feel that you are drinking too much coffee or tea?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

23 How often in future will you take more than 10 drinks a week?
(Note: One drink equals 500ml beer, 125ml wine or 50ml spirits)

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

24 How often in future will you feel you are taking in too much alcohol?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

25 How often in future will you get less than 7 hours sleep per night?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

26 How often in future will you suffer from sleeplessness (insomnia)?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
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27 How often in future will you do strenuous physical exercise?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

28 How often in future will you feel that you do not get enough exercise?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

29 How often in future will you feel that you do not get enough time for rest and relaxation?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

PART X: General

30 Have you previously attended a work-session that dealt with eating and drinking habits, rest and relaxation, or physical fitness?

1 Yes, in the past six months	2 Yes, in the past twelve months	3 Yes, more than a year ago	4 Never
----------------------------------	-------------------------------------	--------------------------------	------------

31 What is your primary home language?

1 English	2 Afrikaans	3 Tswana	4 Zulu	5 Xhosa	6 Others
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32 What is your marital status?

1 Married	2 Single	3 Living together	4 Divorced	5 Widow/er
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PART XV: EVALUATION OF THIS COURSE

Note: The following section must only be completed **AFTER** you have attended the Healthy Lifestyle Workshop

33	What was the overall value of the workshop/course?	1 <i>It had no or little value</i>	2 <i>It had below average value</i>	3 <i>It had above average value</i>	4 <i>It had a lot of value</i>
34	What value did the following component have for you: "The effect of your eating habits"	1 <i>It had no or little value</i>	2 <i>It had below average value</i>	3 <i>It had above average value</i>	4 <i>It had a lot of value</i>
35	What value did the following component have for you: "Healthy eating habits"	1 <i>It had no or little value</i>	2 <i>It had below average value</i>	3 <i>It had above average value</i>	4 <i>It had a lot of value</i>
36	What value did the following component have for you: "Rest and relaxation"	1 <i>It had no or little value</i>	2 <i>It had below average value</i>	3 <i>It had above average value</i>	4 <i>It had a lot of value</i>
37	What value did the following component have for you: "Physical fitness"	1 <i>It had no or little value</i>	2 <i>It had below average value</i>	3 <i>It had above average value</i>	4 <i>It had a lot of value</i>

Thank you for completing the "Healthy Life Style" Questionnaire.

APPENDIX 3:

HEALTHY LIFESTYLE

PRE-TEST QUESTIONNAIRE

COMPARISON GROUP



PRE-TEST

QUESTIONNAIRE RE:
 THE "HEALTHY LIFE STYLE" PROGRAMME
 LIFE SKILLS PROGRAMME 1

THIS QUESTIONNAIRE MUST BE COMPLETED **FIRST**.

1. INTRODUCTION

You are part of a comparison group for the research on the "*Healthy Life Style*" Programme. This Programme forms part of a large and expensive initiative; therefore, we must know how effective it is in meeting your needs and interests. For this, we need your input. Please complete the following questionnaire **honestly** and **in full**, and please **do not guess**. We need your personal views. It will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "*Healthy Life Style*" Questionnaire covers various challenges you face in daily life.

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

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

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

3. HOW TO START

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

PART I: Course Particulars

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

Presenter/s	
Date(s)	
Venue	

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PART II: Province & Secret code [a]

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

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

PART III: Part of secret code [b]

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

--	--

PART IV: Part of secret code [c]

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

--	--

PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
---------	-----------

PART VI: Race

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

1. Asian	2. Black	3. Coloured	4. White
----------	----------	-------------	----------

PART VII: Rank/Position

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

Rank/Position

--

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



PART VIII: Are the following statements true or false?

Caffeine

- 1 Caffeine is only found in coffee and tea.
- 2 Caffeine helps a person to cope better with stress because it is a stimulant.
- 3 Adults should not drink more than 2-3 cups of coffee per day.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Nicotine

- 4 Smokers will get an ulcer more easily than non-smokers.
- 5 Smoking is an effective stress reliever, and has a calming effect on the smoker.
- 6 Smoking can cause skin wounds to heal slower

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Alcohol

- 7 Alcohol is a stimulant
- 8 The use of alcohol reduces your risk of being infected with illnesses, because alcohol kills all germs.
- 9 People who drink more than 10 litres of beer or 1 litre of spirits a week are more likely to commit suicide than the general population.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Dagga

- 10 Dagga relaxes a person and makes one sleep more easily.
- 11 The tar content in dagga is lower than in cigarettes, because it is a natural herb; therefore it will not cause lung cancer.
- 12 Dagga can distort a person's perception of sound and colour.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Eating habits

- 13 Eating three balanced meals a day will make a person fat.
- 14 Work performance and eating habits have nothing in common. You can still be very productive without eating three times a day.
- 15 You should cut out all the fats in your diet. This will make you healthier.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Rest, relaxation & exercise

- 16 Rest and relaxation can make a person so lazy that he will not be productive at work.
- 17 Only professional sportsmen or sportswomen need to exercise regularly.
- 18 The ideal period of sleep for Adults is between 6 and 7 hours.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain



PART IX: How often...?

19 How often do you only eat when you feel hungry?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

20 How often do you feel you are eating too much?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

21 How often do you drink more than five cups of coffee or tea a day?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

22 How often do you feel that you are drinking too much coffee or tea?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

23 How often do you take more than 10 drinks a week?
(Note: One drink equals 500ml beer, 125ml wine or 50ml spirits)

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

24 How often do you feel you are taking in too much alcohol?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

25 How often do you get less than 7 hours sleep per night?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

26 How often do you suffer from sleeplessness (insomnia)?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

27 How often do you do strenuous physical exercise?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

28 How often do you feel that you do not get enough exercise?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

29 How often do you feel that you do not get enough time for rest and relaxation?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

PART X: General

30 Have you previously attended a work-session that dealt with eating and drinking habits, rest and relaxation, or physical fitness?

1 Yes, in the past six months	2 Yes, in the past twelve months	3 Yes, more than a year ago	4 Never
----------------------------------	-------------------------------------	--------------------------------	------------

31 What is your primary home language?

1 English	2 Afrikaans	3 Tswana	4 Zulu	5 Xhosa	6 Others
--------------	----------------	-------------	-----------	------------	-------------

32 What is your marital status?

1 Married	2 Single	3 Living together	4 Divorced	5 Widow/er
--------------	-------------	----------------------	---------------	---------------

Thank you for completing the "Healthy Life Style" Questionnaire.

APPENDIX 4:

**HEALTHY LIFESTYLE
POST TEST QUESTIONNAIRE
COMPARISON GROUP**



POST TEST

QUESTIONNAIRE RE:
THE "HEALTHY LIFE STYLE" PROGRAMME
LIFE SKILLS PROGRAMME 1

THIS QUESTIONNAIRE MUST BE COMPLETED **SECOND**.

1. INTRODUCTION

You are part of a comparison group for the research on the "**Healthy Life Style**" Programme. This Programme forms part of a large and expensive initiative; therefore we must know how effective it is in meeting your needs and interests. For this, we need your input. Please complete the following questionnaire **honestly** and **in full**, and please **do not guess**. We need your personal views. It will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "**Healthy Life Style**" Questionnaire covers various challenges you face in daily life.

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

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

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

3. HOW TO START

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

PART I: Course Particulars

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

Presenter/s	
Date(s)	
Venue	

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PART II: Province & Secret code [a]

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

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

PART III: Part of secret code [b]

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

--	--

PART IV: Part of secret code [c]

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

--	--

PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
---------	-----------

PART VI: Race

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

1. Asian	2. Black	3. Coloured	4. White
----------	----------	-------------	----------

PART VII: Rank/Position

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

Rank/Position

--

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



PART VIII: Are the following statements true or false?

Caffeine

- 1 Caffeine is only found in coffee and tea.
- 2 Caffeine helps a person to cope better with stress because it is a stimulant.
- 3 Adults should not drink more than 2-3 cups of coffee per day.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Nicotine

- 4 Smokers will get an ulcer more easily than non-smokers.
- 5 Smoking is an effective stress reliever, and has a calming effect on the smoker.
- 6 Smoking can cause skin wounds to heal slower

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Alcohol

- 7 Alcohol is a stimulant
- 8 The use of alcohol reduces your risk of being infected with illnesses, because alcohol kills all germs.
- 9 People who drink more than 10 litres of beer or 1 litre of spirits a week are more likely to commit suicide than the general population.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Dagga

- 10 Dagga relaxes a person and makes one sleep more easily.
- 11 The tar content in dagga is lower than in cigarettes, because it is a natural herb; therefore it will not cause lung cancer.
- 12 Dagga can distort a person's perception of sound and colour.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Eating habits

- 13 Eating three balanced meals a day will make a person fat.
- 14 Work performance and eating habits have nothing in common. You can still be very productive without eating three times a day.
- 15 You should cut out all the fats in your diet. This will make you healthier.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Rest, relaxation & exercise

- 16 Rest and relaxation can make a person so lazy that he will not be productive at work.
- 17 Only professional sportsmen or sportswomen need to exercise regularly.
- 18 The ideal period of sleep for Adults is between 6 and 7 hours.

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain



PART IX: How often...?

19	How often in future will you only eat when you feel hungry?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
20	How often in future will you feel you are eating too much?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
21	How often in future will you drink more than five cups of coffee or tea a day?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
22	How often in future will you feel that you are drinking too much coffee or tea?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
23	How often in future will you take more than 10 drinks a week? <i>(Note: One drink equals 500ml beer, 125ml wine or 50ml spirits)</i>	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
24	How often in future will you feel you are taking in too much alcohol?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
25	How often in future will you get less than 7 hours sleep per night?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
26	How often in future will you suffer from sleeplessness (insomnia)?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
27	How often in future will you do strenuous physical exercise?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
28	How often in future will you feel that you do not get enough exercise?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
29	How often in future will you feel that you do not get enough time for rest and relaxation?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always

PART X: General

30	Have you previously attended a work-session that dealt with eating and drinking habits, rest and relaxation, or physical fitness?	1 Yes, in the past six months	2 Yes, in the past twelve months	3 Yes, more than a year ago	4 Never		
31	What is your primary home language?	1 English	2 Afrikaans	3 Tswana	4 Zulu	5 Xhosa	6 Others
32	What is your marital status?	1 Married	2 Single	3 Living together	4 Divorced	5 Widow/er	

Thank you for completing the "Healthy Life Style" Questionnaire.

APPENDIX 5:

HEALTHY LIFESTYLE & COPING WITH CHANGE

PRESENTATION EVALUATION QUESTIONNAIRE

EXPERIMENTAL GROUP

Presentation Evaluation Questionnaire

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

1. INTRODUCTION

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

2. GENERAL INSTRUCTIONS

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

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

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

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

3. HOW TO START

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

SECTION 1: COURSE PARTICULARS

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

Presenter/s:

Dates:

Venue:

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SECTION 2: PROVINCE & SECRET CODE [a]

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

0	1	2	3	4	5	6	7	8	9
<i>Gauteng</i>	<i>Western Cape</i>	<i>Eastern Cape</i>	<i>Northern Cape</i>	<i>KwaZulu-Natal</i>	<i>Free State</i>	<i>North West</i>	<i>Limpopo (Northern Province)</i>	<i>Mpumalanga</i>	<i>Head Office</i>

SECTION 3: PART OF SECRET CODE [b]

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

	-	
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SECTION 4: PART OF SECRET CODE [c]

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

--	--

SECTION 5: GENDER AND SECRET CODE [d]

Indicate your gender.

1. Male	2. Female
---------	-----------

SECTION 6: RACE

Information regarding your race is required for statistical purposes only. Please make a cross in the appropriate block.

1. <i>Asian</i>	2. <i>Black</i>	3. <i>Coloured</i>	4. <i>White</i>
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SECTION 7: RANK/POSITION

Write your rank in the block below. In the case of Civil Act personnel, please write your position.

Rank/Position

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+-----+

Mark only one answer for each of the questions by making a cross in the appropriate block.

SECTION 8: COURSE/PROGRAMME BEING EVALUATED

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

1. <i>Assertiveness</i>	2. <i>Be Money Wise</i>	3. <i>Colleague Sensitivity</i>	4. <i>Conflict Management</i>	5. <i>Coping with Change</i>	6. <i>Anger Management</i>	7. <i>Healthy Life-Style</i>
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8. <i>HIV/AIDS Awareness Programme</i>	9. <i>HIV/AIDS: Peer Educators Training</i>	10. <i>Planning Your Goals</i>	11. <i>Self-knowledge</i>	12. <i>Managing Stress Effectively</i>	13. <i>Substance Dependency</i>	14. <i>Time Management</i>	15. <i>Problem-solving</i>
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SECTION 9: EVALUATION OF THE PRESENTER

1. The presenter is **knowledgeable** about the subject that he/she taught.

2. The presenter could **link** the material to the participants' level of knowledge.

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

3. The presenter was **able to explain** difficult and abstract concepts.
4. The presenter succeeded in **keeping me interested** in the subject.
5. The presenter was **enthusiastic** about the subject that he/she taught.

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

SECTION 10: EVALUATION OF THE PRESENTER'S PRESENTATION SKILLS

6. I could clearly **hear** what the presenter was saying (*e.g. it was loud enough and in an accent that I could understand*).
7. The presenter was skilful in the **use of the teaching media** (*e.g. transparencies and/or writing on newsprint/the blackboard*).
8. The presenter encouraged **participant involvement** (*e.g. by asking questions and/or promoting discussions*).
9. The presenter **prepared** himself/herself thoroughly for the presentation.

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

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

1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good/ excellent</i>
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SECTION 11: EVALUATION OF THE LEARNING PROCESS

11. In the beginning, the presenter gave us a **clear overview** of what we could expect during the course/programme.
12. The presenter made sure that participants **understood** a subject before moving on to the next subject.
13. At the end, the presenter **summarised** of the material that was covered.
14. The presenter was able to **communicate at my level**.
15. It was **easy to understand** the material that was presented.

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

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

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

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

SECTION 12: EVALUATION OF THE PRESENTATION CONTEXT

18. How would you rate the **venue**?

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

19. How would you rate the **quality of the learning material** that was presented?

20. How would you rate **quality** of the **teaching media** (e.g. transparencies and/or handouts)?

21. How well was the course/programme **organised**?

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

22. The course/programme *stimulated* my **creative thinking**.

23. I will be able to *apply* the new knowledge and insights that I have gained **in my job**.

24. I feel that the course/programme will help me **do my job better**.

25. I will be able to *apply* the new knowledge and insights that I have gained **in my daily life**.

26. I feel that the course/programme will help me **to live my life in a better way**.

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

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

SECTION 14: GENERAL

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

1 <i>It was much too long</i>	2 <i>It was a little too long</i>	3 <i>The length was just right</i>	4 <i>It was a little too short</i>	5 <i>It was much too short</i>
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29. How will you rate the **pace** of the presentation?

1 <i>The pace was much too slow</i>	2 <i>The pace was a little too slow</i>	3 <i>The pace was just right</i>	4 <i>The pace was a little too fast</i>	5 <i>The pace was much too fast</i>
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30. How will you rate the **balance** between the time spent on the *presentation* and time spent on *group involvement*?

1 <i>Too much time was spent on the presentation</i>	2 <i>A good balance</i>	3 <i>Too much time was spent on group involvement</i>	4 <i>There was no group involvement</i>
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31. Which **language** was used *most* in the presentation of the course/programme?

1 <i>Afrikaans</i>	2 <i>English</i>	3 <i>Sotho</i>	4 <i>Tswana</i>	5 <i>Zulu</i>	6 <i>Others</i>
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Thank you for completing this questionnaire

APPENDIX 6:

HEALTHY LIFESTYLE & COPING WITH CHANGE

PRESENTER EVALUATION QUESTIONNAIRE

Questionnaire: Presenter's Evaluation of Programme Presentation

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

1. INTRODUCTION

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

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

2. GENERAL INSTRUCTIONS

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

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

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

3. TO START

SECTION 1: Programme Particulars

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

Presenter:	
Co-presenter/s:	
Dates:	
Venue:	

For office use only	

SECTION 2: PROVINCE

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

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

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

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

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

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

SECTION 5: SELF-EVALUATION OF PRESENTATION SKILLS

- Participants could clearly **hear** what I was saying (*e.g. it was loud enough and in an accent that they could understand*).
- I am skilful in the **use of the teaching media** (*e.g. transparencies and/or writing on newsprint/the blackboard*).
- I **encouraged participant involvement** (*e.g. by asking questions and/or promoting discussions*).
- I **prepared** myself thoroughly for the presentation.

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

- What is your **overall rating** of your presentation skills?

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

11. In the beginning, I gave a clear overview of what participants could expect during the course/programme.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
12. I made sure that participants understood a subject before moving on to a next subject.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
13. At the end, I summarised the material that was covered.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
14. I was able to communicate at the participants' level .	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
15. It was easy for participants to understand the material that was presented.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
16. The material that was covered will be useful .	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
17. The course stimulated participants' interest in the subject.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>

SECTION 7: EVALUATION OF THE CONTEXT

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

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

22. The course/programme stimulated the participants' creative thinking .	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
23. The participants will be able to apply the new knowledge and insights that they have gained in their jobs .	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
24. I feel that the course/programme will help the participants do their jobs better .	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>

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

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

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

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

SECTION 9: GENERAL

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

1 <i>It was much too long</i>	2 <i>It was a little too long</i>	3 <i>The length was just right</i>	4 <i>It was a little too short</i>	5 <i>I was much too short</i>
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29. How will you rate the **tempo** of the presentation?

1 <i>The tempo was much too slow</i>	2 <i>The tempo was a little too slow</i>	3 <i>The tempo was just right</i>	4 <i>The tempo was a little too fast</i>	5 <i>The tempo was much too fast</i>
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30. How will you rate the **balance** between the time spent on the presentation and time spent on group involvement?

1 <i>Too much time was spent on the presentation</i>	2 <i>A good balance</i>	3 <i>Too much time was spent on group involvement</i>	4 <i>There was no group involvement</i>
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31. Which **language** did you use *most* in the presentation of the course/programme?

1 <i>Afrikaans</i>	2 <i>English</i>	3 <i>Sotho</i>	4 <i>Tswana</i>	5 <i>Zulu</i>	6 <i>Others</i>
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Form: Written Comments re Presentation

Instructions: Please provide your written comments in the spaces provided below and staple this form to the "Presenter's Evaluation of Programme Presentation" questionnaire. If the space provided is insufficient, please write on the back of this form.

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

- **Topics that need to be added to the programme:**

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

APPENDIX 7:

COPING WITH CHANGE

PRE-TEST QUESTIONNAIRE

EXPERIMENTAL GROUP



PRE-TEST

QUESTIONNAIRE RE:

THE "COPING WITH CHANGE" PROGRAMME

LIFE SKILLS PROGRAMME 9: MOTIVATION, LOCUS OF CONTROL, RATIONAL EMOTIVE THEORY AND CHANGE

THIS QUESTIONNAIRE MUST BE COMPLETED **BEFORE** THE "COPING WITH LIFE'S CHALLENGES" COURSE.

1. INTRODUCTION

You are about to complete the "*Coping with Change*" Programme. This programme forms part of a large and expensive initiative; therefore, we must know how effective it is in meeting your needs and interests. For this, we need your input. Please complete the following questionnaire **honestly** and **in full**, and please **do not guess**. We need your personal views. It will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "*Coping with Change*" Questionnaire covers various challenges you face in daily life.

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

This questionnaire contains several personal questions. *Do not write your name anywhere on the questionnaire.* However, for research purposes, we need you to generate a **secret identification (ID) code**. This code will be used to *match this questionnaire to others* that you will of have completed. **It will not identify you as a person.** When you have completed the questionnaire, place it in the envelope that will be provided and return it to the Presenter who gave it to you.

3. HOW TO START

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

PART I: Course Particulars

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

Presenter/s	
Date(s)	
Venue	

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PART II: Province & Secret code [a]

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

0 Gauteng	1 Western Cape	2 Eastern Cape	3 Northern Cape	4 KwaZulu- Natal	5 Free State	6 North West	7 Northern Province	8 Mpumalanga	9 Head Office
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PART III: Part of secret code [b]

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

--	--

PART IV: Part of secret code [c]

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

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PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
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PART VI: Race

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

1. Asian	2. Black	3. Coloured	4. White
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PART VII: Rank/Position

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

Rank/Position

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For office use only	

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



PART VIII: Are the following statements true or false?

- 1 Everybody is responsible for his/her own **motivation**.
- 2 All people have to move through **stages** (a hierarchy) of **human needs** in order to be fulfilled.
- 3 **Locus of control** refers to the control that is held over people
- 4 When people feel that fate is ruling their lives, it is said that they have an **internal locus of control**
- 5 According to the **rational emotive theory**, our beliefs do not have any effect on our emotions and behaviour.
- 6 According to the **rational emotive theory**, irrational thoughts cannot be changed because we are born with them and have to learn to live with it.
- 7 An organisation will only continue to exist if it **changes** the environment in which it functions

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

PART IX: How often...?

- 8 How often do you say to yourself: *"I can do this task myself and do not need anybody else to help me?"*
- 9 How often do you feel that something that had happened to you was determined by fate?
- 10 How often do you dislike the changes that other people make to your work situation?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always

PART X: Rate yourself

- 11 How would you rate your present ability to achieve the goals you set for yourself?
- 12 How would you rate your present ability to adapt to change that is forced upon you?
- 13 How would you rate your present ability to think rationally when you have to act quickly?
- 14 How would you rate your present ability to admit to someone that you are to blame for what went wrong?

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



PART XI: General

15 Have you previously attended a work-session that dealt with motivation, dealing with change, locus of control or rational emotive therapy?

<i>1</i> <i>Yes, in the past six months</i>	<i>2</i> <i>Yes, in the past twelve months</i>	<i>3</i> <i>Yes, more than a year ago</i>	<i>4</i> <i>Never</i>
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16 What is your primary home language

<i>1</i> <i>English</i>	<i>2</i> <i>Afrikaans</i>	<i>3</i> <i>Tswana</i>	<i>4</i> <i>Zulu</i>	<i>5</i> <i>Xhosa</i>	<i>6</i> <i>Others</i>
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17 What is your marital status?

<i>1</i> <i>Married</i>	<i>2</i> <i>Single</i>	<i>3</i> <i>Living together</i>	<i>4</i> <i>Divorced</i>	<i>5</i> <i>Widow/er</i>
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Thank you for completing the "Coping with Change" Questionnaire.

APPENDIX 8:

COPING WITH CHANGE

POST-TEST QUESTIONNAIRE

EXPERIMENTAL GROUP



POST TEST

QUESTIONNAIRE RE:

THE "COPING WITH CHANGE" PROGRAMME

LIFE SKILLS PROGRAMME 9: MOTIVATION, LOCUS OF CONTROL, RATIONAL EMOTIVE THEORY AND CHANGE

THIS QUESTIONNAIRE MUST BE COMPLETED **DIRECTLY AFTER** THE "COPING WITH LIFE'S CHALLENGES" COURSE.

1. INTRODUCTION

You have just completed the "**Coping with Change**" Programme. This programme forms part of a large and expensive initiative; therefore we must know how effective it is in meeting your needs and interests. For this, we need your input. Please complete the following questionnaire **honestly** and **in full**, and please **do not guess**. We need your personal views. It will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "**Coping with Change**" Questionnaire covers various challenges you face in daily life.

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

This questionnaire contains several personal questions. *Do not write your name anywhere on the questionnaire.* However, for research purposes, we need you to generate a **secret identification (ID) code**. This code will be used to *match this questionnaire to others* that you will of have completed. **It will not identify you as a person.** When you have completed the questionnaire, place it in the envelope that will be provided and return it to the Presenter who gave it to you.

3. HOW TO START

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

PART I: Course Particulars

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

Presenter/s		For office use only	
Date(s)			
Venue			



PART II: Province & Secret code [a]

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

0 Gauteng	1 Western Cape	2 Eastern Cape	3 Northern Cape	4 KwaZulu-Natal	5 Free State	6 North West	7 Northern Province	8 Mpumalanga	9 Head Office
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PART III: Part of secret code [b]

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

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PART IV: Part of secret code [c]

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

--	--

PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
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PART VI: Race

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

1. Asian	2. Black	3. Coloured	4. White
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PART VII: Rank/Position

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

Rank/Position

For office use only	

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



PART VIII: Are the following statements true or false?

- 1 Everybody is responsible for his/her own **motivation**.
- 2 All people have to move through **stages** (a hierarchy) of **human needs** in order to be fulfilled.
- 3 **Locus of control** refers to the control that is held over people.
- 4 When people feel that fate is ruling their lives, it is said that they have an **internal locus of control**
- 5 According to the **rational emotive theory**, our beliefs do not have any effect on our emotions and behaviour.
- 6 According to the **rational emotive theory**, irrational thoughts cannot be changed because we are born with them and have to learn to live with it.
- 7 An organization will only continue to exist if it **changes** the environment in which it functions

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

PART IX: How often...?

- In future, how often do you intend saying to yourself:*
- 8 *"I can do this task myself and do not need anybody else to help me?"*
 - 9 In future, how often will you feel that something that had happened to you was determined by fate?
 - 10 In future, how often will you dislike the changes that other people make to your work situation?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always

PART X: Rate yourself

- 11 In future, how good will you be at achieving the goals you set for yourself?
- 12 In future, how good will you be at adapting to change that is forced upon you?
- 13 In future, how good will you be at thinking rationally when you have to act quickly?
- 14 In future, how good will you be at admitting to someone that you are to blame for what went wrong?

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



PART XI: General

15	Have you previously attended a work-session that dealt with motivation, dealing with change, locus of control or rational emotive theory?	1 Yes, in the past six months	2 Yes, in the past twelve months	3 Yes, more than a year ago	4 Never
		1 English	2 Afrikaans	3 Tswana	4 Zulu
		1 Married	2 Single	3 Living together	4 Divorced
16	What is your primary home language				
17	What is your marital status?				

PART XI: Evaluation of this course

18	What was the overall value of the workshop/course?	1 It had little value	2 It had below average value	3 It had above average value	4 It had a lot of value						
		19	What value did the following component have for you: "Motivation"	1 It had little value	2 It had below average value	3 It had above average value	4 It had a lot of value				
				20	What value did the following component have for you: "Locus of Control"	1 It had little value	2 It had below average value	3 It had above average value	4 It had a lot of value		
						21	What value did the following component have for you: "Rational Emotive Theory (Therapy)"	1 It had little value	2 It had below average value	3 It had above average value	4 It had a lot of value
								22	What value did the following component have for you: "Management of Change"	1 It had little value	2 It had below average value

Thank you for completing the "Coping with Change" Questionnaire.

APPENDIX 9:

COPING WITH CHANGE

PRE-TEST QUESTIONNAIRE

COMPARISON GROUP



PRE-TEST

QUESTIONNAIRE RE:

THE "COPING WITH CHANGE" PROGRAMME

LIFE SKILLS PROGRAMME 9: MOTIVATION, LOCUS OF CONTROL, RATIONAL EMOTIVE THEORY AND CHANGE

THIS QUESTIONNAIRE MUST BE COMPLETED **FIRST**.

1. INTRODUCTION

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

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "*Coping with Change*" Questionnaire covers various challenges you face in daily life.

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

This questionnaire contains several personal questions. *Do not write your name anywhere on the questionnaire.* However, for research purposes, we need you to generate a **secret identification (ID) code**. This code will be used to *match this questionnaire to others* that you will of have completed. **It will not identify you as a person.** When you have completed the questionnaire, place it in the envelope that will be provided and return it to the Presenter who gave it to you.

3. HOW TO START

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

PART I: Course Particulars

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

Presenter/s

Date(s)

Venue

**For office
use only**

PART II: Province & Secret code [a]

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

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



PART III: Part of secret code [b]

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

--	--

PART IV: Part of secret code [c]

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

--	--

PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
---------	-----------

PART VI: Race

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

1. Asian	2. Black	3. Coloured	4. White
----------	----------	-------------	----------

PART VII: Rank/Position

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

Rank/Position

--

For office use only	

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



PART VIII: Are the following statements true or false?

- 1 Everybody is responsible for his/her own **motivation**.
- 2 All people have to move through **stages** (a hierarchy) of **human needs** in order to be fulfilled.
- 3 **Locus of control** refers to the control that is held over people
- 4 When people feel that fate is ruling their lives, it is said that they have an **internal locus of control**
- 5 According to the **rational emotive theory**, our beliefs do not have any effect on our emotions and behaviour.
- 6 According to the **rational emotive theory**, irrational thoughts cannot be changed because we are born with them and have to learn to live with it.
- 7 An organisation will only continue to exist if it **changes** the environment in which it functions

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

PART IX: How often...?

- 8 How often do you say to yourself: *"I can do this task myself and do not need anybody else to help me?"*
- 9 How often do you feel that something that had happened to you was determined by fate?
- 10 How often do you dislike the changes that other people make to your work situation?

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
1 Never	2 Seldom	3 Sometimes	4 Often	5 Always

PART X: Rate yourself

- 11 How would you rate your present ability to achieve the goals you set for yourself?
- 12 How would you rate your present ability to adapt to change that are forced upon you?
- 13 How would you rate your present ability to think rationally when you have to act quickly?
- 14 How would you rate your present ability to admit to someone that you are to blame for what went wrong?

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



PART XI: General

- 15 Have you previously attended a work-session that dealt with motivation, dealing with change, locus of control or rational emotive theory?

1 <i>Yes, in the past six months</i>	2 <i>Yes, in the past twelve months</i>	3 <i>Yes, more than a year ago</i>	4 <i>Never</i>
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- 16 What is your primary home language

1 <i>English</i>	2 <i>Afrikaans</i>	3 <i>Tswana</i>	4 <i>Zulu</i>	5 <i>Xhosa</i>	6 <i>Others</i>
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- 17 What is your marital status?

1 <i>Married</i>	2 <i>Single</i>	3 <i>Living together</i>	4 <i>Divorced</i>	5 <i>Widow/er</i>
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Thank you for completing the "Coping with Change" Questionnaire.

APPENDIX 10:

COPING WITH CHANGE

POST TEST QUESTIONNAIRE

COMPARISON GROUP



POST TEST

QUESTIONNAIRE RE:
 THE "COPING WITH CHANGE" PROGRAMME
 LIFE SKILLS PROGRAMME 9: MOTIVATION, LOCUS OF CONTROL, RATIONAL EMOTIVE THEORY AND CHANGE

THIS QUESTIONNAIRE MUST BE COMPLETED **SECONDLY**.

1. INTRODUCTION

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

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "***Coping with Change***" Questionnaire covers various challenges you face in daily life.

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

This questionnaire contains several personal questions. *Do not write your name anywhere on the questionnaire.* However, for research purposes, we need you to generate a **secret identification (ID) code**. This code will be used to *match this questionnaire to others* that you will of have completed. **It will not identify you as a person.** When you have completed the questionnaire, place it in the envelope that will be provided and return it to the Presenter who gave it to you.

3. HOW TO START

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

PART I: Course Particulars

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

Presenter/s	
Date(s)	
Venue	

For office use only	



PART II: Province & Secret code [a]

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

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

PART III: Part of secret code [b]

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

--	--

PART IV: Part of secret code [c]

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

--	--

PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
---------	-----------

PART VI: Race

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

1. Asian	2. Black	3. Coloured	4. White
----------	----------	-------------	----------

PART VII: Rank/Position

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

Rank/Position

--

For office use only	

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



PART VIII: Are the following statements true or false?

1	Everybody is responsible for his/her own motivation .	1 True	2 False	3 I am not certain
2	All people have to move through stages (a hierarch) of human needs in order to be fulfilled.	1 True	2 False	3 I am not certain
3	Locus of control refers to the control that is held over people.	1 True	2 False	3 I am not certain
4	When people feel that fate is ruling their lives, it is said that they have an internal locus of control	1 True	2 False	3 I am not certain
5	According to the rational emotive theory , our beliefs do not have any effect on our emotions and behaviour.	1 True	2 False	3 I am not certain
6	According to the rational emotive theory , irrational thoughts cannot be changed because we are born with them and have to learn to live with it.	1 True	2 False	3 I am not certain
7	An organization will only continue to exist if it changes the environment in which it functions	1 True	2 False	3 I am not certain

PART IX: How often...?

8	In future, how often do you intend saying to yourself: <i>"I can do this task myself and do not need anybody else to help me"?</i>	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
9	In future, how often will you feel that a something that had happened to you was determined by fate?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
10	In future, how often will you dislike the changes that other people make to your work situation?	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always

PART X: Rate yourself

11	In future, how good will you be at achieving the goals you set for yourself?	1 Poor	2 Fair	3 Average	4 Good	5 Very good
12	In future, how good will you be at adapting to change that is forced upon you?	1 Poor	2 Fair	3 Average	4 Good	5 Very good
13	In future, how good will you be at thinking rationally when you have to act quickly?	1 Poor	2 Fair	3 Average	4 Good	5 Very good
14	In future, how good will you be at admitting to someone that you are to blame for what went wrong?	1 Poor	2 Fair	3 Average	4 Good	5 Very good

Thank you for completing the "Coping with Change" Questionnaire.

APPENDIX 11: INSTRUCTIONS TO AUTHORS: SOCIAL WORK/ MAATSKAPLIKE WERK

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

INSTRUCTIONS TO AUTHORS	VOORSKRIFTE AAN OUTEURS
<p>The Journal publishes articles, short communications, book reviews and commentary on articles already published from any field of social work. Contributions relevant to social work from other disciplines will also be considered. Contributions may be written in English or Afrikaans. All contributions will be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee. All refereeing is strictly confidential. Manuscripts may be returned to the authors if extensive revision is required or if the style or presentation does not conform to the Journal practice. Commentary on articles already published in the Journal must be submitted with appropriate captions, the name(s) and addressee(s) of the author(s) and preferably not exceed 5 pages. The whole manuscript plus one clear copy as well as a diskette with all the text, preferably in MS Windows (Word or WordPerfect) or ASCII must be submitted. Manuscripts must be typed double spaced on one side of A4 paper only. Use the Harvard system for references. Short references in the text: When word-for-word quotations, facts or arguments from other sources are cited, the surname(s) of the author(s), year of publication and page number(s) must appear in parenthesis in the text, e.g. "... (Berger 1967:12). More details about sources referred to in the text should appear at the end of the manuscript under the caption "References". The sources must be arranged alphabetically according to the surnames of the authors. Note the use of capitals and punctuation marks in the following examples.</p>	<p>Die Tydskrif publiseer artikels, kort mededelings, boekbesprekings en kommentaar op reeds gepubliseerde artikels uit enige gebied van die maatskaplike werk asook relevante bydraes uit ander dissiplines. Bydraes mag in Afrikaans of Engels geskryf word. Artikels in Afrikaans moet vergesel wees van 'n Engelse opsomming van ongeveer 200 woorde. Alle bydraes sal krities deur ten minste twee keurders beoordeel word. Beoordeling is streng vertroulik. Manuskripte sal na die outeurs teruggestuur word indien ingrypende hersiening vereis word of indien die styl nie ooreenstem met die tydskrif se standaard nie. Kommentaar op artikels wat in die Tydskrif gepubliseer is, moet van toepaslike titels, die naam(name) en adres(se) van die outeur(s) voorsien wees en verkieslik nie langer as 5 bladsye wees nie. 'n Disket met die hele teks, verkieslik in MS Windows of ASCII moet die hele manuskrip en een duidelike kopie daarvan vergesel. Manuskripte moet slegs op een kant van die bladsy in dubbelspasiëring getik word. Verwysings moet volgens die Harvard-stelsel geskied. Verwysings in die teks: Wanneer woordelike sitate, feite of argumente uit ander bronne gesitater word, moet die van(ne) van die outeur(s), jaar van publikasie, en bladsynommers tussen hakies in die teks verskyn, bv. "... (Berger, 1967:12). Meer besonderhede omtrent bronne moet alfabeties volgens die vanne van die outeurs aan die einde van die manuskrip onder die opskrif "Bibliografie" verskyn. Let op die gebruik van hoofletters en leestekens by die volgende voorbeelde.</p>

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

COLLECTION/BUNDEL ARTIKELS: MIDDLEMAN, RR & RHODES, GB (eds) 1985. **Competent supervision, making imaginative judgements**. New Jersey: Prentice-Hall.

ARTICLE IN COLLECTION/ARTIKEL IN BUNDEL: DURKHEIM, E 1977. On education and society. **In:** KARARABEL, J & HALSEY, AH (eds) **Power and ideology in education**. New York: Oxford University Press.

JOURNAL ARTICLE/ARTIKEL IN TYDSKRIF: BERNSTEIN, A 1991. Social work and a new South Africa: Can social workers meet the challenge? **Social Work/Maatskaplike Werk**, 27(3/4):222-231.

THESIS/TESIS: EHLERS, DMM 1987. Die gebruik van statistiese tegnieke vir die ontleding van gegewens in maatskaplikewerk-navorsing. Pretoria: Universiteit van Pretoria. (M tesis).

MINISTRY FOR WELFARE AND POPULATION DEVELOPMENT 1995. Draft White Paper for Social Welfare. **Government Gazette**, Vol. 368, No. 16943 (2 February). Pretoria: Government Printer.

NEWSPAPER REPORT/KOERANTBERIG: MBEKI, T 1998. Fiddling while the AIDS crisis gets out of control. **Sunday Times**, 8 March, 18.

APPENDIX 12: OFFICIAL LETTER OF THE LANGUAGE EDITOR

Hereby I, Ms Cecilia van der Walt, confirm that I did the editing of the mini-dissertation of Ms Anna Jansen van Vuuren titled An Evaluation of the "Healthy Lifestyle" and "Coping with Change" Personnel Capacity Building Programmes of the SA Police Service.

THED, BA + Editing and Translation at Honours level

Accredited with SATI for Afrikaans editing en translation, no: 1000228

APPENDIX 13:

PROFILE OF SAPS PERSONNEL:

APRIL 2003

TABLE 13A: SAPS: TOTAL POLICE ACT PERSONNEL IN TERMS OF RANK

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

TABLE 13B: SAPS: TOTAL CIVIL ACT PERSONNEL IN TERMS OF OCCUPATIONAL CLUSTERS

DESCRIPTION	WHITE		INDIAN		COLOURED		AFRICAN		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M+F
SECRETARY	0	158	0	19	2	32	2	95	4	304	308
REGISTRATION CLERK	42	289	8	20	21	66	154	244	225	619	844
DATA TYPIST	70	454	39	63	75	367	513	1554	697	2438	3 135
ADMIN CLERK	297	3	125	389	369	1	1	3	2367	8073	10 440
		268				031	576	385			
TYPIST	9	945	2	55	26	226	57	624	94	1850	1 944
PERSONNEL OFFICER	55	534	12	56	47	122	228	391	342	1103	1 445
ADMIN OFFICER	360	480	44	24	56	54	444	234	904	792	1 696
CLEANER	13	11	12	2	264	285	1	1	1826	1879	3 705
							537	581			
CHAPLAIN	31	7	9	1	14	0	98	8	152	16	168
TELCOM OPER	30	84	3	11	12	79	59	165	104	339	443
MESSENGER	9	2	0	0	18	7	132	30	159	39	198
PROV ADMIN CLERK	97	691	26	47	72	99	323	316	518	1153	1 671
AUXILIARY WORKER	13	18	2	2	64	13	211	14	290	47	337
LEGAL ADMIN OFFICER + MEDICO LEGAL ASSISTANT	54	19	2	8	4	6	46	15	106	48	154
FOREMAN	2	0	0	0	33	21	139	58	174	79	253
GENERAL STORE MAN/ ASSIST.	6	2	2	0	26	7	166	25	200	34	234
ACCOUNTING CLERK	62	340	25	28	37	78	168	205	292	651	943
FOOD SERVICE AID	7	56	0	18	29	193	411	472	447	739	1 186
GARAGE ARTISAN	232	0	22	0	19	0	94	1	367	1	368
TOTAL	1389	7358	333	743	1188	2686	6358	9417	9265	20204	29472

TABLE 13C: SAPS: TOTAL EMPLOYEES: POLICE ACT PERSONNEL AND CIVIL ACT PERSONNEL

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

APPENDIX 14: LIST OF PROGRAMME PRESENTERS: EPCBP-RESEARCH PROJECT

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

APPENDIX 15: BIBLIOGRAPHY

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