

# PSYCHO-SOCIAL FACTOR AND POLICE PERSONNEL SUSTAINABILITY

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## Abstract

Indian police personnel tend to have certain job-related factors which act as specific stressors such as working conditions, work overload, lack of recognition, fear of severe injury or being killed on duty, inadequate equipment, shooting someone in the line of duty, anti-terroristic operations, confrontation with the public, lack of job satisfaction and Police hierarchy which to some extent may affect the physical, mental and interpersonal relationships of police personnel.

Perhaps no topic in the field on police psychology has received as much attention as that of stress and mental health in law enforcement. (Anderson, Swenson, & clay, 1995; Brown & Cambell, 1994; Toch, 2002).

The present piece of research was under taken to study the level of Emotional Intelligence, personality traits and stress amongst police personnel. The present investigation was carried out on 10% of the working police personnel RPS, Sub Inspectors & Constables. The sample was collected from Jaipur & Jodhpur Commissionerate. The purposive sampling method was used for the present study. Selections of validated and reliable tools were administered for the present study. The tools were translated in Hindi. The tools applied for the present research are Emotional Intelligence Scale: Wong, C.S. & Law, K.S. (2002), Perceived Stress Scale: Cohen, S. (1983) and Personality Questionnaire: Holland, J. (1970). The data collected was treated by mean, SD, correlation and 't' test. The processing, tabulation, analysis and interpretation of data were done using statistical package for social science developed by SPSS Inc.

In order to, perceive the relationship between emotional intelligence and personality of police personnel. The correlation on emotional intelligence and personality in all the three dimensions was found insignificant but in the fourth dimension i.e. Regulation of Emotion was found significant with Realistic and negatively significant with Conventional.

Secondly to, find out the negative significant relationship between emotional intelligence and stress amongst police personnel. The correlation on emotional intelligence dimensions and stress variable was found negatively insignificant in all the four dimensions of emotional intelligence with stress.

**Keywords:** Emotional Intelligence, Stress, Personality, Police Personnel

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## **Introduction**

Indian police personnel tend to have certain job-related factors which act as specific stressors, for example working conditions, work overload, lack of recognition, fear of severe injury or being killed on duty, inadequate equipment, shooting someone in the line of duty, anti-terroristic operations, confrontation with the public, lack of job satisfaction and Police hierarchy which to some extent may affect the physical, mental and interpersonal relationships of police personnel.

Hence the present research is aimed to study the level of, Emotional Intelligence, Stress and Personality traits amongst police personnel.

## **Objectives**

- To find out the level of emotional intelligence, stress, personality traits of police personnel.
- To study the relationship between emotional intelligence and the personality of police personnel.
- To find out the relationship between emotional intelligence and stress of police personnel.
- To study the relationship between personality and stress of police personnel.

## **Survey of Research Literature and Gaps**

Perhaps no topic in the field on police psychology has received as much attention as that of stress and mental health in law enforcement (Anderson, Swenson, & clay, 1995; Brown & Cambell, 1994; Toch, 2002). Indeed, investigative and anecdotal reports dating back nearly a quarter of a century (Richard & Feil, 1976; Steinberg & McEvov, 1974) attest to the problem of stress and its deleterious sequelae in police officers as well as their families (Depue, 1981; Kannady, 1993). The focus of much of the early work in this area was on the identification of sources of stress in police officers and their jobs. As Reese (1986) cogently pointed out, law enforcement professionals, “must function as counsellors, social workers, psychologists, negotiators and investigators, as well as traditional police officers.

## **Hypothesis**

- There will be a significant difference in the level of emotional intelligence, stress and personality amongst RPS, Sub Inspectors and Constables Police personnel of Rajasthan.
- There will be a positive relationship between emotional intelligence and personality amongst RPS, Sub Inspectors and Constables Police personnel of Rajasthan.
- There will be a negative significant relationship between emotional intelligence and stress amongst RPS, Sub Inspectors and Constables Police personnel of Rajasthan.
- There will be a negative significant relationship between personality and stress amongst RPS, Sub Inspectors and Constables Police personnel of Rajasthan.

## **Methodology**

### **Sample**

Purposive sampling technique is used for the present study.

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| <b>Ranks</b>          | <b>Jodhpur</b> | <b>Jaipur</b> | <b>Total</b> | <b>10%</b>  |
|-----------------------|----------------|---------------|--------------|-------------|
| <b>RPS</b>            | 17             | 51            | 68           | 7           |
| <b>Sub Inspectors</b> | 71             | 288           | 359          | 36          |
| <b>Constables</b>     | 1666           | 8044          | 9710         | 971         |
| <b>Total</b>          | <b>1754</b>    | <b>8383</b>   | <b>10137</b> | <b>1014</b> |

- 10% of the working police personnel (RPS, Sub Inspectors & Constables) are taken as sample from Jaipur & Jodhpur Commissionerate.
- The study is conducted on police personnel from Rajasthan Police.
- The age of employees is between 21-40 years.
- The minimum educational level is secondary.

#### Sample Design

| <b>Designation</b>                                | <b>RPS</b> | <b>SI</b> | <b>C</b> | <b>Total</b> |
|---|------------|-----------|----------|--------------|
| Police Personnel<br>From Both<br>Commissionerates | 7          | 36        | 971      | 1014         |

RPS – Rajasthan Police Service  
 SI - Sub Inspectors  
 C - Constable

#### Data Collection

Primary data is collected through administering valid and reliable questionnaires mentioned below.

#### Inclusion And Exclusion Criteria

Inclusion Criteria:

- Age range between 21-40 years.
- Educational Status secondary.
- Police Personnel with 5 years of experience in Rajasthan Police are included in the study.
- The sample is drawn from Jaipur and Jodhpur commissionerates.

The area of research will be Rajasthan.

Exclusion Criteria:

- Police Personnel below the age of 21 Years and above the age of 40 years are not taken for the study.

- Police Personnel with less than 5 years of experience while working in Rajasthan are not included in the study.
- The area of research is not out of the Rajasthan.

### **Variables**

For the present study variables selected are as follows:

- Emotional Intelligence
- Self Emotional Appraisal
- Others Emotions Appraisal
- Use of Emotion
- Regulation of Emotion
- Perceived Stress Scale
- Personality Questionnaire
- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

### **Research Design**

The present study is an effort to study the relationship between psychological variables such as emotional intelligence, personality and stress. It involves a correlational design as no experimental manipulation of variables was done. Correlation index indicates how the two or more entities change in relation to each other.

An index of such a relationship between many variables called multi-variable correlation was used. The coefficient of correlation is used to indicate the relationship of two random variables. It provides a measure of the strength and direction of the correlation varying from -1 to +1. Positive value indicates that the two variables are positively correlated, meaning the two variables vary in the same direction.

Negative values indicate that the two variables are negatively correlated, meaning the two variables vary in the opposite direction. Values close to +1 or -1 reveal the two variables are highly correlated.

### **Tools**

Selections of validated and reliable tools were conducted for the present study. The tools were translated into Hindi language as maximum of the sample were not comfortable in reading or understanding English. Questionnaires are enclosed with the present report for perusal.

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The tools applied for the present research are:

- Emotional Intelligence Scale: Wong, C.S. & Law, K.S. (2002).
- Perceived Stress Scale: Cohen, S. (1983).
- Personality Questionnaire: Holland, J. (1970).

**Statistical Analysis**

In order to test the proposed hypotheses the Pearson correlation 'r' coefficient is computed for each of the variables viz. emotional intelligence, multiple intelligence, personality, stress and social support.

**Results & Discussion**

Our first hypotheses is that there will be a difference in level of emotional intelligence, stress and personality amongst RPS, Sub Inspectors and Constables Police personnel of Jaipur and Jodhpur commissionerate of Rajasthan.

| DESCRIPTIVE ANALYSIS   |       |     |       |              |
|------------------------|-------|-----|-------|--------------|
| Variables              | Group | N   | Mean  | Rank of Mean |
| Emotional Intelligence | RPS   | 7   | 48.00 | 3            |
|                        | SI    | 36  | 50.00 | 2            |
|                        | Const | 971 | 50.04 | 1            |
| Personality            | RPS   | 7   | 27.00 | 1            |
|                        | SI    | 36  | 22.36 | 3            |
|                        | Const | 971 | 24.16 | 2            |
| Stress                 | RPS   | 7   | 17.86 | 2            |
|                        | SI    | 36  | 16.14 | 3            |
|                        | Const | 971 | 19.18 | 1            |

**Table 1.1: DESCRIPTIVE ANALYSIS ON EMOTIONAL INTELLIGENCE, PERSONALITY AND STRESS**

The present table highlights the level of emotional intelligence, multiple intelligence, RPS's and personality, stress and social support of RPS's, Sub – Inspectors and constables sample collected from both Jaipur and Jodhpur Commissionerates.

It could be seen from the above table on the mean basis that while analyzing the level of emotional intelligence that Constables have a high level of emotional intelligence followed by sub-inspectors and then RPS's. In case of personality variable, RPS's are on higher side followed by constables and then sub-inspectors. While concerns about the level of stress which is a very important variable it could be seen that Constables are more stressed followed by sub-inspectors.

| Personality               |           |               |          |        |              |              |
|---------------------------|-----------|---------------|----------|--------|--------------|--------------|
| Emotional Intelligence    | Realistic | Investigative | Artistic | Social | Enterprising | Conventional |
| Self Emotional Appraisal  | -.001     | .039          | .003     | .002   | .003         | .009         |
| Other Emotional Appraisal | .004      | .054          | .012     | .050   | -.047        | .042         |
| Use of Emotion            | .046      | .042          | .054     | .014   | .009         | .031         |
| Regulation of emotion     | .063*     | -.020         | -.012    | -.045  | .048         | -.100**      |

**Table 1.2: Correlation between Emotional Intelligence and Personality**

Our Second hypothesis was that there will be a positive relationship between emotional intelligence and personality amongst RPS, Sub Inspectors and Constables Police personnel of Jaipur and Jodhpur commissionerate of Rajasthan.

Table 1.2 shows the relationship between emotional intelligence and personality RPS, Sub – Inspectors and Constables on a sample of 1014. The correlation on emotional intelligence and personality in all the three dimensions were found insignificant but in the fourth dimension i.e. Regulation of Emotion was found significant with Realistic ( $r = .063$ ) at .05 level and negatively significant with Conventional ( $r = -.100$ ) at .01 level.

Cording to Olugbemi & Bolaji (2016) in a study “Psychosocial predictors of emotional intelligence among police officers in Nigeria” finds that the personality attributes extraversion, neuroticism and psychoticism did not significantly predict emotional intelligence jointly ( $F(3, 256) = 1.65$ ;  $p > .05$ ), and only neuroticism significantly predicted emotional intelligence independently ( $\beta = -.15$ ,  $p < .05$ ). Finally, there was no significant influence of the interaction of gender and the personality attribute of extraversion introversion on emotional intelligence among Nigerian police officers in Ibadan.

In a study by Omar & Garner, Iain & Magadley, Wissam (2011) “An Exploration of the Relationship Between Emotional Intelligence and Job Performance in Police Organizations.”

Show significant correlations between EI levels and police job performance. After controlling for general mental abilities and personality traits, EI has been found to explain additional incremental variance in predicting police job performance.

| Emotional Intelligence    | Stress |
|---------------------------|--------|
| Self Emotional Appraisal  | -.034  |
| Other Emotional Appraisal | -.060  |
| Use of emotion            | -.047  |
| Regulation of emotion     | -.015  |

**Table 1.3: Correlation between Emotional Intelligence and Stress**

Our third hypothesis was that there will be a negative significant relationship between emotional intelligence and stress amongst RPS, Sub Inspectors and Constables Police personnel of Jaipur and Jodhpur commissionerate Rajasthan.

Table 1.3 shows the relationship between emotional intelligence and stress of RPS, Sub – Inspectors and Constables on a sample of 1014. The correlation on emotional intelligence dimensions and stress variable was found negatively insignificant in all the four dimensions of emotional intelligence with stress. The relationship between Self Emotional Appraisal and Stress ( $r = -.034$ ), Other Emotional Appraisal and Stress ( $r = -.034$ ), Use of Emotion and Stress ( $r = -.047$ ) and Regulation of Emotion ( $r = -.015$ ).

Rani (2013) culture supports the generalizability of theories developed in previous research. Practical implications for reducing the negative influence of WFC on employees' job satisfaction are also provided, such as the potential value of emotional intelligence for the training and development of employees in teaching professions.

Kong,. Zhao. (2013) 94 examined the affective mediators of the relationship between trait emotional intelligence and life satisfaction in young adults and the widespread or limited affective mediators between the different groups in demographic factors, e.g., gender, students and non-students, family conditions. Six hundred and twenty participants completed the Wong Law Emotional Intelligence Scale, the Satisfaction with Life Scale and the Positive Affect and Negative Affect Scale.

Results using structural equation modeling showed that both positive affect and negative affect acted as mediators of the relationship between trait EI and life satisfaction and the indirect effect of trait EI on life satisfaction via positive affect was stronger than that via negative affect. Moreover, multi-group analyses found that the paths did not differ by gender and family conditions, but positive affect was more strongly associated with students' life satisfaction, compared to non-students.

Rani (2013) conducted a study on stress and coping behaviour of teachers in relation to emotional intelligence and personality traits. The study was confined to 4 districts of Haryana state. Out of these four districts, 14 schools (7 Govt. & 7 Private) were selected. From each school, 12 teachers were selected. The sample size was 168 and the sample was randomly selected from the list of teachers working in that school. There is no significant difference in emotional intelligence of male and female teachers. It was concluded that emotional intelligence of teachers is not affected by their gender. The teachers belonging to rural and urban areas do not differ significantly on the variable of emotional intelligence. No significant difference exists in emotional intelligence of teachers working in govt. and private schools. There is significant and negative relationship between emotional intelligence and stress of teachers. As the emotional intelligence increases the stress among teachers decreases and vice versa. There is significant difference in stress of teacher having high and low emotional intelligence. Teachers with high emotional intelligence have less stress as compared to teacher with low emotional intelligence. Teachers with high emotional intelligence have good coping behaviour as compared to teachers with low emotional intelligence.

Sharma, Kumar. (2013) studied the relationship of emotional intelligence with adjustment, stress and achievement among senior secondary students. 200 senior secondary students from the urban and the rural schools were selected randomly. It was found that there exists a significant relationship between emotional intelligence and stress which shows that emotional intelligence directly influences the stress among senior secondary students. This shows that as the scores of emotional intelligence increases, the stress scores decreases. There exists significant positive relationship between emotional intelligence and academic achievement among senior secondary students. It means that the students having high emotional intelligence show better academic achievement.

There was no significant difference between the mean Stress scores of male and female students having low Emotional Intelligence.

Mehta (2013) study was based on the assumption that application of emotional intelligence can increase teacher effectiveness and reduce occupational stress among teachers. Three hundred secondary school teachers were selected as a sample for the study. Emotional Intelligence Scale (EIS) was used to measure the emotional intelligence of teachers, Teacher Effectiveness Scale (TES) was used to measure the effectiveness among teachers and Occupational Stress Index (OSI) was used to measure the stress among teachers. The main assumption of the research has been proved according to the relationship between emotional intelligence and occupational stress and showed that by increasing the emotional intelligence one can reduce the occupational stress of employees and improve their work.

Rosman Bin Md Yusoff, Khan & Azam (2013) investigated the relationship between Job Stress, Performance and Emotional Intelligence in academia of Pakistan. In order to examine such relationship a sample of 65 faculty members was taken from two universities of Pakistan including one 86 public and one from the private sector. Data was collected through Self Administered Questionnaire and was analyzed both through descriptive and inferential statistical techniques. It was found that exists between Job Stress and Performance, whereas strong positive was found between Emotional Intelligence and Job Performance.

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Kazi & Shah (2013) critically reviewed the conceptualization and relationship between Occupational Stress, Performance and Emotional Intelligence as supported by empirical evidences through a non-systematic narrative review of the existing literature. It was found that the three concepts have been historically developed through different stages. The empirical evidence shows that complex multifold relationship exists between them. It has been the contributing factor of Occupational Stress, Performance and Emotional Intelligence so that their management could be ensured in an efficient and effective way.

Laborde, Lautenbac Allen, Herbert & Achtzehn (2014) explored the role of trait emotional intelligence (EI) in emotion regulation and performance under pressure. Twenty-eight tennis players performed two series of 35 serves, separated by a pressure manipulation. Reaction to pressure was assessed using both subjective (self-report emotion questionnaire) and objective (cortisol secretion, tennis serve success) measures. The pressure manipulation was successful with observed increases in anxiety and decreases in self-confidence and tennis serve performance. Trait EI was found to predict cortisol secretion over state emotion measures. Performance under pressure was predicted by self-confidence and cortisol secretion, but not by trait EI. These findings provide some preliminary evidence that trait EI and cortisol secretion are important in athlete responses to pressure situations.

| Personality   | Stress |
|---------------|--------|
| Realistic     | -.018  |
| Investigative | -.013  |
| Artistic      | .007   |
| Social        | .017   |
| Enterprising  | -.016  |
| Conventional  | .041   |

**Table 1.4: Correlation between Personality and Stress**

Our fourth hypothesis was that there will be a negative significant relationship between personality and stress amongst RPS, Sub Inspectors and Constables Police personnel of Jaipur and Jodhpur commissionerate of Rajasthan.

Table 1.4 shows the relationship between Personality and stress of RPS, Sub – Inspectors and Constables on a sample of 1014. The correlation between Personality and stress was found negatively insignificant in Realistic and Stress ( $r = -.018$ ), Investigative and Stress ( $r = -.013$ ) and Enterprising and Stress ( $r = -.016$ ). In the rest of the relationships no correlation was found.

Kaur, R., Chodagiri, V. & Reddi, V (2013). In their study on “A Psychological Study of Stress, Personality and Coping in Police Personnel” found that the personality traits and coping methods have significant independent and interactive role in the development of high psychological stress in police persons, thus placing them at a high risk of developing psychiatric disorders.

Hart, Wearing and Headey. (1995) “Police stress and well-being: Integrating personality, coping and daily work experiences” found in their study that two structural equation models showed that positive and negative work experiences independently contributed to an officer's Perceived Quality of Life (PQOL), and that organizational rather than operational experiences were more important. A third model supported these findings, but showed that the personality dimensions of neuroticism and extraversion were the strongest predictors of an officer's PQOL.



It was also shown that problem-focused coping resulted in positive work experiences, whereas emotion-focused coping contributed to negative work experiences. Comparisons with other community and occupational groups suggested that police reported relatively favourable levels of psychological well-being. Collectively, these results indicate that policing is not highly stressful, and demonstrate the need for a systemic view in order to understand police officers' psychological responses to their work.

### **Findings**

- The first hypothesis of the study was that there will be a difference in the level of emotional intelligence, stress and personality of police personnel. It is seen from the results, while analyzing the level of emotional intelligence, Sub Inspectors and constables have better emotional intelligence as compared to RPS. In case of the level of personality factors the RPS's personality have reflected better as compared to Sub Inspectors and Constables. Looking at the stress variable, it is seen that Constables are highly stressed as compared to RPS's and Sub Inspectors.
- Our Second hypothesis was that there will be a positive relationship between emotional intelligence and personality of police personnel. The correlation on emotional intelligence and personality in all the three dimensions were found insignificant but in the fourth dimension i.e. Regulation of Emotion was found significant with realistic and negatively significant with conventional.
- Our third hypothesis was that there will be a negative significant relationship between emotional intelligence and the stress in police personnel. The correlation on emotional intelligence dimensions and stress variable was found negatively insignificant in all the four dimensions of emotional intelligence with stress.
- Our fourth hypothesis was that there will be a significant relationship between personality and stress of police personnel. The correlation between Personality and stress was found negatively insignificant in Realistic and Stress, Investigative and Stress and Enterprising and Stress.

### **Conclusion**

Police profession is a great profession with power, dignity, authority, trust, morality and has the potential of leading by example etc., but, many internal problems like bossism, humiliation, work pressures, confidentiality etc contribute to a lot of work related stress adding to family issues and child development problems are leading to depression in turn suicide rates are shooting up in the Police Department. This, in turn, is becoming a blot on the dignity of department, wrong signals of mental power of police department are sent to the public, some constructive development should be carried out to stop suicides in the Police Department. When we look into the reasons for police suicides, the reasons are both work-related as well as issues related to personal and family life.

Work related pressure, is a real killer, as the police force are forced to work for extended hours many times beyond 8 hours reaching upto 12 to 14 hours, police forces have to work very hard during fairs, festivals, political meetings, bandhs, emergency, unrest, crisis and disasters, etc. Thus, they are put under lot of pressure during these duty hours.

It is revealed from the present research that only constables have shown a difference and positive relationship with different psycho-social variables. More work on policy framework needs to be done by the department in order to keep them fit both mentally and physically.

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