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**THE RELATIONSHIP BETWEEN EDUCATION AND POLICE STRESS:
BACHELOR'S DEGREE VERSUS HIGH SCHOOL**

**Thesis submitted to
The Graduate College of
Marshall University**

**In partial fulfillment of the
Requirements for the degree of
Master of Arts
In Psychology**

By

Cathy S. Gatson

Marshall University

July 29, 2002

ABSTRACT

THE RELATIONSHIP BETWEEN EDUCATION AND POLICE STRESS: BACHELOR'S DEGREE VERSUS HIGH SCHOOL

by Cathy S. Gatson

Sixty law enforcement officers from the largest municipality in the state of West Virginia were evaluated concerning levels of stress or anxiety experienced from organizational issues and inter-departmental rules and regulations. These findings were subsequently compared with the officers level of educational attainment, specifically Bachelor's degree versus high school education. Specifically, comparisons were made regarding officers with a Bachelor's degree and those with high school education and scores from the Fear of Negative Evaluation Scale, the Job Satisfaction Index, and the Stress Quiz. Additionally, comparisons of the scores were made between officers with a Bachelor's degree and officers with a high school education only who had experienced stress from critical incidents.

There were no significant findings, however, trends indicated that officers possessing a Bachelor's degree reported less stress than officers completing only high school.

MASTER OF ARTS THESIS

OF

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2002

DEDICATION

This is dedicated to my parents, Charles and Phyllis Gatson, who gave me everything I needed.

ACKNOWLEDGMENTS

The author wishes to gratefully acknowledge those who have assisted in the completion of this project. First, I would like to thank City of Charleston Police Chief Jerry Riffe, whose cooperation, interest, and assistance were invaluable. Additionally, thanks are extended to all of the subjects who participated and freely gave their time and attention to this project. I very much appreciate the guidance and insights of my thesis committee: Dr. Fred Jay Krieg, Chair, Dr. Tony R. Goudy, and Dr. Robert Rubenstein. Without their time, efforts, and expertise this project would have been impossible. Special acknowledgment is made to Dr. Fred Jay Krieg for his support throughout my graduate training.

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CHAPTER I

Introduction

This study is a re-examination of a previous thesis on the same subject. The previous study was conducted on law enforcement officers to determine whether level of educational attainment affects officer perception of stressful events and stressors inherent in the organizational hierarchy (or non-critical incidents). Officers were also tested on anxiety, job satisfaction, and lifestyle-related stress. These factors were subsequently correlated with degree of educational attainment. The previous study (conducted in 2000) attempted to demonstrate that law enforcement officers with college attendance are better able to understand and cope with organizational problems and experience lesser degrees of anxiety or stress than those officers without college attendance. While there were no significant findings, trends showed that officers without college hours reported less stress involving internal departmental issues.

Some of the limitations of the previous study included a relatively small sample size (29), a more rural geographical area (Parkersburg and Vienna, WV), and the broad definition of "education" in the questionnaire distributed as part of the survey technique. That definition was characterized as GED, high school, and/or college hours.

In an effort to correct the limitations of the 2000 study, the sample size obtained was more than doubled (60), a more urban locale was utilized (Charleston, WV), and the definition of "education" was more succinctly identified. The current study specifically examined four-year or Bachelor's degree versus high school educated law enforcement officers.

The presumption is that advanced levels of education represented by degree completion increase confidence in abilities, coping mechanisms, knowledge, and the professional skills necessary to perform the demanding duties associated with a law enforcement officer. Therefore, it is reasonable to predict and it is the hypothesis of this study that officers who

have completed a college education will report lower perceived stressor values than officers with only a high school education, and will be better able to understand and cope with organizational problems and issues.

Police officers are in a unique position to experience stress. Occupationally, it is among the most stressful, correlated with high rates of divorce, alcoholism, suicide, and other emotional and health problems. (Finn, 1997). Stress occurs in three stages within the human body: alarm reaction, resistance, and exhaustion. The alarm reaction produces physiological changes, known as "fight or flight" syndrome in response to an emergency. Heart rate, blood pressure, and muscle tone increase. The secretion of adrenaline heightens awareness, a crucial survival factor for police officers confronted with life-or-death situations. Prolonged exposure to a stressful situation eventually causes the resistance stage to set in. The resistance phase is characterized by more control and a greater ability to withstand the effects of stress while maintaining performance level.

Hans Selye first described the stress response in the 1950's, and he quickly recognized its dual nature. In the short term, it produces adaptive changes, which help in response to the stressor (e.g., mobilization of energy resources, inhibition of inflammation, and resistance to infection). In the long term, however, it produces maladaptive changes. (Pinel, 2000).

When the resistance stage persists, exhaustion overcomes an individual's coping mechanisms. The responses initially experienced during the alarm reaction stage might reappear. Physiological and psychological problems, such as chronic fatigue or depression, feelings of alienation or irritability may develop. The body continues to respond in a "fight or flight" mode and keeps producing high levels of adrenaline. The heart becomes overworked, blood-cholesterol levels increase and actual tissue damage can occur, producing common illnesses such as heart disease, gastric disorders, arthritis, allergies and kidney disease. (Standfest, 1996).

Stress may stem from pressure to achieve specific goals or to behave in particular ways. In general, pressures force a person to speed up, intensify effort, or change the direction of goal oriented behavior. Pressure is a significant source of stress (Carson and Butcher, 1992). Again, certain occupations, such as law enforcement, make severe demands in terms of

responsibility, time, and performance. Consequently, they experience pressure and the resulting stress in unique ways.

Not all stress-inducing situations involve responding to calls for service. Two categories of potential stressors in police work are often distinguished. First, the various aspects of the nature of police work, such as physical threat, violence, exposure to danger, and facing the unknown. Second are stressors such as management style, poor communication, and lack of support (Kop, Euwema, and Schaufeli, 1999). Other researchers, Biggam et al. (1997), Broun & Campbell (1990 & 1994), and Alexander et al. (1993), have concluded that the highest levels of stress are related to organizational factors rather than task-related or operational duties (Kop et al., 1999).

CHAPTER II

Review of Literature

There is a noticeable dearth of applicable research directly correlating law enforcement officers and the advantages of education.

Many studies have examined issues concerning occupational stress among senior police officers (Brown, Cooper, & Kirkcaldy, 1996), police supervisors and stress (Standfest, 1996), ranking police stressors (Violanti & Aaron, 1999), and job stress and satisfaction (Kirkcaldy, 1993). While these studies reviewed stress inherent in police work, they failed to correlate stress with the individual characteristic of education.

Generally, the literature indicates that police officers view institutional factors rather than operational factors as more stressful. As previously noted, there is a growing body of evidence suggesting that police organizations are the main source of psychological distress among police officers (Hart, 1995). Kirkcaldy's (1995) study of the Naperville Illinois Police Department found that police officers perceived less stress -from "factors intrinsic to the job" and greater stress from the structural design and organizational processes of their department, (e.g., inadequate guidance and backup from supervisors, lack of consultation and communication). Hart's (1995) study of Australian police officers found, among other things, that 1) organizational experiences are more important than operational experiences in determining psychological distress and well being, and 2) personality characteristics are the strongest determinants of psychological distress and well being.

Again, these studies did not take education into consideration as a determinant in the findings. Some studies have linked education as a variable in police work, risk taking, and overall stress. Police work involves a certain amount of risk and those involved in it are likely to accept or be attracted to risk. Homant's (1994) study of risk taking and police pursuit tested the hypothesis that risk taking and sensation seeking are positively correlated with the pursuit decisions of

patrol officers. His study found that extraneous variables, specifically education level, were not related to pursuit, sensation seeking, or risk taking.

Gulle's(1998) study examining stress in the South African Police Service and utilizing Spielberger's Police Stress Survey found that none of the biographical factors of age, marital status, rank, years of service, number of children, race, sex, unit or education level had an effect on the stress variables examined or the overall stress ratings. His results run contrary to other research, which postulates that some of these factors (e.g., marriage) modify or act as inoculators against the effects of stress. Some recent studies have either failed to prove or produced contradictory and/or inconclusive results with regard to correlating stress and educational attainment in police officers.

Newell's (2000) study involving levels of stress and anxiety experienced by police officers from interdepartmental issues, rules, and regulations found no significant findings. However, trends showed that officers without college hours reported less stress involving internal departmental issues.

Additionally, Dantzker's (1999) study concerning the effect education has on police performance and stress identified "The Roller-Coaster Effect". He found that the Associate degree police officer functions better in terms of policing and should perceive stressfulness at a lower level than the high school only educated police officer. However, according to his results, the officer with the Bachelor's degree actually reported a higher level of perceived stressfulness. Further, the finding demonstrated that the officer with Master's degree perceived a lower level of stressfulness, thus completing the "Roller-Coaster Effect".

A notable study comparing college educated officers to those without a college education reported that officers with a college education are better able to grasp legal issues and understand social issues (Lynch, 1990). This same study cited an early Rand Corporation study (1973) of the New York Police Department involving college-educated officers versus officers with no college education. That study revealed that police officers with no college education were three times more likely to have complaints filed against them for excessive force, abuse, and racial discrimination.

CHAPTER III

Methods

Procedure

The subjects of this study were asked to voluntarily complete a survey including an anonymous self-reporting questionnaire and three psychological testing instruments. The shift commander, in cooperation with the police chief, presented questionnaires during AM roll call or briefing. Twelve organizational events were specified on the questionnaire for officers to rank in terms of stress experienced. Additionally, the questionnaire listed seven critical incidents to determine which officers had experienced these in the previous two years. The testing instruments included the self-reporting Fear of Negative Evaluation Scale, the Job Satisfaction Survey, and the Stress Quiz. There are 165 members of the Charleston Police Department, including patrol, supervisory, administrative, detective, and special operations units. The surveys were completely anonymous and included a self-addressed and stamped envelope. One hundred sixty five (165) packets were distributed to The City of Charleston Police Department. Sixty (60) packets (or roughly 36%) were returned by US Mail.

Instruments

The Police vs. Stress and Anxiety Questionnaire included twelve organizational events which officers were asked to rank as involving little or extreme stress. The questionnaire also included seven critical incidents to determine which officers had experienced these in the past two years.

The Fear of Negative Evaluation Scale measures anxiety-related "anticipated problems". Such before-the-fact anxiety, as defined by psychologists David Watson and Ronald Friend, the

developers of the test, is the apprehension felt going into a situation where one will be evaluated by another person. The scale also attempts to measure the likelihood that one will avoid such evaluative situations.

The scale contains 30 self-reference statements with a true or false response required. One point is given for each matching answer on the scoring key. Low scores range from 0 to 12, an average score is between 13 and 20, and a high score is placed at 21 to 30.

The Job Satisfaction Index measures attitudes, feelings, and personal characteristics relevant to one's present employment situation. The index contains thirty multiple-choice items with a scoring key giving values of 1, 3, or 5 to various responses. Low scores range from 28 to 80, average scores from 81 to 150, and high scores are 151 and higher.

The Stress Quiz is a screening instrument that allows for an estimation of personal stress. The quiz contains thirty yes or no questions with a value given to each yes answer. The values range from 3 to 7 points on the scoring key. Low scores range from 0 to 15, medium scores from 16 to 40, and high scores from 51 to 117.

Attempts to locate documentation verifying the validity and reliability of the Fear of Negative Evaluation Scale, the Job Satisfaction Index, and the Stress Quiz were unsuccessful.

Subjects

The subjects in this study were advised that the study measured stress in police officers, and that the surveys were completely anonymous. No indication was given that the study would examine levels of education.

The surveys were distributed to the entire force, comprising one hundred sixty five officers, including patrol, detectives, supervisory/administrative, and special operations units. As a result, officers participating in the study potentially represent all areas of law enforcement within the department. The educational requirements to become a Charleston police officer are a high school diploma or a GED.

Twenty-three subjects surveyed completed high school, thirteen subjects hold associates degrees, and twenty-four indicated they hold Bachelor's degrees.

The number of years of experience ranged from one year to twenty-eight years, with an overall total of 757 years or an average of 12.61 years per officer. The average years of experience per officer with a Bachelor's degree was 12.41 compared to an average of 13.69 for the high school educated officers. This comparison may be interpreted to mean that officers with a Bachelor's degree had less experience and were likely to be younger than officers only completing high school.

CHAPTER IV

Results

The Individual T-test with Levene's Test of Equality of Variances was conducted to ensure parametric analysis yielding valid results was possible. With an alpha level of 0.05 and degrees of freedom of 44, there were no significant differences between any of the comparisons.

The mean scores of the Organizational Stress Survey reflected a pattern in which officers with a Bachelor's degree recorded lower stress than officers with a high school education. Specifically, lower scores were obtained in all categories except "Inadequate Salary". Additionally, officers with a Bachelor's degree reported lower scores on the Stress Quiz and the Fear of Negative Evaluation Scale. However, their scores were slightly higher on the Job Satisfaction Index than their high school educated associates.

Again, utilizing the Independent T-test with Levene's Test for Equality of Variances, the subject's scores were further examined on the basis of whether or not they had been exposed to some type of critical incident which might affect the results. There were seventeen officers with a Bachelor's degree and fifteen officers with a high school education who reported exposure to some type of incident within two years of the survey.

While there were no significant differences found between these two groups, the same trend was found in that officers with a Bachelor's degree reported less stress than officers with a high school education in eleven of the twelve organizational criteria.

Organizational Stress

The individual levels of stress for all categories combined ranged from 1.833 to 4.500. The mean score was 3.857, which indicates a moderate to high level of stress for all officers. The mean score for Bachelor's degree officers was 3.278 compared to 3.565 for high school educated officers.

The mean scores for all officers ranked the level of stress for organizational issues in the following order:

1. Inadequate salary	3.983
2. Court's leniency with criminals	3.883
3. Ineffective judicial system	3.767
4. Insufficient manpower	3.700
5. Excessive paperwork	3.550
6. Ineffective correctional system	3.383
7. Courts decisions restricting police	3.233
8. Political pressure from within the department	3.133
9. Inadequate support from their departments	3.066
10. Poor to inadequate equipment	3.000
11. Poor or inadequate supervisors	2.966
12. Lack of participation in policy making	2.933

There was not a significant difference in overall scores between officers with a Bachelor's degree and those with high school education. Officers with Bachelor's degrees reported a range of organizational stress scores from 1.833 to 4.500 with a mean score of 3.278. In contrast, the officers with a high school education reported scores from 2.500 to 4.500 with a mean score of 3.565.

Again, officers with a Bachelor's degree obtained lower scores in all categories except "Inadequate Salary" in which their scores were slightly higher than their high school educated associates.

Critical Incidents

Seventeen officers with Bachelor's degrees reported exposure to a critical incident within the past two years. Fifteen officers with a high school education reported exposure to critical incidents.

Critical incidents included:

1. High speed chase with death or serious injury.
2. Exposure to death of a child.
3. Exposure to multiple deaths.
4. Attached with serious injury to self.
5. Fellow officer killed on duty.
6. Suicide by fellow officer.
7. User of deadly force.

The mean number of years of experience for officers with Bachelor's degrees was 12.416. The mean number of years of experience for high school educated officers was slightly higher at 13.695. The mean number of years for those with Bachelor's degrees and exposed to critical incidents was 16.555 as opposed to the higher rate of 21.00 for those with high school education reporting exposure to critical incidents.

Officers with Bachelor's degrees had a lower mean score of 6.9 on the Fear of Negative Evaluation Scale compared with 8.2 for high school education. Both are within the "low" range of scores. On the Job Satisfaction Survey, the Bachelor's degreed officer had a higher mean score of 118.91 as compared to 112.04 for high school educated officers. However, both scores were within the "average" range. Last, officers with Bachelor's had a mean score of 38.83 on the Stress Quiz, which is in the "medium" range, while high school educated officers scored a mean score of 45.34, which is in the "high" range.

CHAPTER V

Summary, Limitations, and Conclusion

The statistical data seem to indicate no statistically significant difference between stress and associated levels of anxiety, regardless of the level of educational attainment.

However, the trends show officers with a Bachelor's degree have lower stress scores concerning organizational issues, as well as lower scores on the Stress Quiz and the Fear of Negative Evaluation Scale.

The trends indicate that officers possessing a Bachelor's degree are somewhat more comfortable being evaluated under different circumstances than their high school educated counterparts. This result may be attributable to increased confidence attendant to increased level of education. These same officers displayed somewhat higher scores on the Job Satisfaction Survey which may be correlated with increased understanding of legal and social issues coincidental to the profession, as well as greater ability to achieve career goals and advancement.

Given the fact that the limitations of the previous study were addressed by increasing the size of the sample, redefining "education", and choosing a more sizeable metropolis from which to draw the sample, the absence of any significant difference between education and police officer stress tends to affirm the previous study's results.

Clearly, the important issue regarding the effect of education upon law enforcement officers and stress merits further examination. In an effort to combat the limitations of this study, a repetition of the study might include a division of administration versus line officers, an increased sample size, and the utilization of different or additional testing instruments.

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Appendix A

Raw Data

N	ED	YRS	Org Stress	Fear of Negative Evaluation	Job Satisfaction	Stress Quiz
1	HS	18	3.50	8	133	52
2	HS	28	3.75	15	96	21
3	HS	8	4.33	12	106	55
4	HS	10	2.92	1	114	24
5	HS	8	3.33	9	109	40
6	HS	12	2.50	6	118	31
7	HS	24	3.83	29	105	72
8	HS	5	2.75	0	130	3
9	HS	7	3.83	12	108	26
10	HS	5	2.92	6	90	53
11	HS	2.5	3.08	2	141	35
12	HS	22.5	3.33	6	118	32
13	HS	16	3.33	1	120	32
14	HS	8	4.25	3	149	69
15	HS	22	4.25	13	137	16
16	HS	18	4.50	10	121	91
17	HS	8	4.33	1	100	58
18	HS	8	3.42	9	115	66
19	HS	30	2.83	10	129	3
20	HS	7	4.17	1	105	36
21	HS	9	3.75	10	80	64
22	HS	23	2.67	6	92	100
23	HS	16	4.42	20	91	64
24	AS	16	2.67	8	131	10
25	AS	14	3.17	10	99	56
26	AS	1	3.58	11	114	46
27	AS	8	3.17	10	131	10
28	AS	5.5	3.83	24	121	66
29	AS	1	2.17	3	172	16
30	AS	8	3.42	5	130	74
31	AS	3	3.58	22	125	62
32	AS	3	3.00	20	137	18
33	AS	22.5	3.17	10	107	33
34	AS	25	4.33	10	109	44
35	AS	19	4.08	2	121	37
36	AS	8	4.08	9	95	64

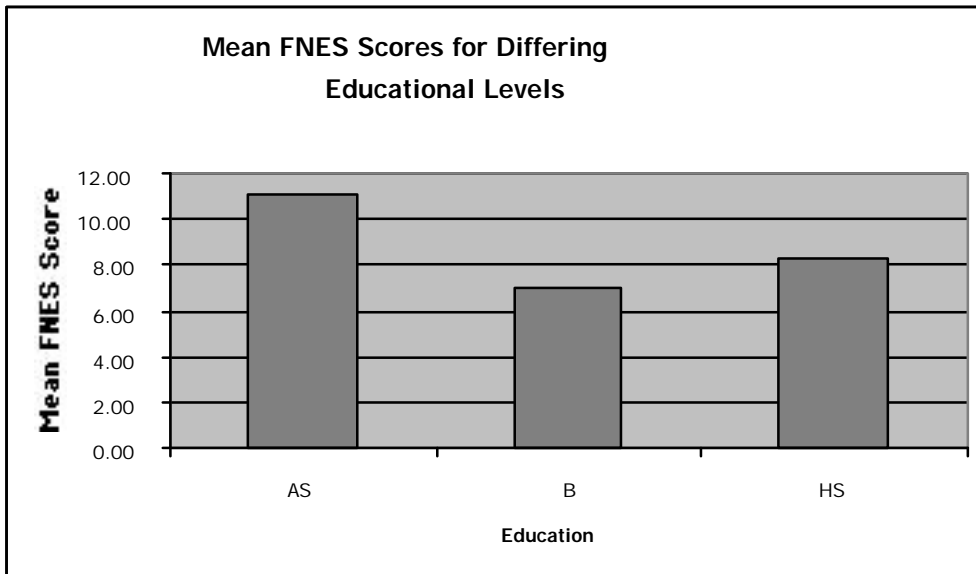
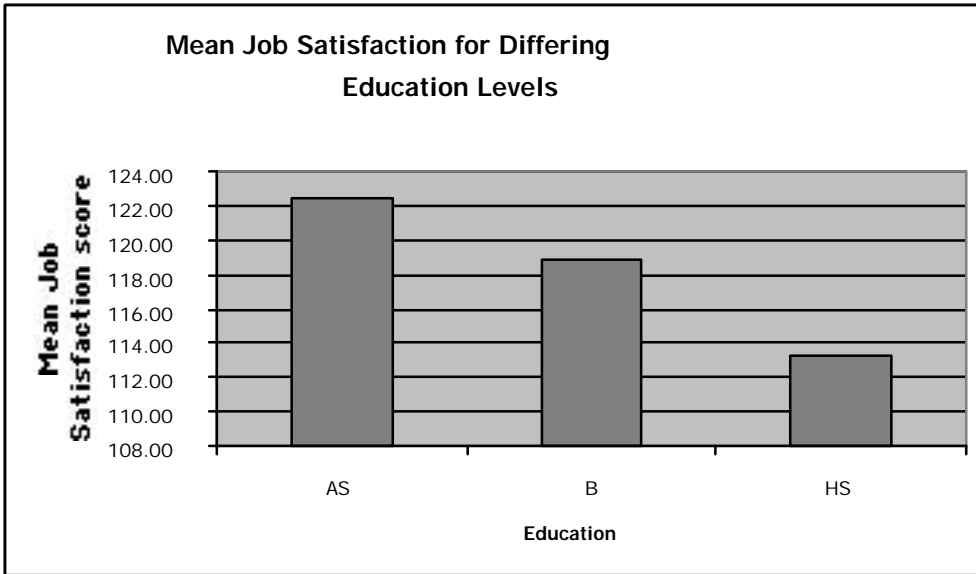
N	ED	YRS	Org Stress	Fear of Negative Evaluation	Job Satisfaction	Stress Quiz
37	B	6	4.08	3	94	11
38	B	22.5	3.75	2	109	32
39	B	26.5	3.58	8	99	68
40	B	9	3.92	10	127	32
41	B	10	2.83	29	131	34
42	B	7	3.42	4	114	28
43	B	18	3.58	1	139	21
44	B	26	3.33	8	121	79
45	B	4.5	1.83	9	134	10
46	B	18	4.00	6	119	57
47	B	6	4.50	11	102	79
48	B	7	3.42	7	113	48
49	B	7	3.33	0	112	58
50	B	28	2.50	15	119	0
51	B	13	2.67	3	131	29
52	B	7	2.25	6	138	30
53	B	6	3.92	3	111	67
54	B	5.5	2.42	3	155	9
55	B	4	2.58	4	108	12
56	B	12	3.25	6	120	11
57	B	24	4.00	10	91	87
58	B	2	2.92	12	129	51
59	B	22	3.42	0	120	28
60	B	7	3.17	7	118	51

Organizational Stress Results

Sub	Ed	Years	1	2	3	4	5	6	7	8	9	10	11	12	Total	Rate
1	HS	18	4	3	4	5	4	3	3	3	3	3	3	4	42	3.50
2	HS	28	3	4	4	4	3	4	4	3	3	3	5	5	45	3.75
3	HS	8	5	4	4	4	4	5	4	3	5	5	5	4	52	4.33
4	HS	10	3	4	4	4	2	3	4	3	2	2	2	2	35	2.92
5	HS	8	5	2	2	3	3	5	3	5	4	2	4	2	40	3.33
6	HS	12	4	3	3	4		2	2		2	3	3	4	30	2.50
7	HS	24	3	4	4	4	3	4	4	4	4	4	4	4	46	3.83
8	HS	5	3	4	4	4	2	3	3	1	2	2	3	2	33	2.75
9	HS	7	5	3	5	5	3	5	3	3	5	3	3	3	46	3.83
10	HS	5	4	2	3	3	2	3	3	3	2	2	4	4	35	2.92
11	HS	2.5	3	3	2	3	3	5	3	4	2	4	1	4	37	3.08
12	HS	22.5	4	4	4	4	2	2	3	3	3	3	4	4	40	3.33
13	HS	16	5	4	4	4	3	4	2	1	3	3	4	3	40	3.33
14	HS	8	5	5	5	5	2	5	3	3	4	4	5	5	51	4.25
15	HS	22	4	4	3	4	5	5	3	5	4	4	5	5	51	4.25
16	HS	18	5	3	5	5	5	5	3	5	3	5	5	5	54	4.50
17	HS	8	5	4	2	4	5	5	2	5	5	5	5	5	52	4.33
18	HS	8	3	3	4	4	4	3	4	3	3	3	3	4	41	3.42
19	HS	30	4	4	4	3	2	1	2	2	3	2	4	3	34	2.83
20	HS	7	5	3	5	5	4	5	4	4	2	5	3	5	50	4.17
21	HS	9	4	3	4	4	3	5	5	3	3	4	3	4	45	3.75
22	HS	23	4	4	5	4	2	1	3	2	2	1	2	2	32	2.67
23	HS	16	5	4	5	5	4	5	3	4	4	4	5	5	53	4.42
24	AS	16	4	3	3	3	2	3	3	2	2	2	3	2	32	2.67
25	AS	14	5	3	3	4	2	3	2	4	3	2	4	3	38	3.17
26	AS	1	4	4	4	4	2	5	3	3	1	3	5	5	43	3.58
27	AS	18	3	3	4	4	2	3	4	2	3	3	3	4	38	3.17
28	AS	5.5	5	3	3	4	3	5	5	5	3	2	3	5	46	3.83
29	AS	1	3	3	3	3	2	1	2	3	1	1	2	2	26	2.17
30	AS	8	4	4	4	4	3	5	3	3	3	3	4	4	41	3.42
31	AS	3	3	4	4	4	3	4	4	3	3	3	4	4	43	3.58
32	AS	3	3	3	3	4	3	4	3	3	2	2	3	3	36	3.00
33	AS	22.5	4	2	5	3	4	4	4	4	3	2	2	1	38	3.17
34	AS	25	4	4	5	5	4	3	5	5	4	4	5	4	52	4.33
35	AS	19	5	4	4	4	3	4	4	4	4	4	4	5	49	4.08
36	AS	8	4	3	5	5	5	5	5	3	3	1	5	5	49	4.08
37	B	6	5	5	5	4	5	5	3	5	3	2	5	2	49	4.08
38	B	22.5	3	4	5	5	3	3	4	3	4	3	4	4	45	3.75
39	B	26.5	5	3	5	5	4	5	3	3	2	2	3	3	43	3.58
40	B	9	5	3	4	4	3	5	4	5	3	3	5	3	47	3.92
41	B	10		3	3	3	3	3	4	4	3	3	4	4	34	2.83
42	B	7	3	3	4	4	2	3	3	5	3	4	3	4	41	3.42
43	B	18	5	3	3	4	2	5	3	4	2	3	4	5	43	3.58
44	B	26	4	3	3	4	4	4	2	3	3	3	3	4	40	3.33

Sub	Ed	Years	1	2	3	4	5	6	7	8	9	10	11	12	Total	Rate
45	B	4.5		1	3	3	1	1	1	1	3	1	2	2	22	1.83
46	B	18	5	4	4	4	3	4	3	5	4	4	3	5	48	4.00
47	B	6	5	5	5	5	4	4	5	3	3	5	5	5	54	4.50
48	B	7	5	5	5	4	2	3	4	2	1	3	3	4	41	3.42
49	B	7	5	4	4	5	3	2	4	1	3	4	2	3	40	3.33
50	B	28	4	2	3	3	2	3	2	1	4	2	2	2	30	2.50
51	B	13	4	4	2	3	2	2	3	1	2	2	3	4	32	2.67
52	B	7	3	3	3	2	1	2	3	3	3	3	3	2	27	2.25
53	B	6	5	5	5	5	4	4	3	1	5	4	2	4	47	3.92
54	B	5.5	3	3	3	3	2	3	3	2	3	2	3	2	29	2.42
55	B	4	4	3	2	2	2	3	2	2	1	3	2	5	31	2.58
56	B	12	4	2	4	4	2	4	3	4	2	2	5	3	39	3.25
57	B	24	4	3	3	3	4	5	3	4	4	5	5	5	48	4.00
58	B	2	3	3	3	3	3	3	3	3	2	2	4	3	35	2.92
59	B	22	4	2	3	3	4	3	2	4	4	4	3	5	41	3.42
60	B	7	5	3	3	3	3	4	4	3	3	3	3	4	38	3.17
TOTALS		757	239	203	226	233	176	220	194	188	178	180	213	222	2459	204.91

Charts



High School v. Bachelor Degree. Organizational Stress T-Test

Group Statistics

ED		N	Mean	Std. Deviation	Std. Error Mean
salary	high school	23	4.13	.81	.17
	Bachelor	23	4.17	.83	.17
prisons	high school	23	3.52	.73	.15
	Bachelor	24	3.29	1.04	.21
judicial	high school	23	3.87	.97	.20
	Bachelor	24	3.63	.97	.20
lenient	high school	23	4.09	.67	.14
	Bachelor	24	3.67	.92	.19
policy	high school	22	3.18	1.05	.22
	Bachelor	24	2.83	1.05	.21
support	high school	23	3.83	1.37	.29
	Bachelor	24	3.54	1.14	.23
restrict	high school	23	3.17	.78	.16
	Bachelor	24	3.04	.91	.19
politics	high school	22	3.27	1.16	.25
	Bachelor	24	2.96	1.40	.29
bosses	high school	23	3.17	1.03	.21
	Bachelor	24	2.88	.99	.20
equipment	high school	23	3.30	1.15	.24
	Bachelor	24	2.96	1.04	.21
paperwork	high school	23	3.70	1.15	.24
	Bachelor	24	3.38	1.06	.22
manpower	high school	23	3.83	1.07	.22
	Bachelor	24	3.63	1.10	.22
OSTOT	high school	22	43.3636	7.1750	1.5297
	Bachelor	23	39.9130	7.9368	1.6549

Group Statistics

High School v. Bachelor Degree -Stress Quiz T-Test

	ED	N	Mean	Std. Deviation	Std. Error Mean
STRESS1	high school	23	2.09	1.41	.29
	Bachelor	23	1.96	1.46	.30
STRESS2	high school	23	1.43	1.53	.32
	Bachelor	23	1.57	1.53	.32
STRESS3	high school	23	.78	1.35	.28
	Bachelor	23	.78	1.35	.28
STRESS4	high school	23	1.17	1.50	.31
	Bachelor	23	1.83	1.50	.31
STRESS5	high school	23	1.70	1.52	.32
	Bachelor	23	.91	1.41	.29
STRESS6	high school	23	1.83	1.50	.31
	Bachelor	23	1.57	1.53	.32
STRESS7	high school	23	1.57	1.53	.32
	Bachelor	23	1.04	1.46	.30
STRESS8	high school	23	1.30	1.52	.32
	Bachelor	23	1.30	1.52	.32
STRESS9	high school	23	1.17	1.50	.31
	Bachelor	23	1.17	1.50	.31
STRESS10	high school	23	.87	1.69	.35
	Bachelor	23	1.39	1.95	.41
STRESS11	high school	23	2.61	1.95	.41
	Bachelor	23	2.26	2.03	.42
STRESS12	high school	23	.52	1.38	.29
	Bachelor	23	1.91	2.04	.43
STRESS13	high school	23	2.09	2.04	.43
	Bachelor	23	1.57	2.00	.42
STRESS14	high school	23	.17	.83	.17
	Bachelor	23	.35	1.15	.24

Group Statistics

ED		N	Mean	Std. Deviation	Std. Error Mean
STRESS15	high school	23	.87	1.69	.35
	Bachelor	23	1.22	1.88	.39
STRESS16	high school	23	2.26	2.03	.42
	Bachelor	23	2.26	2.03	.42
STRESS17	high school	23	1.57	2.00	.42
	Bachelor	23	1.91	2.04	.43
STRESS18	high school	23	.35	1.15	.24
	Bachelor	23	.35	1.15	.24
STRESS19	high school	23	2.61	1.95	.41
	Bachelor	23	1.74	2.03	.42
STRESS20	high school	23	2.09	2.04	.43
	Bachelor	23	1.22	1.88	.39
STRESS21	high school	23	2.43	2.00	.42
	Bachelor	23	1.57	2.00	.42
STRESS22	high school	23	1.39	1.95	.41
	Bachelor	23	.91	1.78	.37
STRESS23	high school	23	1.30	2.24	.47
	Bachelor	23	1.30	2.24	.47
STRESS24	high school	23	.87	1.94	.40
	Bachelor	23	1.09	2.11	.44
STRESS25	high school	23	2.39	2.55	.53
	Bachelor	23	1.09	2.11	.44
STRESS26	high school	23	2.61	2.55	.53
	Bachelor	23	1.70	2.38	.50
STRESS27	high school	23	1.52	2.35	.49
	Bachelor	23	.65	1.72	.36
STRESS28	high school	23	1.00	2.24	.47
	Bachelor	23	2.35	2.99	.62
STRESS29	high school	23	2.74	3.49	.73
	Bachelor	23	1.52	2.95	.62
STRESTOT	high school	23	45.35	25.65	5.35
	Bachelor	23	40.52	24.34	5.08

Group Statistics

	ED	N	Mean	Std. Deviation	Std. Error Mean
JSI16	high school	23	4.74	.69	.14
	Bachelor	24	4.83	.56	.12
JSI17	high school	23	3.96	1.02	.21
	Bachelor	24	4.42	1.10	.22
JSI18	high school	23	4.57	1.20	.25
	Bachelor	23	4.83	.83	.17
JSI19	high school	22	3.55	1.53	.33
	Bachelor	24	3.58	1.50	.31
JSI20	high school	23	4.13	1.32	.28
	Bachelor	24	4.58	.83	.17
JSI21	high school	23	4.83	.83	.17
	Bachelor	24	4.58	1.18	.24
JSI22	high school	22	1.64	.95	.20
	Bachelor	24	1.83	1.01	.21
JSI23	high school	23	1.61	.94	.20
	Bachelor	24	2.33	1.40	.29
JSI24	high school	23	3.61	1.53	.32
	Bachelor	21	3.67	1.32	.29
JSI25	high school	23	1.87	1.46	.30
	Bachelor	24	1.75	1.29	.26
JSI26	high school!	23	2.48	1.24	.26
	Bachelor	24	2.75	1.70	.35
JSI27	high school	23	4.74	.69	.14
	Bachelor	22	4.64	.79	.17
JSI28	high school	23	2.65	.98	.20
	Bachelor	24	2.42	.93	.19
JSI29	high school	23	2.04	1.33	.28
	Bachelor	24	2.25	1.54	.31
JSI30	high school	23	2.91	1.41	.29
	Bachelor	24	3.42	1.32	.27
COMPUTE jsitot = js1		23	113.3478	17.8188	3.7155
+ js2 + js3 + js4 + js5		24	118.9167	15.0850	3.0792

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
JSI1	Equal variances assumed Equal variances not assumed	9.828	.003
JSI2	Equal variances assumed Equal variances not assumed	.394	.534
JSI3	Equal variances assumed Equal variances not assumed	1.823	.184
JSI4	Equal variances assumed Equal variances not assumed	.815	.371
JSI5	Equal variances assumed Equal variances not assumed	.041	.840
JSI6	Equal variances assumed Equal variances not assumed	.214	.646
JSI7	Equal variances assumed Equal variances not assumed	.000	.982
JSI8	Equal variances assumed Equal variances not assumed	.108	.744

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
JSI9	Equal variances assumed Equal variances not assumed	.015	.903
JSI10	Equal variances assumed Equal variances not assumed	.177	.676
JSI11	Equal variances assumed Equal variances not assumed	.216	.645
JSI12	Equal variances assumed Equal variances not assumed	.444	.509
JSI14	Equal variances assumed Equal variances not assumed	.964	.331
JSI15	Equal variances assumed Equal variances not assumed	.535	.468
JSI16	Equal variances assumed Equal variances not assumed	1.074	.305
JSI17	Equal variances assumed Equal variances not assumed	.843	.363

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
JSI18	Equal variances assumed Equal variances not assumed	2.902	.096
JSI19	Equal variances assumed Equal variances not assumed	.013	.911
JSI20	Equal variances assumed Equal variances not assumed	8.259	.006
JSI21	Equal variances assumed Equal variances not assumed	2.610	.113
JSI22	Equal variances assumed Equal variances not assumed	1.737	.194
JSI23	Equal variances assumed Equal variances not assumed	5.974	.019
JSI24	Equal variances assumed Equal variances not assumed	.906	.347
JSI25	Equal variances assumed Equal variances not assumed	.471	.496

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Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
JSI26	Equal variances assumed Equal variances not assumed	3.928	.054
JSI27	Equal variances assumed Equal variances not assumed	.878	.354
JSI28	Equal variances assumed Equal variances not assumed	.482	.491
JSI29	Equal variances assumed Equal variances not assumed	.923	.342
JSI30	Equal variances assumed Equal variances not assumed	.051	.822
COMPUTE jsitot = js1 + js2 + js3 + js4 + js5 + js6 + js7 + js8 + js9 +js10+js11+js12+	Equal variances assumed Equal variances not assumed	1.025	.317

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Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
JSI1	Equal variances assumed	-1.962	45	.056	-.42	.21	-.84	1.10E-02
	Equal variances not assumed	-1.975	42.002	.055	-.42	.21	-.84	9.02E-03
JSI2	Equal variances assumed	.909	44	.368	.35	.38	-.42	1.12
	Equal variances not assumed	.909	43.999	.368	.35	.38	-.42	1.12
JSI3	Equal variances assumed	-1.164	45	.251	-.46	.40	-1.27	.34
	Equal variances not assumed	-1.160	43.655	.252	-.46	.40	-1.27	.34
JSI4	Equal variances assumed	-.359	45	.721	-.18	.50	-1.20	.84
	Equal variances not assumed	-.358	44.318	.722	-.18	.51	-1.20	.84
JSI5	Equal variances assumed	-.563	42	.576	-.32	.56	-1.46	.82
	Equal variances not assumed	-.563	41.996	.576	-.32	.56	-1.46	.82
JSI6	Equal variances assumed	-.231	45	.818	-6.16E-02	.27	-.60	.48
	Equal variances not assumed	-.231	44.996	.818	-6.16E-02	.27	-.60	.48
JSI7	Equal variances assumed	-.331	45	.742	-.12	.36	-.85	.61
	Equal variances not assumed	-.331	44.893	.742	-.12	.36	-.85	.61
JSI8	Equal variances assumed	.917	45	.364	.44	.48	-.53	1.41
	Equal variances not assumed	.917	44.947	.364	.44	.48	-.53	1.41

Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
JSI9	Equal variances assumed	-.062	44	.951	-7.58E-03	.12	-.26	.24
	Equal variances not assumed	-.061	43.242	.951	-7.58E-E3	.12	-.26	.24
JSI10	Equal variances assumed	.175	45	.862	6.52E-02	.37	-.69	.82
	Equal variances not assumed	.175	44.746	.862	6.52E-02	.37	-.68	.82
JSI11	Equal variances assumed	-.823	45	.415	-.43	.52	-1.49	.62
	Equal variances not assumed	-.836	31.260	.410	-.43	.52	-1.48	.62
JSI12	Equal variances assumed	-.348	42	.730	-1.04	3.00	-7.09	5.01
	Equal variances not assumed	-.343	37.805	.734	-1.04	3.04	-7.20	5.11
JSI14	Equal variances assumed	.991	45	.327	.28	.28	-.28	.84
	Equal variances not assumed	.991	44.982	.327	.28	.28	-.28	.83
JSI15	Equal variances assumed	.085	45	.933	2.54E-02	.30	-.58	.63
	Equal variances not assumed	.085	44.443	.933	2.54E-02	.30	-.58	.63
JSI16	Equal variances assumed	-.514	45	.610	-9.42E-02	.18	-.46	.28
	Equal variances not assumed	-.512	42.575	.612	-9.42E-02	.18	-.47	.28
JSI17	Equal variances assumed	-1.484	45	.145	-.46	.31	-1.08	.16
	Equal variances not assumed	-1.487	44.958	.144	-.46	.31	-1.08	.16

Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
JSI18	Equal variances assumed	-.856	44	.396	-.26	.30	-.87	.35
	Equal variances not assumed	-.856	39.243	.397	-.26	.30	-.88	.36
JSI19	Equal variances assumed	-.085	44	.933	-3.79E-02	.45	-.94	.86
	Equal variances not assumed	-.085	43.465	.933	-3.79E-02	.45	-.94	.87
JSI20	Equal variances assumed	-1.411	45	.165	-.45	.32	-1.10	.19
	Equal variances not assumed	-1.398	36.690	.171	-.45	.32	-1.11	.20
JSI21	Equal variances assumed	.813	45	.421	.24	.30	-.36	.84
	Equal variances not assumed	.819	41.514	.418	.24	.30	-.36	.84
JSI22	Equal variances assumed	-.680	44	.500	-.20	.29	-.78	.39
	Equal variances not assumed	-.681	43.949	.499	-.20	.29	-.78	.39
JSI23	Equal variances assumed	-2.069	45	.044	-.72	.35	-1.43	-1.93E-02
	Equal variances not assumed	-2.086	40.347	.043	-.72	.35	-1.43	-2.29E-02
JSI24	Equal variances assumed	-.134	42	.894	-5.80E-02	.43	-.93	.81
	Equal variances not assumed	-.135	41.866	.893	-5.80E-02	.43	-.92	.81
JSI25	Equal variances assumed	.298	45	.767	.12	.40	-.69	.93
	Equal variances not assumed	.297	43.871	.768	.12	.40	-.69	.93

Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
JSI26	Equal variances assumed	-.624	45	.536	-.27	.44	-1.15	.61
	Equal variances not assumed	-.628	42.041	.533	-.27	.43	-1.14	.60
JSI27	Equal variances assumed	.466	43	.644	.10	.22	-.34	.55
	Equal variances not assumed	.464	41.638	.645	.10	.22	-.34	.55
JSI28	Equal variances assumed	.845	45	.403	.24	.28	-.33	.80
	Equal variances not assumed	.844	44.560	.403	.24	.28	-.33	.80
JSI29	Equal variances assumed	-.491	45	.626	-.21	.42	-1.05	.64
	Equal variances not assumed	-.493	44.541	.625	-.21	.42	-1.05	.64
JSI30	Equal variances assumed	-1.266	45	.212	-.50	.40	-1.30	.30
	Equal variances not assumed	-1.264	44.430	.213	-.50	.40	-1.31	.30
COMPUTE jsitot = js1 + js2 + js3 + js4 + js5 + js6 + js7 + js8 + js9 + js10+js11 +js12 +	Equal variances assumed	-1.158	45	.253	-5.5688	4.8083	-15.2533	4.1156
	Equal variances not assumed	-1.154	43.135	.255	-5.5688	4.8256	-15.2997	4.1620

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STRESS1	Equal variances assumed	.377	.543	.308	44	.760	.13	.42	-.72	.96
	Equal variances not assumed			.308	43.946	.760	.13	.42	-.72	.96
STRESS2	Equal variances assumed	.000	1.000	-.289	44	.774	-.13	.45	-1.04	.76
	Equal variances not assumed			-.289	44.000	.774	-.13	.45	-1.04	.76
STRESS3	Equal variances assumed	.000	1.000	.000	44	1.000	.00	.40	-.80	.80
	Equal variances not assumed			.000	44.000	1.000	.00	.40	-.80	.80
STRESS4	Equal variances assumed	.000	1.000	-1.477	44	.147	-.65	.44	-1.54	.24
	Equal variances not assumed			-1.477	44.000	.147	-.65	.44	-1.54	.24
STRESS5	Equal variances assumed	2.784	.102	1.809	44	.077	.78	.43	-6.92E-02	1.65
	Equal variances not assumed			1.809	43.756	.077	.78	.43	-8.94E-02	1.65
STRESS6	Equal variances assumed	.965	.331	.584	44	.562	.26	.45	-.64	1.16
	Equal variances not assumed			.584	43.976	.562	.26	.45	-.64	1.16
STRESS7	Equal variances assumed	2.108	.154	1.182	44	.244	.52	.44	-.37	1.41
	Equal variances not assumed			1.182	43.900	.244	.52	.44	-.37	1.41
STRESS8	Equal variances assumed	.000	1.000	.000	44	1.000	.00	.45	-.90	.90
	Equal variances not assumed			.000	44.000	1.000	.00	.45	-.90	.90

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STRESS9	Equal variances assumed	.000	1.000	.000	44	1.000	.00	.44	-.89	.89
	Equal variances not assumed			.000	44.000	1.000	.00	.44	-.89	.89
STRESS10	Equal variances assumed	3.755	.059	-.971	44	.337	-.52	.54	-1.60	.56
	Equal variances not assumed			-.971	43.120	.337	-.52	.54	-1.61	.56
STRESS11	Equal variances assumed	1.248	.270	.593	44	.556	.35	.59	-.83	1.53
	Equal variances not assumed			.593	43.930	.556	.35	.59	-.83	1.53
STRESS12	Equal variances assumed	26.110	.000	-2.708	44	.010	-1.39	.51	-2.43	-.36
	Equal variances not assumed			-2.708	38.575	.010	-1.39	.51	-2.43	-.35
STRESS13	Equal variances assumed	.965	.331	.876	44	.386	.52	.60	-.68	1.72
	Equal variances not assumed			.876	43.976	.386	.52	.60	-.68	1.72
STRESS14	Equal variances assumed	1.416	.240	-.586	44	.561	-.17	.30	-.77	.42
	Equal variances not assumed			-.586	40.085	.561	-.17	.30	-.77	.43
STRESS15	Equal variances assumed	1.754	.192	-.660	44	.513	-.35	.53	-1.41	.71
	Equal variances not assumed			-.660	43.484	.513	-.35	.53	-1.41	.71
STRESS16	Equal variances assumed	.000	1.000	.000	44	1.000	.00	.60	-1.20	1.20
	Equal variances not assumed			.000	44.000	1.000	.00	.60	-1.20	1.20

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STRESS17	Equal variances assumed	.965	.331	-.584	44	.562	-.35	.60	-1.55	.85
	Equal variances not assumed			-.584	43.976	.562	-.35	.60	-1.55	.85
STRESS18	Equal variances assumed	.000	1.000	.000	44	1.000	.00	.34	-.68	.68
	Equal variances not assumed			.000	44.000	1.000	.00	.34	-.68	.68
STRESS19	Equal variances assumed	1.248	.270	1.483	44	.145	.87	.59	-.31	2.05
	Equal variances not assumed			1.483	43.930	.145	.87	.59	-.31	2.05
STRESS20	Equal variances assumed	3.824	.057	1.501	44	.140	.87	.58	-.30	2.04
	Equal variances not assumed			1.501	43.706	.140	.87	.58	-.30	2.04
STRESS21	Equal variances assumed	.000	1.000	1.477	44	.147	.87	.59	-.32	2.06
	Equal variances not assumed			1.477	44.000	.147	.87	.59	-.32	2.06
STRESS22	Equal variances assumed	2.460	.124	.869	44	.390	.48	.55	-.63	1.59
	Equal variances not assumed			.869	43.654	.390	.48	.55	-.63	1.59
STRESS23	Equal variances assumed	.000	1.000	.000	44	1.000	.00	.66	-1.33	1.33
	Equal variances not assumed			.000	44.000	1.000	.00	.66	-1.33	1.33
STRESS24	Equal variances assumed	.534	.469	-.364	44	.718	-.22	.60	-1.42	.99
	Equal variances not assumed			-.364	43.689	.718	-.22	.60	-1.42	.99

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STRESS25	Equal variances assumed	10.118	.003	1.889	44	.066	1.30	.69	-8.74E-02	2.70
	Equal variances not assumed			1.889	42.480	.066	1.30	.69	-8.88E-02	2.70
STRESS26	Equal variances assumed	3.221	.080	1.254	44	.217	.91	.73	-.55	2.38
	Equal variances not assumed			1.254	43.789	.217	.91	.73	-.55	2.38
STRESS27	Equal variances assumed	9.009	.004	1.431	44	.160	.87	.61	-.36	2.09
	Equal variances not assumed			1.431	40.315	.160	.87	.61	-.36	2.10
STRESS28	Equal variances assumed	13.018	.001	-1.730	44	.091	-1.35	.78	-2.92	.22
	Equal variances not assumed			-1.730	40.718	.091	-1.35	.78	-2.92	.23
STRESS29	Equal variances assumed	6.212	.017	1.277	44	.208	1.22	.95	-.70	3.14
	Equal variances not assumed			1.277	42.811	.209	1.22	.95	-.71	3.14
STRESTOT	Equal variances assumed	.016	.901	.654	44	.516	4.83	7.37	-10.03	19.69
	Equal variances not assumed			.654	43.880	.516	4.83	7.37	-10.04	19.69

High School v. Bachelor Degree -Fear of Negative Evaluation Scale T-Test

Group Statistics

ED	N	Mean	Std. Deviation	Std. Error Mean
FNES high school	23	8.26	6.88	1.43
Bachelor	23	7.26	6.05	1.26

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
FNES	Equal variances assumed	.572	.453	.523	44	.603	1.00	1.91	-2.85	4.85
	Equal variances not assumed			.523	43.305	.603	1.00	1.91	-2.85	4.85

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig.. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
									Lower	Upper
salary	Equal variances assumed	.098	.756	-.179	44	.859	-4.35E-02	.24	-.53	.45
	Equal variances not assumed			-.179	43.976	.859	-4.35E-02	.24	-.53	.45
prisons	Equal variances assumed	1.387	.245	.873	45	.387	.23	.26	-.30	.76
	Equal variances not assumed			.880	41.293	.384	.23	.26	-.30	.76
judicial	Equal variances assumed	.658	.421	.865	45	.392	.24	.28	-.32	.81
	Equal variances not assumed			.865	44.922	.392	.24	.28	-.32	.81
lenient	Equal variances assumed	5.096	.029	1.789	45	.080	.42	.23	-5.28E-02	.89
	Equal variances not assumed			1.801	42.058	.079	.42	.23	-5.06E-02	.89
policy	Equal variances assumed	.002	.969	1.123	44	.267	.35	.31	-.28	.97
	Equal variances not assumed			1.123	43.630	.268	.35	.31	-.28	.97
support	Equal variances assumed	1.306	.259	.775	45	.443	.28	.37	-.46	1.02
	Equal variances not assumed			.772	42.858	.445	.28	.37	-.46	1.03
restrict	Equal variances assumed	.102	.751	.535	45	.595	.13	.25	-.37	.63
	Equal variances not assumed			.537	44.456	.594	.13	.25	-.36	.63
politics	Equal variances assumed	1.198	.280	.825	44	.414	.31	.38	-.45	1.08
	Equal variances not assumed			.832	43.606	.410	.31	.38	-.45	1.08

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
bosses	Equal variances assumed	.236	.629	1.014	45	.316	.30	.29	-.29	.89
	Equal variances not assumed			1.013	44.710	.316	.30	.30	-.30	.89
equipment	Equal variances assumed	.685	.412	1.084	45	.284	.35	.32	-.30	.99
	Equal variances not assumed			1.082	44.159	.285	.35	.32	-.30	.99
paperwork	Equal variances assumed	.162	.689	.999	45	.323	.32	.32	-.33	.97
	Equal variances not assumed			.997	44.308	.324	.32	.32	-.33	.97
manpower	Equal variances assumed	.262	.611	.635	45	.528	.20	.32	-.44	.84
	Equal variances not assumed			.636	44.979	.528	.20	.32	-.44	.84
OSTOT	Equal variances assumed	.000	.988	1.528	43	.134	3.4506	2.2588	-1.1047	8.0059
	Equal variances not assumed			1.531	42.869	.133	3.4506	2.2536	-1.0947	7.9959

High School v. Bachelor Degree - Job Satisfaction Index T-Test

Group Statistics

	ED	N	Mean	Std. Deviation	Std. Error Mean
JSI1	high school	23	3.00	.60	.13
	Bachelor	24	3.42	.83	.17
JSI2	high school	23	3.70	1.29	.27
	Bachelor	23	3.35	1.30	.27
JSI3	high school	23	3.87	1.46	.30
	Bachelor	24	4.33	1.27	.26
JSI4	high school	23	3.65	1.80	.38
	Bachelor	24	3.83	1.66	.34
JSI5	high school	22	2.95	1.86	.40
	Bachelor	22	3.27	1.88	.40
JSI6	high school	23	3.52	.90	.19
	Bachelor	24	3.58	.93	.19
JSI7	high school	23	4.13	1.18	.25
	Bachelor	24	4.25	1.29	.26
JSI8	high school	23	3.61	1.64	.34
	Bachelor	24	3.17	1.66	.34
JSI9	high school	22	4.91	.43	9.09E-02
	Bachelor	24	4.92	.41	8.33E-02
JSI10	high school	23	4.57	1.20	.25
	Bachelor	24	4.50	1.35	.28
JSI11	high school	23	4.65	.98	.20
	Bachelor	24	5.08	2.32	.47
JSI12	high school	20	17.00	10.69	2.39
	Bachelor	24	18.04	9.20	1.88
JSI14	high school	23	3.61	.94	.20
	Bachelor	24	3.33	.96	.20
JSI15	high school	23	3.61	.94	.20
	Bachelor	24	3.58	1.10	.22



Marshall University Graduate College
100 Angus E. Peyton Drive
South Charleston, West Virginia 25303-1600
(304) 746-1932 • FAX (304) 746-1942

College of Liberal Arts
Psychology Program

Dear Charleston Police Officer:

In cooperation with Marshall University Graduate College, we are writing to ask you to participate in a survey designed to study stress in law enforcement officers.

We know the tragic events of September 11 have been tumultuous but believe it is important to continue with this project. Filling out a survey may not be a priority now, but we believe the information obtained from this survey may lead to a more comprehensive understanding of the stressors influencing and affecting law enforcement officers.

We can assure the participants in this survey the highest level of confidentiality. The survey is completely anonymous. The data obtained will be used exclusively for academic purposes and reported only in summary statistical form, thereby ensuring further confidentiality of responses.

You are a unique source of information. We hope you will take the time to complete this important survey and return it to us in the self-addressed stamped envelope. If you have any questions about the survey, please contact Dr. Fred J. Krieg at 1-800-642-9842.

Jerry Riffe
Chief of Police
City of Charleston

Sincerely,

Fred Jay Krieg, Ph.D.
Professor of Psychology
Marshall University Graduate College

Jamie Case, Graduate Student

Cathy S. Gatson, Graduate Student

Mindith Hedrick-Allen, Graduate Student

QUESTIONNAIRE

Police v. Stress & Anxiety

Years of Experience: _____

Level of Education (please circle one):

- High School (including GED)
- Some College/No Degree
- Associates Degree
- Bachelors Degree
- Master Degree and above

Critical Incidents

Have you ever been involved in any of the following incidents in the past 2 years?
(circle yes or no)

- | | |
|---|--------|
| High Speed Chase with Death or Serious Injury | Y or N |
| Exposure to the Death of a Child | Y or N |
| Exposure to Multiple Deaths | Y or N |
| Attacked with Serious Injury to Self | Y or N |
| Fellow Officer Killed on Duty | Y or N |
| Suicide by Fellow Officer | Y or N |
| Use of Deadly Force | Y or N |

On a scale of 1-5, with 1 being very little stress and 5 being extreme stress, rate the following events. (circle one number between 1-5)

Event	Organizational				
	Little Stress		Extreme Stress		
Inadequate Salary	1	2	3	4	5
Ineffectiveness of Correctional System	1	2	3	4	5
Ineffectiveness of Judicial System	1	2	3	4	5
Court Leniency with Criminals	1	2	3	4	5
Lack of Participation on Policy Making	1	2	3	4	5
Inadequate Support by the Department	1	2	3	4	5
Court Decisions Restricting Police	1	2	3	4	5
Political Pressure from within Department	1	2	3	4	5
Poor or Inadequate Supervisors	1	2	3	4	5
Poor or Inadequate Equipment	1	2	3	4	5
Excessive Paperwork	1	2	3	4	5
Insufficient Manpower	1	2	3	4	5

Fear of Negative Evaluation Scale

by David Watson
and Ronald Friend

Carefully read each of the 30 statements listed below. Decide whether each statement is true (T) or false (F) as it pertains to you personally. If you are unsure which is the better answer, decide which one is slightly more applicable to how you are feeling at the moment and answer accordingly. Try to answer based on your first reaction to the statement. Don't spend too long on any one item.

- | | T or F |
|--|-----------|
| 1. I rarely worry about seeming foolish to others. | 1. _____ |
| 2. I worry about what people will think of me even when I know it doesn't make any difference. | 2. _____ |
| 3. I become tense and jittery if I know someone is sizing me up. | 3. _____ |
| 4. I am unconcerned even if I know people are forming an unfavorable impression of me. | 4. _____ |
| 5. I feel very upset when I commit some social error. | 5. _____ |
| 6. The opinions that important people have of me cause me little concern. | 6. _____ |
| 7. I am often afraid that I may look ridiculous or make a fool of myself. | 7. _____ |
| 8. I react very little when other people disapprove of me. | 8. _____ |
| 9. I am frequently afraid of other people noticing my shortcomings. | 9. _____ |
| 10. The disapproval of others would have little effect on me. | 10. _____ |
| 11. If someone is evaluating me I tend to expect the worst. | 11. _____ |
| 12. I rarely worry about what kind of impression I am making on someone. | 12. _____ |
| 13. I am afraid that others will not approve of me. | 13. _____ |
| 14. I am afraid that people will find fault with me. | 14. _____ |
| 15. Other people's opinions of me do not bother me. | 15. _____ |
| 16. I am not necessarily upset if I do not please someone. | 16. _____ |
| 17. When I am talking to someone, I worry about what they may be thinking about me. | 17. _____ |
| 18. I feel that you can't help making social errors sometimes, so why worry about it. | 18. _____ |
| 19. I am usually worried about what kind of impression I make. | 19. _____ |
| 20. I worry a lot about what my superiors think of me. | 20. _____ |
| 21. If I know someone is judging me, it has little effect on me. | 21. _____ |
| 22. I worry that others will think I am not worthwhile. | 22. _____ |
| 23. I worry very little about what others may think of me. | 23. _____ |
| 24. Sometimes I think I am too concerned with what other people think of me. | 24. _____ |
| 25. I often worry that I will say or do the wrong things. | 25. _____ |
| 26. I am often indifferent to the opinions others have of me. | 26. _____ |
| 27. I am usually confident that others will have a favorable impression of me. | 27. _____ |
| 28. I often worry that people who are important to me won't think very much of me. | 28. _____ |
| 29. I brood about the opinions my friends have about me. | 29. _____ |
| 30. I become tense and jittery if I know I am being judged by my superiors. | 30. _____ |

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Job Satisfaction Index

by BPC Publishing Ltd.

The questions below deal with your characteristics, attitudes, and feelings as they relate to your present job. Read each one carefully and decide which of the choices best describes you. Mark your answers in the answer column provided on the facing page.

1. Do you watch the clock when you are working?
 - a. Constantly
 - b. At slack times
 - c. Never
2. When Monday morning comes, do you
 - a. Feel ready to go back to work?
 - b. Think longingly of being able to lie in the hospital with a broken leg?
 - c. Feel reluctant to start with, but fit into the work routine quite happily after an hour or so?
3. How do you feel at the end of a working day?
 - a. Dead tired and fit for nothing
 - b. Glad that you can start living
 - c. Sometimes tired, but usually pretty satisfied
4. Do you worry about your work?
 - a. Occasionally
 - b. Never
 - c. Often
5. Would you say that your job
 - a. Underuses your ability?
 - b. Overstrains your abilities?
 - c. Makes you do things you never thought you could do before?
6. Which statement is true for you?
 - a. I am rarely bored with my work.
 - b. I am usually interested in my work, but there are patches of boredom.
 - c. I am bored most of the time I am working.
7. How much of your worktime is spent making personal telephone calls, or with other matters not connected with the job?
 - a. Very little
 - b. Some, especially at crisis times in my personal life
 - c. Quite a lot
8. Do you daydream about having a different job?
 - a. Very little
 - b. Not a different job, but a better position in the same kind of job
 - c. Yes
9. Would you say that you feel
 - a. Pretty capable most of the time?
 - b. Sometimes capable?
 - c. Panicky and incapable most of the time?
10. Do you find that
 - a. You like and respect your colleagues?
 - b. You dislike your colleagues?
 - c. You are indifferent to your colleagues?
11. Which statement is most true for you?
 - a. I do not want to learn more about my work.
 - b. I quite enjoyed learning my work when I first started.
 - c. I like to go on learning as much as possible about my work.
12. Mark the qualities you think are your best points.
 - a. Sympathy
 - b. Clear-thinking
 - c. Calmness
 - d. Good memory
 - e. Concentration
 - f. Physical stamina
 - g. Inventiveness
 - h. Expertise
 - i. Charm
 - j. Humor
13. Now mark the above qualities that are demanded by your job.
14. Which statement do you most agree with?
 - a. A job is only a way to make enough money to keep yourself alive.
 - b. A job is mainly a way of making money, but should be satisfying if possible.
 - c. A job is a whole way of life.
15. Do you work overtime?
 - a. Only when it is paid
 - b. Never
 - c. Often, even without pay
16. Have you been absent from work (other than for normal vacations or illness) in the last year?
 - a. Not at all
 - b. For a few days only
 - c. Often, even without pay
17. Would you rate yourself as
 - a. Very ambitious?
 - b. Unambitious?
 - c. Mildly ambitious?
18. Do you think that your colleagues
 - a. Like you, enjoy your company, and get on well with you in general?
 - b. Dislike you?

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Stress Quiz

Answer each of the questions below by placing a check in the appropriate column for "yes" or "no." Answer the questions in terms of your own personal experiences and feelings during the past twelve months. To find your score, turn the page.

	NO	YES
1. Have you lived or worked in a noisy area?	_____	_____
2. Have you changed your living conditions or moved?	_____	_____
3. Have you had trouble with in-laws?	_____	_____
4. Have you taken out a large loan or mortgage?	_____	_____
5. Have you tended to fall behind with the things you should do?	_____	_____
6. Have you found it difficult to concentrate at times?	_____	_____
7. Have you frequently had trouble going to sleep?	_____	_____
8. Have you found that you tend to eat, drink or smoke more than you really should?	_____	_____
9. Have you watched 3 or more hours of television daily for weeks at a time?	_____	_____
10. Have you or your spouse changed jobs or work responsibilities?	_____	_____
11. Have you been dissatisfied or unhappy with your work or felt excessive work responsibility?	_____	_____
12. Has a close friend died?	_____	_____
13. Have you been dissatisfied with your sex life?	_____	_____
14. Have you been pregnant?	_____	_____
15. Have you had an addition to the family?	_____	_____
16. Have you worried about making ends meet?	_____	_____
17. Has one of the family had bad health?	_____	_____
18. Have you taken tranquilizers from time to time?	_____	_____
19. Have you frequently found yourself becoming easily irritated when things don't go well?	_____	_____
20. Have you often experienced bungled human relations—even with those you love most?	_____	_____
21. Have you found that you're often impatient or 'edgy with your children or other family members?	_____	_____
22. Have you tended to feel restless or nervous a lot of the time?	_____	_____
23. Have you had frequent headaches or digestive upsets?	_____	_____
24. Have you experienced anxiety or worry for days at a time?	_____	_____
25. Have you often been so preoccupied that you have forgotten where you've put things (such as keys) or forgotten whether you've turned off appliances on leaving home or office?	_____	_____
26. Have you been married or reconciled with your spouse?	_____	_____
27. Have you had a serious accident, illness or surgery?	_____	_____
28. Has anyone in your immediate family died?	_____	_____
Have you divorced or separated?	_____	_____

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- c. Do not dislike you, but are not particularly friendly?
19. Do you talk about work
 - a. Only with your colleagues?
 - b. With friends and family?
 - c. Not if you can avoid it?
 20. Do you suffer from minor unexplained illnesses and vague pains?
 - a. Seldom
 - b. Not too often
 - c. Frequently
 21. How did you choose your present job?
 - a. Your parents or teachers decided for you
 - b. It was all you could find
 - c. It seemed the right thing for you
 22. In a conflict between job and home, like an illness of a member of the family, which would win?
 - a. The family every time
 - b. The job every time
 - c. The family in a real emergency, but otherwise probably the job
 23. Would you be happy to do the same job if it paid one third less?
 - a. Yes
 - b. You would like to, but could not afford to
 - c. No
 24. If you were made redundant, which of these would you miss most?
 - a. The money
 - b. The work itself
 - c. The company of your colleagues
 25. Would you take a day off to have fun?
 - a. Yes
 - b. No
 - c. Possibly, if there was nothing too urgent for you to do at work
 26. Do you feel unappreciated at work?
 - a. Occasionally
 - b. Often
 - c. Rarely
 27. What do you most dislike about your job?
 - a. That your time is not your own
 - b. The boredom
 - c. That you cannot always do things the way you want to
 28. Do you keep your personal life separate from work? (Check with your partner on this one.)
 - a. Pretty strictly
 - b. Most of the time, but there is some overlap
 - c. Not at all
 29. Would you advise a child of yours to take up the same kind of work as you do?
 - a. Yes, if he had the ability and temperament
 - b. No, you would warn him off
 - c. You would not press it, but you would not discourage him either
 30. If you won or suddenly inherited a large sum of money, would you
 - a. Stop work for the rest of your life?
 - b. Take up some kind of work that you have always wanted to do?
 - c. Decide to continue, in some way, the same work you do now?

ANSWER COLUMN

- | | | | |
|-----|----------|----------|----------|
| 1. | a. _____ | b. _____ | c. _____ |
| 2. | a. _____ | b. _____ | c. _____ |
| 3. | a. _____ | b. _____ | c. _____ |
| 4. | a. _____ | b. _____ | c. _____ |
| 5. | a. _____ | b. _____ | c. _____ |
| 6. | a. _____ | b. _____ | c. _____ |
| 7. | a. _____ | b. _____ | c. _____ |
| 8. | a. _____ | b. _____ | c. _____ |
| 9. | a. _____ | b. _____ | c. _____ |
| 10. | a. _____ | b. _____ | c. _____ |
| 11. | a. _____ | b. _____ | c. _____ |
| 12. | a. _____ | b. _____ | c. _____ |
| | d. _____ | e. _____ | f. _____ |
| | g. _____ | h. _____ | i. _____ |
| | j. _____ | | |
| 13. | a. _____ | b. _____ | c. _____ |
| | d. _____ | e. _____ | f. _____ |
| | g. _____ | h. _____ | i. _____ |
| | j. _____ | | |
| 14. | a. _____ | b. _____ | c. _____ |
| 15. | a. _____ | b. _____ | c. _____ |
| 16. | a. _____ | b. _____ | c. _____ |
| 17. | a. _____ | b. _____ | c. _____ |
| 18. | a. _____ | b. _____ | c. _____ |
| 19. | a. _____ | b. _____ | c. _____ |
| 20. | a. _____ | b. _____ | c. _____ |
| 21. | a. _____ | b. _____ | c. _____ |
| 22. | a. _____ | b. _____ | c. _____ |
| 23. | a. _____ | b. _____ | c. _____ |
| 24. | a. _____ | b. _____ | c. _____ |
| 25. | a. _____ | b. _____ | c. _____ |
| 26. | a. _____ | b. _____ | c. _____ |
| 27. | a. _____ | b. _____ | c. _____ |
| 28. | a. _____ | b. _____ | c. _____ |
| 29. | a. _____ | b. _____ | c. _____ |
| 30. | a. _____ | b. _____ | c. _____ |