Embracing both sides of the same coin: Work-related psychosocial risks and resources among child welfare workers

Oyeniyi Samuel Olaniyan

Thesis for the degree of Philosophiae Doctor (PhD)
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Scientific environment

The current thesis is based on a four-year funded fellowship at the Department of Health Promotion and Development (HEMIL), Faculty of Psychology, University of Bergen. I completed the doctoral training at the Graduate School of Human Interaction and Growth (GHIG) and Western Norway Graduate School of Educational Research II (WNGER II). I was a member of the Child Welfare, Equality, and Inclusion (BLI) research group. My two main supervisors were Prof. Hilde Hetland and Prof. Sigurd W. Hystad (Department of Psychosocial Science, Faculty of Psychology, University of Bergen). Assoc. Prof. Gaby Ortiz-Barreda (HEMIL) was co-supervisor.

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Lives of great men all remind us
We can make our lives sublime
And, departing, leave behind us
Footprints on the sands of time

Let us, then, be up and doing
With a heart for any fate
Still achieving, still pursuing,
Learn to labor and to wait.
_Henry Wadsworth Longfellow

Dedication

This thesis is dedicated to the loving memory of my heroes; my uncle, Olugbenga Olatunji Olaseinde; my stepfather, David Olaniyi Awojoodu; and my grandfather, Olumuyiwa Benard Olaseinde.

Abstract

Background: Child welfare workers (CWW) have lately been facing constant criticism for their decisions, the failure to act in time, and generally for the nature and quality of their services. While the validity of most of these criticisms is disputable, such discussions usually pay less attention to the work environment among CWW, the constant work pressure, and the huge demanding workload that these workers usually deal with daily. CWW are mainly tasked with helping families with children in dire need. However, these tasks are diverse and involve investigating and stopping maltreatment of children, reducing and curbing negligence, eradicating child abuse, limiting violence to children and children witnessing violence carried out by their parents, and periodic financial support to children and families with children. Although some scholars have called for appraising service quality and practice, it can be argued that such evaluations should include the work environment and the well-being of workers. The nature of the work and the characteristics of some of the work-related psychosocial risks that CWW deal with have brought many scholars to the conclusion that child welfare services (CWS), especially those working on the frontline, have the most complex work environment within the field of human services. Moreover, there is a prevalent tendency that studies focus solely on negative workplace experiences among CWW. Crucial questions concerning how work pressures affect CWW outside of the work domain, the importance of workplace resources like a supporting work environment, and the impact of individual capacities and resources are seldom investigated in the field.

Purpose: This project explores some of the crucial but often disregarded areas in the CWW literature. Based on the Job Demand Resource (JD-R) model, as well as other relevant organizational theories such as workability, person-environment fit, role strain theory, and positive organizational scholarship (POS), the main question guiding this project is: How does the exposure to work-related psychosocial risks and workplace resources affect CWW at work and outside the boundaries of work? This overarching question was further sub-divided into three separate questions that were addressed in three studies: (1) How does support help CWW cope with the exposures to work-related psychosocial risks? (2) How do CWW experience balancing work and family life, and what are the spill-over effects of work to family and vice versa? (3) How do CWW deal with workplace risks and what are the individual capacities/strategies they employ that allow them to get through the day?

Methods: Study 1 employed a scoping review method to explore the importance of workplace support in helping CWW deal with the constant work pressure they faced. Studies were gathered from searches in PsycINFO, MEDLINE, ProQuest, and the Web of Science. Fifty-five studies were included in this review. Studies 2 and 3 are based on qualitative designs and empirical data were collected through semi-structured interviews from CWW across various cities in Norway. The sample for the qualitative studies is sixteen CWW with at least three years of experience in the field. All data (including the scoping review data) were analyzed using thematic analysis.

Findings: In Study 1, included studies framed workplace support such as organizational support, colleagues/collegiate support, peer support, social support, administrative support, coworker support, supervisor support, perceived agency support, emotional support, and perceived organizational support. These descriptive frames of workplace support were thematized and categorized into three overarching categories: (1) co-worker/peer support, (2) social/organizational/management support, and (3) supervisor or leadership support. Additionally, findings show that the perception of support is positively related to workplace factors such as job satisfaction, organizational commitment, and balance between the work and home domains. In contrast to the above, workplace support was also found to have a negative relationship with crucial work-related psychosocial risk variables like job stress, burnout, secondary traumatic stress (STS), and turnover. In Study 2, four themes emerged when CWW described how their work influences their private lives: (1) “it goes both ways”, (2) work as self-identity, (3) spill-over effects, and (4) “on the lookout”. Findings are in line with one of the core arguments of role strain theory i.e., when the resources available to a worker stays the same, an increase in demand from one domain will likely result in an imbalance/conflict in another domain. In Study 3, five themes emerged: (1) showing commitment and going the extra mile, (2) viewing challenge as opportunities for learning and growth, (3) confidence and efficacy beliefs, (4) conscious control of work behavior, and (5) prioritizing. Drawing on POS, Study 3 showed the importance of building and encouraging individual capacities among work group members.

Conclusion: Past research has often focused on the negative aspects of the work environment among CWW. While this practice is understandable, approaching work environment issues from the two sides (that is, negative and positive) will broaden existing knowledge of the work situation of CWW. It will also provide an empirical basis for

initiating targeted interventions for CWW. Although there have been calls for evaluating and improving service quality and practices within the CWS, such effort can be successful only if they include negative and positive issues within the work environment.

List of abbreviations

CWS	Child welfare services
CWW	Child welfare workers
DCS	Demand control support
JDC	Job demand control
JD-R	Job demand resource
PE-fit	Person environment fit
POB	Positive organizational behavior
POS	Positive organizational scholarship
PRIMA-EF	Guidance on the European framework for psychosocial risk management
PSYCAP	Psychological capital
QPSNordic	General Nordic questionnaire for psychological and social factors at work
SBB	Statistisk sentral bureau
SCO	Safety critical organizations
STAMI	The national institute of occupational health in Norway
STS	Secondary traumatic stress
WAI	Workability index
WFC	Work family conflict
WHO	World health organization

List of Papers

Study 1

Olaniyan, O. S., Hetland, H., Hystad, S. W., Iversen, A. C., & Ortiz-Barreda, G. (2020). Lean on me: A scoping review of the essence of workplace support among child welfare workers. *Frontiers in Psychology*, *11*, 287. doi: 10.3389/fpsyg.2020.00287

Study 2

Olaniyan, O. S., Iversen, A. C., Ortiz-Barreda, G., & Hetland, H. (2021). When your source of livelihood also becomes the source of your discomfort: The perception of work–family conflict among child welfare workers. *European Journal of Social Work*, doi: 10.1080/13691457.2021.1901659

Study 3

Olaniyan, O. S., Hetland, H., & Murray, M. K. Narratives of individual capacities: Positive Organizational Scholarship among child welfare workers in Norway. *Manuscript submitted for publication.*

Contents

1. Introduction

The child welfare services (CWS) in Norway and across Europe have recently been facing a fusillade of criticisms concerning their decisions (or even indecisions in some situations) on children and family in care (Bergmark & Lundström, 2011; Iversen & Heggen, 2015; Juhassz, 2020). While questions can be raised regarding some of these denunciations of the CWS, most of these criticisms often leave out the working conditions of the frontline child welfare workers (CWW). Not only are CWW neglected in discussions about how to improve the CWS system, but the challenges they face every day, and the enormous amount of work pressures existing among this group is often beyond the realm of public knowledge. The fundamental purpose of the CWS is to provide acute and essential help to children and families. This support extends from psychological to physical and economic boundaries (Lauritzen et al., 2018). In Norway for instance, the CWS provided a range of support services to a total of 54,592 children in 2019 alone (Statistics Norway, 2021). These services were associated with parents' somatic sickness, psychological problems, drug abuse, lacking parental skills, crimes, high level of conflicts at home, and physical abuse of these children (Statistics Norway, 2021).

Although past research has raised the question concerning the importance of improving service quality within social work (Blom & Moren, 2012), it can be argued that such discussions will be incomplete without a clear understanding of the working conditions of the stakeholders, namely the CWW. This is because CWW are the ones who are responsible for conducting investigations in homes where parents might be abusive, involved with crime and illicit drugs, or simply unable to manage their roles as parents. Understanding their experiences of the working conditions, as well as ways to improve how they deliver such services will make positive contributions towards improving the quality of services within CWS.

Within organizational psychology, the workplace is construed as a social arena where workers and their colleagues jointly learn and develop through their assigned work tasks (De Cremer et al., 2011). Although having a job provides an opportunity to achieve our goals, improve our learning, and accelerate our development, a job also sometimes comes with unwarranted demands (Karasek, 1979). Job demands are not inherently negative, but their perpetual nature often catapults them into stressors, especially when workers are not able to

properly recover (Schaufeli et al., 2009). Experiencing high and perpetual job demands appears to be very common among CWW (Madden et al., 2014). The existence of exhaustive work pressure appears to be the highest among CWW compared to other sectors within human service industry (McFadden et al., 2015). This is especially so because CWW tasks often deal with serious children/family cases that are not only very emotional, but also keep these workers on their toes all year round.

The implication of a high-demanding job is that workers might seek positions outside of their workplace. When this occurs, those who are left behind must assume an additional burden and a never-ending workload. Moreover, the utmost importance attached to most of the child welfare cases makes working in this field even more complex, since any mistakes on the part of the CWW could result in a devastating effect to the children and family in care. In this regard, past research has compared the status quo among CWW with the field of safety critical organizations (SCO's) such as working on oil fields and platforms, where small mistakes carry with them huge devastating effects on the workers, and even the society at large (Olaniyan et al., 2020).

This realization is a plausible explanation for why many studies in the child welfare field often focus on negative workplace variables among CWW. This will be discussed in the literature review section of this thesis. As pointed out above, a workplace often carries with it some job demands, but this is usually not the entire story. It is also common to find job resources i.e., those individual, group, or managerial/organizational resources that help workers fulfil their job roles better (Schaufeli et al., 2009). It is this duality of experiences that is the focus of the current study. Most occupational health and well-being models have an exclusive focus on job stress and strain and ignore positive aspects of work (Bakker & Derks, 2010; Schaufeli et al., 2009). This one-sided focus on negative workplace experiences is also found in the literature on child welfare.

Past research within the child welfare literature as well as organizational psychology has shown that the field can benefit from maintaining a balance between the focus on both the positive aspects of work and the negative aspects (Milch et al., 2013). In line with the above, the premise of the present thesis is that approaching the work environment among CWW with this duality (i.e., focusing on work-related psychosocial risks and their impact on CWW, as well as investigating the impact of individual capacities and colleague supports on

this work group) will provide valuable information that will positively contribute towards improving working conditions as well as service quality in CWS. Using this as a framework, the overall focus of the present thesis is to explore primary research studies on the impact of workplace support among CWW. The thesis also seeks to explore the perspectives of CWW on how working within the CWS influences their private lives and family. Furthermore, the study also explores CWW' perspectives on the importance of individual capacities to coping with the enormous workload and heavy work pressure they face.

2. Research questions

The main research question of the present study is: How does the exposure to work-related psychosocial risks and workplace resources affect CWW at work and outside the boundaries of work? Using a double-edged sword approach (that is, exploring both the work-related psychosocial risks as well as the workplace resources), the study will attempt to explore the literature, as well as the perceptions of CWW concerning issues of workplace resources and work-related psychosocial risks. The main research question has been further subdivided into three:

1. How does support help CWW cope with the exposures to work-related psychosocial risks? (Study 1).
2. How do CWW experience balancing work and family life, and what are the spill-over effects of work for the family and vice versa? (Study 2).
3. How do CWW deal with workplace risks and what are the individual capacities/strategies they employ that get them through the day? (Study 3).

The following sections describe the conceptual framework, and presents the theoretical lenses employed to shed more light on the focus of the study. It presents a review of the literature. It concludes the conceptual framework section with a presentation of three main objectives that are addressed in the three studies that make up this thesis. This will then be followed by a presentation of the methods as well as the main findings of the three articles. To conclude, it discusses the practical and theoretical implications of the findings.

3. Conceptual and theoretical framework

3.1 The job demands-resources model

The job demands-resources (JD-R) model (Bakker et al., 2003) postulates that constant pressure from a heavy and large workload along with time-related pressures could have a negative impact on workers reaction to stress, such as anxiety, burnout, and work-related depression, especially if workers have little or no control. It has been argued (Bakker et al., 2003) that the JD-R model shares some conceptual similarities to Karasek's (1979) job demands-control model (JD-C). The JD-C was further extended by other authors and this further extension was called the demand-control-support (DCS) model. Simply put, while the JD-C postulates that high workload and low control leads to the experience of stress among workers, the DCS denotes that lack of social support plays a huge role in this equation (Bakker et al., 2003). According to Bakker et al. (2003), the hypothesized relationships between the three DCS components are usually found to be insignificant despite the consistent support for the importance of the DCS model in determining work-related health.

The central idea of the JD-R is that whereas different types of jobs might exhibit different types of work-related risks that can be associated with stress, these risk factors can often be categorized in two subcategories, namely, job demands and job resources (Bakker & Demerouti, 2007). The proponents of the JD-R model maintain that two different sets of workplace conditions could generate both job strain and benefit in any given organization (Schaufeli et al., 2009). As mentioned above, job demands are those compulsory tasks workers must engage with, ranging from physical to organizational or social tasks that involve persistent physical and psychological (that is, emotional and cognitive) effort (Demerouti et al., 2001). These physical and psychological efforts tend to be connected to certain psychological and physical costs (Bakker & Demerouti, 2017; Demerouti et al., 2001). Among CWW, compulsory tasks tend to take different forms depending on the section in which they are placed.

While some frontline CWW deal with conducting investigations (of maltreatment, negligence, child abusive, violence to children and children witnessing violence carried out by their parents etc.), others are responsible for conducting interventions within families who

need these interventions. There are also some CWW whose duties are to provide necessary support to children in foster care. As some of the participants mentioned in the present study, they sometimes need to travel long distances to visits foster families, hold meetings with foster children and their school, as well as occasional emergency visits whenever necessary. In some child welfare offices, all these duties are separated, while in others these duties tend to be handled by the same CWW. Given the emotional weight of some of the cases that the CWW often must deal with, it is reasonable that such cases frequently require both physical and psychological effort on the part of these workers. The persistent nature of most of these cases is even more detrimental to their general health (Madden et al., 2014). Additionally, CWW must also handle several quantitative demands (tasks like writing reports, accepting calls from families and other public services entities, arranging meetings and visitations with families etc.) that together with the emotional demands, could increase these workers' stress levels.

As pointed out earlier, the second set of workplace conditions concerns the availability of resources to individual workers. Schaufeli et al. (2009) describe resources as those aspects of the job that serve three main purposes: (1) help to reduce the experiences of workplace demands, (2) stimulate functionality and work goals achievement, (3) and induce personal learning, growth, and development. The main idea of the JD-R is that while the experience of job demands often lead to stress and strain, job resources promote motivational processes, allowing workers to learn as they develop, and cope well with organizational change (Bakker & Demerouti, 2007; Demerouti et al., 2001; Schaufeli & Bakker, 2004; Schaufeli et al., 2009; Van den Heuvel et al., 2020).

Using the compensatory regulatory-control model, Schaufeli et al. (2009) describe the strain process as a situation where workers under stress face a trade-off between reaching their workplace goals and the effort, they must invest to accomplish these goals. The increase in job demands usually creates regulatory problems pushing the workers to muster extra efforts to handle these perpetual demands whilst also keeping the expected performance in check. The extra effort that is required to combat the incessant demands often come with additional physiological and psychological costs (such as fatigue and irritability) to the workers (Schaufeli et al., 2009). The idea is that workers are bound to experience negative health variables like burnout, ill health, and absenteeism if they have to constantly muster additional effort to deal with excessive workload (Schaufeli et al., 2009).

Furthermore, the motivational process as described by the proponents of the JD-R is driven by the presence of job resources that contribute positively toward fostering workers' learning, growth, and development (Schaufeli et al., 2009, p. 895). It is also assumed that the motivational processes play a vital role in workers' achievement of their work goals (Schaufeli et al., 2009). Another assumption is that the resources aspect of the JD-R model increases the fulfilment of the basic human needs like relatedness and competence as proposed in self-determination theory (Deci & Ryan, 2000), as well as the need for autonomy (Schaufeli et al., 2009). As an example, when CWW experience positive feedback, they are likely to increase their learning, which in turn leads to enhanced competence at work. Moreover, workers are likely to experience autonomy and have their need to belong satisfied by the increased decision latitude and social support at work, respectively (Schaufeli et al., 2009). Karasek (1979) describes 'decision latitude' as a worker's potential control over her work task, as well as her conduct on any given workday.

Another theory that sheds more light on the motivational role of job resources is the effort-recovery approach (Meijman & Mulder, 1998). According to the proponents of this theory, workers are more likely to offer extra dedication to their tasks at work if the work environment offers ample resources that stimulates the workers' willingness to offer such extra dedication (Schaufeli et al., 2009). When workers are exposed to an abundant array of work resources, they are more likely to have their needs (for autonomy, belonginess, relatedness) met, and this in turn will likely increase the degree to which such workers' show dedication and achieve work tasks and goals.

As stressed by Bakker and Demerouti (2007), two earlier theories provide support for the job resources aspect of the JD-R. These are the job characteristics theory (Hackman & Oldham, 1980) and the conservation of resources (COR) theory (Hobfoll, 2001). In their meta-analytic study of the job characteristics theory, Fried and Ferris (1987) maintain that the job characteristics theory emphasizes workers' experiences of three critical psychological states (experienced meaningfulness of the work, experienced responsibility for outcome of the work, and knowledge of the actual results of the work activities). The central tenet of the job characteristics theory is the assumption that five key job characteristics (task identity, skill, autonomy, task significance, and feedback from work) have a strong impact on three core psychological states (experienced meaningfulness of the work, experienced responsibility for the outcome of the work, and knowledge of the actual results of the work activities). These

three psychological states in turn influence outcomes of work (work effectiveness, absenteeism, internal work motivation, growth satisfaction, and overall job satisfaction). Moreover, it is assumed that need strength, knowledge and skill growth, and context satisfaction all serve as moderators to the two relationships mentioned above (i.e., the job characteristics and critical psychological states relationship, and the critical psychological states-work outcomes relationship).

Bakker and Demerouti (2007) also assert that the job resources aspect conforms on a general level with the COR. Hobfoll (2001) describe COR as the process by which individuals strongly engage in obtaining, retaining, and protecting those things that they strongly value. In this regard, resources have independent value (value in its own right) as well as a dependent one (value based on its usefulness in securing or achievement of other valued resources). The JD-R model also assumes that the moderating effect of job resources mostly impacts workers' motivation when work pressures are high (Bakker & Demerouti, 2007). Again, this assumption is in line with the COR which claims that the possibility or actuality of loss could improve our understanding of workers' experiences of stress. According to Bakker and Demerouti (2007), COR revolves around these four conditions: (1) To avoid the loss of resource, individuals ought to bring in more resources. (2) Individuals who already have a great pool of resources are less vulnerable to resource loss. (3) In contrast, individuals with lesser pool of resources are more prone to a greater loss. (4) Individuals with strong resource pools will likely embark on risks to gain more resources. Specifically, a job resource is assumed to achieve its motivational capability especially when workers are faced with an excessive workload.

Furthermore, the JD-R model also assumes that there is an interaction effect between the job demands and job resources (Bakker & Demerouti, 2007). This interaction is believed to play a crucial role in how both job strain and motivation develop (Bakker & Demerouti, 2007). This assumption (which is found to be consistent with the DCS) holds that job resources buffer the influence of job demands on job strain (Bakker et al., 2003). By expanding the earlier proposition by the DCS (that autonomy over work tasks could buffer the effects of workload on job stress), the JD-R model postulates that various types of job resources may interact with different types of job demands to predict job strain (Bakker & Demerouti, 2007).

Several authors have given support to the buffer hypothesis of the JD-R model (Diener & Fujita, 1995; Kahn & Byosserie, 1992). Diener and Fujita (1995) claim that several resources could work separately or jointly to influence the achievement of a specific work goal or demand. Kahn and Byosserie (1992), on the other hand, argue that the work tasks characteristics and the individual resources of a worker could play a major role on the effect of a stressor. Bakker & Demerouti (2007) hold that the buffering variable has the capability to reduce the likelihood of many workplace properties to produce certain stressors, disrupt the negative outcome induced by these stressors, modify reactions that occur after the assessing process, or reduce the destructive effects of such reactions.

Relating this proposition to work among CWW, one interpretation is that workplace resources (like social support at work) could reduce the onset or degree at which a stressor (work overload or emotional demand) is perceived by CWWs, contribute to changes in how these stressors are perceived, influence any response to the appraisal course, and significantly reduce the health-damaging effects of these responses. Indeed, Bakker and Demerouti (2007) mentioned that workplace support is arguably the most notable workplace variable that past research has shown to moderate the effect of strain. Past research on resources will be presented below in the literature review section of this chapter. Besides social support, other workplace variables like sufficient information regarding the presence of strain, role clarity and performance feedback, and how well workers can control their work tasks, are also significant to the experiences and effects of work-related stressors.

Although the notion is that all work resources have a moderating power in the relationship between job demands and the experience of strain, it appears that the reason behind this moderating power differs from one resource to another (Bakker & Demerouti, 2007). An example might be that when a worker is faced with a very demanding workload, a good working relationship with her leader could help alleviate the effects of those work pressures, because the relationship with the leader could alter the worker's perspective of heavy workloads (Bakker & Demerouti, 2007). Moreover, when leaders offer genuine support to subordinates and show that they appreciate them, these displays of behavior may assist workers in coping with excessive task demands, stimulate performance, or safeguard against the development of ill health (Bakker & Demerouti, 2007). On the other hand, having the desired control over your work tasks might serve a different purpose. This is because job

autonomy has been found to provide workers with more opportunities to handle stressful situations (Karasek, 1998).

3.2 Positive psychology in organizations

Over the years, positive psychology has gained momentum among researchers, policy makers, and the public in general (Lopez & Snyder, 2003; Peterson & Seligman, 2004; Seligman & Csikszentmihalyi, 2000; Snyder & Lopez, 2002). The increasing popularity of positive psychology has debatably intensified the passion for this approach in many disciplines and professions like health care, education, neuroscience, public health, social and human services, and leadership, among others (Donaldson & Ko, 2010). This impetus has also reverberated through the sphere of organizational psychology (Luthans & Youssef, 2007). To this end, the field of organizational psychology has been facing an emergence of numerous recognizable fields and approaches to positive psychology in the workplace (Luthans & Youssef, 2007). Some of these approaches are positive organizational scholarship (POS; Bernstein, 2003; Cameron, Dutton, & Quinn, 2003; Cameron et al., 2011), positive organizational behavior (POB; Bakker & Schaufeli, 2008; Donaldson & Ko, 2010; Luthans, 2002; Nelson & Cooper, 2007), and psychological capital (PSYCAP; Luthans et al., 2006; Yammarino et al., 2008; Youssef & Luthans, 2007).

Although some authors (e.g., Fineman, 2006) have been skeptical towards some of these concepts, most researchers do agree that the world we live in, especially in the workplaces where we spend most of our time, stand to gain a lot if we practice a more balanced outlook whereby both the negative and the positive aspects of a phenomenon are evaluated (Luthans & Youssef, 2007). POB is defined as the scientific study and practical application of adaptive human resource capacities and psychological resources that can be assessed, improved, and effectively managed for improved functioning in the contemporary work setting (Luthans, 2002). POS on the other hand has been described as a new-found movement in organizational disciplines that concentrates on the dynamics that births both extraordinary individual and organizational feats such as advancing individual strengths, generating toughness and transformation, and promoting vigor (Cameron & Caza, 2004). Although it is common that some authors use POS and POB interchangeably due to their seeming similarity (Donaldson & Ko, 2010; Hackman, 2009), I have been more inspired by

POS owing to its focus on both the individual and the organizational levels of psychological positivity in organizations. Thus, POS will be presented next.

3.2.1 Positive organizational scholarship (POS)

Since its introduction to the organizational sciences around the beginning of the twenty-first century, positive organizational scholarship has been gaining steadily in popularity among scholars (Cameron & Spreitzer, 2012). POS has several definitions and descriptions, including the study that focuses on exceptional positive consequences, practices, and characteristics of workers and their workplaces (Cameron, Dutton, & Quinn, 2003). Another definition also proposed by Cameron et al., (2003) describes POS as the concentration on the changing aspects of work that exemplifies richness, toughness, thriving, blossoming, brilliance, or integrity.

A quick look at the first two definitions of POS reveals that they describe a concept that is not actually new to the field of organizational psychology, at least not to general psychology. The positive outcomes and processes in the first definition could easily be replaced by thriving, flourishing, resilience, and virtuousness in the second definition. Other than these two definitions, there are scholars who portray POS as a focus on the identification of individual and shared assets (characteristics and procedures) and the determination of how these assets could strengthen human thriving (kindness, generativity, development, and toughness (Roberts, 2006). Others also delineate POS as the conditions and procedures that emanate from and lead to changing aspects of life, ideal performance, and greater abilities and assets (Dutton & Glynn, 2007). In terms of research outlook, the above denotes the importance of not only focusing on the negative aspects of work, but also on those attributes and capacities that bring about optimal functioning, promote strengths, and ensure positive health among workers. In a nutshell, the definition of POS as presented by the authors above all feature dynamics perspectives, processes, and outcomes containing positive notes.

As the concepts imply, POS consists of three words that have opened a new way of thinking in the field of organizational psychology. According to Cameron and Spreitzer (2012), the “P”, which stands for positive, has been specifically under attack and criticized by scholars. While some scholars have criticized the term “positive” of being too restrictive and biased in value (Finerman, 2006), others have accused the term “positive” of being dangerous and naive, and of doing more harm than good (Ehrenreich, 2009). According to Cameron and

Spreitzer (2012), some scholars argue that that term “positive” in POS implies that organizational discipline is negative, that an ethnocentric bias is being characterized, or that a limited ethical plan is being sought after. The “O” which stands for “organization” describes the focus on states and processes (that are positive) occurring within any given organizational context. It aims to investigate the positive phenomena in and among organizations (Cameron & Spreitzer, 2012). The “S” which stands for “scholarship” in POS centers on the pursuit of theory-based practicalities for positive phenomena using rigorous and systematic approaches. To guard against misconceptions and confusions as to what constitutes positive organizational scholarship, it is important and essential that the concepts and sub-concepts that make up positive organizational scholarship are well described and explained, using clear definitions of terms that are consistent with scientific procedures and solidly based on empirical evidence (Cameron & Spreitzer, 2012). Despite the numerous criticisms against the term over the years, other scholars have credited the term with opening the field with concepts that enrich organizational performance and organizational studies (Dutton & Glynn, 2007).

In contrast to positive psychology that was founded to provide a balance to the excessive attention on worsening states and illness within the field and the effort by its pioneers to adjust this imbalance (Roberts, 2006), POS was founded to give voice to several important organizational issues and variables that had hitherto been neglected in the field (Dutton & Glynn, 2007). The proponents of POS noticed the gap in the field when essential terms such as “flourishing” or “virtuousness in organizations”, and “positive deviance” were missing in scientific circles. Positive organizational scholarship also emerged, owing to the keen focus on outcome variables like competitive advantage among organizations, profitability, economic efficiency, and problem solving (Davis & Marquis, 2005). However, the authors pointed out that while outcome variables like job satisfaction, teamwork, and justice are recurrent in scientific publications, other outcome variables like social integration, social actualization, and social coherence remained outside of the focus of the mainstream organizational science (Cameron & Spreitzer, 2012). When some of these topics do appear within scientific research, they are usually linked with philosophy, spiritual or ethical arrogance, and scientific insignificance (Bernstein, 2003).

Furthermore, pioneers of POS maintain that a handful of POS research has been around, but because proper clarification and definitions of what POS entails did not exist at the time,

scholars fail to see how this research connects (Bernstein, 2003). Examples of some of this research include the impact of decision arrangements on high-quality decisions in organizations, the generation of positive meaning at work, workers' and organizational creativity, how hope is socially constructed, and its positive role within the change process in organizations (Bernstein, 2003). POS argues that the field of organizational science needs to incorporate other essential parts of human existence, namely, those phenomena that we all deeply and passionately care about (Cameron & Spreitzer, 2012).

In sum, POS emerged when three authors (Kim Cameron, Jane Dutton, and Robert Quinn), all studying forgiveness in organizations, individual and organizational compassion, and positive personal change respectively, decided to subject otherwise unpopular topics among the mainstream organizational studies to scrutiny during a conference. These authors aimed through collaboration to enhance knowledge about positive phenomena within organizations (Cameron & Spreitzer, 2012). The authors argue for the importance of research on POS. In addition to the new-found popularity in the mainstream psychological studies, proponents of POS hold that the focus on positive conditions within organizations has propensities to generate effects that are heliotropic in nature (Bernstein, 2003). Heliotropism can be described as the possibility for humans to pull away from energy-draining sources and push toward an energy-giving one (Cameron & Spreitzer, 2012). The notion revolves around the idea that humans are often biased towards the positive in our reflections, decisions, sentiments, language, communications, and biological functioning (Davis & Marquis, 2005).

3.3 Role strain theory

Role strain theory (Goode, 1960) provides a logical framework for understanding some of the conflicts in roles as experienced by CWW, especially the participants in the present study. Goode (1960) maintains that the notion that our institutions are made up of roles allows for a clarity in understanding how social behaviors are linked with social structures. He also believes that there is more to what people do and the decisions they make, and that a critical observation of the components of any individual's decision will make us realize that individuals do not take on roles merely for the sake of it. Goode's (1960) evaluation of role strain suggests that role strain is made up of two subcategories, i.e., role demands and role conflicts. Several other authors have attempted to determine what makes up role ambiguity and role conflicts (Kahn et al., 1964; Kelloway & Barling, 1990; McGee, Ferguson, & Seers,

1989; Rizzo, House, & Lirtzman, 1970; Smith, Tisak, & Schmieder, 1993; Tracy & Johnson, 1981).

A better understanding of the key operational terms involved in role strain will provide a better picture of its relevance to the present thesis. In their work on role strain among collegiate athletic instructors, Henning, Thomas, and Weidner (2008) outline some of these key operational terms. While a role occupant can be seen as someone who is vested/responsible for a role, a role set is made up of all the relationships that are associated with any given role (Henning et al., 2008). To a CWW, examples of a role set could be the relationships with colleagues at work, leadership and management, clients and their families, and other public service sectors. The authors also describe role obligations as the duties and obligations that are attached to any given role, and these obligations are often defined by the members of that role set (Henning et al., 2008). Role obligations to a CWW could be to protect children and provide a safe and conducive environment in which to grow, to support families (sometimes economically) with all the help they need, or to follow up foster children and their families. Role strain occurs when a given worker (say a worker from the CWS) finds it difficult to fulfill the various expectations attached to the multiple roles (Henning et al., 2008).

Role stress is another concept that is related to role strain and can be described as the situation where role obligations become ambiguous, frustrating, tough, inconsistent, or impractical to meet (Hardy & Conway, 1988). Regarding the impracticality of meeting role obligations, Goode (1960) outlines several sources or types of role strain. First, the fact that most role obligations are required at a particular time and place. This speaks to the condition of work among CWW where often they are not in charge of their work schedules. Second, sometimes contradictory obligations might arise from different role relationships. Where CWW (especially in smaller towns) find themselves having to take decisions affecting families that they know, or perhaps they have children in the same school, attend the same church, or grew up in the same neighborhood.

Third, since different role relationships often demand numerous responses and activities, a role occupant might find it more difficult to make sure that satisfying one role does not create difficulties in fulfilling other obligations. This might occur when CWW are expected to finish cases within a given time frame (management), and the immediate manager might

expect them to take up additional cases. Taking on additional cases might impinge on meeting the deadlines of the initial cases. Fourth, when a worker has many roles and role relationships, they are bound to experience conflicts among these role expectations because, humans only have a limited number of resources during a specific period. All this means is that it is very difficult to meet the demands and satisfy everybody in one's own total role network (Goode, 1960). Additionally, it has been suggested that role conflict, role overload, role incompetence, and role incongruity may all contribute to the experiences of role strain (Mobily, 1996). The understanding of role strain as used in the present study is based on Goode's (1960) definition of the term in terms of hindrances to meeting assigned responsibility requirements.

3.4 Workability and person-environment fit

Two concepts that are also important to the scope of the present thesis are the person-environment fit model and workability. Since these concepts have not been deeply discussed in the three articles that make up this thesis, I will briefly describe both concepts below. *Workability* is mostly concerned with keeping workers fit enough to continue to perform their work roles until retirement. According to Ilmarinen (1997), the description of the conceptual framework of workability is found in the questions used to sample some 6,500 employees from different occupational sectors and fields. This sample also form the basis for the development of the workability index (WAI). Workability evaluates workers' ability to work right now and in the near future, as well as their potential to continue working despite demands from work, health challenges, and psychological resources.

Although managing aging among workers was one of the main reasons for the existence of workability as a concept, its usage and importance has since been extended to other spheres of work-environment research (Adel et al., 2018; Brandt et al., 2021; Ehmann et al., 2021; Tuomi et al., 1991; van den Berg et al., 2008;). According to Ilmarinen and Tuomi (2004), the WAI index is composed of seven components, namely: (1) compares workers' lifetime best with the present work capacity, (2) how work capacity relates to job demands, (3) overview of present diseases as reported by a physician, (4) estimates of any work impairment because of diseases, (5) are there any reported sick leaves during the past twelve months, (6) worker's prediction of their own work capacity the next two years, and (7) mental toughness. Looking at the components of workability, one gets the idea that

workability concerns the worker and the environment (Fischer & Martinez, 2012; Rothmore & Gray, 2019). A positive workability has been associated with work retention, high work quality, and increased productivity (Ilmarinen, 2009). Owing to the enormous workload that CWW frequently must handle at work, adding to the complexities surrounding the nature of their work (Madden et al., 2014; McFadden et al., 2015), it is of vital importance to discuss their workability vis-à-vis the workload, their individual resources, as well as the environment at work.

In such discussions such as those mentioned above, the work environment is also immensely important because research has found an association between workers' feeling of well-being and the work environment (Holland, 1996; Schneider, 2001). The question regarding whether workers find their work environment suitable, and a match between the workers' values, expectations, skills, interests, and other notable characteristics and those of the workplace have been the focus of research on person-environment fit (Kristof-Brown et al., 2005; Oh et al., 2014). The idea of fit is nested in the earlier works of Pervin (1968) and the interactionist theory of behavior. More concretely, the proponents of person-environment fit (PE fit) define the term PE fit as the compatibility that occurs between persons and organizations when one entity supplies the need of the other; both share the same basic tenets, or both fulfill each other's needs. (Kristof, 1996).

Over the years, scholars have attempted to outline the components of PE fit. This has led to several proposals as to the make-up of PE fit and how it can be assessed or measured in terms of jobs, groups, and organizations (Chuang et al., 2016; Jansen & Kristof-Brown, 2006; Millman et al., 2016). According to Kristof-Brown and Guay (2011), there are four ways to identify the different types of fit in the literature. These are the person-group fit, the person-supervisor fit, the person-organization fit, and the person-job fit. The term "fit" is used loosely in the present thesis akin to the original definition (Kristof, 1996) previously presented. Since CWW are reputedly exposed to a complex work environment, ensuring a solid compatibility between the parties (i.e., the workers and their workplaces) will most likely generate a more conducive and productive work environment.

4. Literature review

Presenting an overview of the relevant literature to the study will shed light on essential issues in the field and at the same time bring us up to speed on the key findings from previous studies. Using work-related psychosocial risks as a point of departure, the review will also cover workplace resources and other relevant themes that have received less attention in the recent past.

At the beginning of this project, a literature review was conducted to get an overview of the field. Some of the findings from this review were used in Study 1. Making use of the same keywords (see Table 1) and authors, a new search was conducted solely for the present thesis. Two widely accepted work environment scales, the Copenhagen Psychosocial Scale and the QPS-Nordic provided the base for the selected keywords. Additionally, Guidance on the European Framework for Psychosocial Risk Management was also consulted while building the search strategy. Searches were conducted in four databases (PsycINFO, Web of Science, ProQuest, and Medline), adapting the keywords to suit the requirements of each database. These databases were selected because they offer a more comprehensive overview of publications and peer-reviewed research on work health and well-being, within which the present study falls. Primary studies were included if they were written in English and explored issues surrounding work-related psychosocial risks and workplace resources among CWW.

Furthermore, a complimentary search of work-related psychosocial risks and workplace resources among CWW in Norway was conducted. Two databases (Idunn and ProQuest) as well as Norwegian journals (e.g., Norges barnevern - Norwegian Child Welfare) were also searched. Additionally, the websites of relevant research institutes in Norway (e.g., The National Institute of Occupational Health in Norway - STAMI) and other relevant work environment institutes (e.g., the Norwegian Labour Inspection Authority) were searched. The keywords (Table 1) were translated into Norwegian to enable the search. Relevant primary articles that were published in either Norwegian or English were added.

4.1 Work-related psychosocial risk

The action plan is to present a short summary of the status quo concerning past research on work-related psychosocial risks in the field. An overview of the most common work-related psychosocial risks in the field along with other essential issues that have gained less attention in the literature are presented. Findings on turnover, burnout, stress, demands, and trauma are presented. This section ends with a presentation of the less discussed, but nevertheless important issues of role conflict and ambiguity, work-life balance, anxiety, emotional exhaustion, and experiences of violence among CWW.

4.1.1 The Big Four: job demand, stress, burnout, and turnover

Most of the research conducted among CWW appears to focus on the experiences of job demands, turnover, burnout, and stress (Hermon & Chahla, 2019; Olaniyan et al., 2020). Authors maintain that the constant exposure to demanding caseloads and insufficient training and low pay often lead to experiences of stress (Hermon & Chahla, 2019). This does not come as a surprise given the complexities of the nature of the work that CWW perform, added to the emotional burden they often experience through the cases they deal with every day (McFadden et al., 2015).

4.1.2 Workload and work pressure

At the baseline and center of events at the workplace lies the constant job pressure that CWW often deal with at work. These heavy workloads as well as the emotional aspects associated with them are often the causes of other negative workplace experience (Bates, 2015; Benton & Iglesias, 2018; Berlanda et al., 2017; Juhasz & Skivenes, 2018; Preston, 2018). It appears as if it is difficult to discuss child welfare work without including the occurrences of heavy workloads and constant work pressure. Studies found workload/demand to be associated with outcome variables like emotional exhaustion, stress, job satisfaction, organizational commitment, turnover, turnover intentions, (Berlanda et al., 2017; Landsman, 2001; Lizano & Barak, 2015; Schelbe, et al., 2017). Few of the included studies reported associations between workload/demand and secondary traumatic stress (Bride et al., 2007; Juby & Scannapieco, 2007).

4.1.3 Burnout

Burnout as a theme of study is not new within organizational psychology. A deeper look into the field of child welfare shows that burnout has received more attention and has generated increased attention as more and more studies are conducted to either evaluate burnout among CWW or investigate its common occurrence, antecedents, and consequences (Baldschun et al., 2019; Bowman, 2020; He et al., 2018; Rittschof & Fortunato, 2016; Rochelle & Buonanno, 2018). The World Health Organization (WHO, 2021) defines burnout as a set of symptoms hypothesized as emanating from prolonged work stress that has not been effectively managed. Furthermore, it is believed to be characterized by separate dimensions: (1) feelings of energy depletion and exhaustion, (2) increased mental distance from one's job, or feelings of negativism or cynicism related to one's job, and (3) reduced professional efficacy (WHO, 2021). An example of a study conducted to explore issues pertaining to burnout is one by Leake et al. (2017). The authors employed the Copenhagen Burnout Inventory to examine the antecedents and consequences of burnout using a sample of 2,302 frontline CWW. Findings showed high reports of both work-related and client-related burnout, with work-related burnout being significantly higher than client-related burnout. Both work-related burnout and client-related burnout were significantly correlated with job stress, job satisfaction, and intention to stay in the job. Studies have shown that several factors could contribute to the onset of burnout. Some of these factors are work-family conflict, trauma, role conflict, absence of supporting leadership, and job stress (Boyas & Wind, 2010; Kim, 2011; Nissly et al., 2005). Moreover, burnout has been implicated in the experiences of several adverse consequences among CWW, such as depression, anxiety, and emotional exhaustion (Auerbach et al., 2010; DePanfilis, 2008; Landsman, 2001, 2008; Lee et al., 2011).

4.1.4 Job stress

Similar to burnout, job stress has also received a lot of attention among researchers in the field of CWS (Antonopoulou et al., 2017; Boyas et al., 2015; Dagan et al., 2016; Johnco et al., 2014; Norvell et al., 1993). The heavy focus on job stress among CWW reflects the situation of causal events and the constant work pressure that these workers face daily (Cahalane & Sites, 2008). In their response to the development in the field, Antonopoulou et al. (2017) argue that the present atmosphere of reducing resources and complexities with

organizational composition, job pressures and processes, social workers are usually stressed, dissatisfied with their work, and critical of the way the work is being organized.

It appears that the nature and content of the tasks that CWW must deal with (e.g., “providing backup for another worker”, “needing to work overtime”, “seeing severely abused children”, “visiting violent clients”, “recommending termination of parental rights”, and “threatened with harm by a client”) could all potentially exacerbate feelings and experiences of stress (Hermon and Chahla, 2019). In their longitudinal study of stress and satisfaction among CWW, Hermon and Chahla (2019) explored changes in CWW experiences of stress and job satisfaction over a five-year period. Using paired t-tests and a multiple linear regression, authors found an increase in job stress between the third year and the fifth year (while child-related stress declined). The increase in job stress between the third and the fifth year predicted lower job satisfaction in the fifth year.

4.1.5 Turnover

The single research area that has received the greatest degree of attention in the literature is turnover (or turnover intentions). One plausible explanation for the growing focus on turnover is the high rate of turnover among CWW compared to other fields of human services (Olaniyan et al., 2020). According to Antonopoulou et al. (2017), a high level of employee turnover or malingering often leads to shortages of staff, higher workload and the dependence on inexperienced staff, causing interruptions of service and weak outcomes for defenseless children and their families. Studies often investigate the antecedents of turnover (Benton et al., 2017; Benton & Iglesias, 2018; Boyas et al., 2015; Brimhall et al., 2017; Fernandes, 2016), or factors that could reduce the onset of turnover among CWW (Li & Huang, 2017; McCrae et al., 2015; Middleton & Potter, 2015; Shier et al., 2018; Tham, 2018).

Findings on turnover are similar among the included studies. Some authors found Leader-member exchange, role stress, effort-reward imbalance, job demand, communication structure, organizational culture, inadequate resources, and organizational commitment to be associated with turnover among child welfare employees (Ellet et al., 2007; Faller et al., 2010; Griffiths & Royse, 2017). Other studies of turnover reported that organizational commitment, perceptions of organizational justice, organizational support, workload, job satisfaction, stress, and exclusion from the organizational decision-making process predicted

employees' turnover decisions (Fernandes, 2016; Mor Barak et al., 2006). When it comes to the antecedents of turnover intentions, findings from studies showed that several of the psychosocial risk themes either correlated or predicted employees' turnover intentions. Few of the most common predictors/correlates of turnover intentions are lack of support at work, job satisfaction, organizational commitment, advancement opportunities, and the experiences of stress (Aguiniga et al., 2013; Mor Barak et al., 2006; Bride et al, 2007; Deglau et al., 2018).

4.1.6 Other work-related psychosocial risks

Other than the Big four, some other studies have focused on work-related psychosocial themes like trauma, role conflict, role ambiguity, and work-life balance/conflict. Studies that explore trauma often focus on trauma and secondary traumatic stress and other trauma related symptoms (Jankoski, 2010; Salloum et al., 2018; Salloum et al., 2015; Schuler et al., 2016; Sprang et al. 2011). Apart from these, other studies investigate vicarious trauma, work-related trauma, and childhood trauma. Concerning vicarious trauma, for instance, some of the included studies found that organizational climate and culture, lack of resources, compassion satisfaction, and employees' turnover intentions were all associated with reports of vicarious trauma among child welfare employees (Dombo, & Blome, 2016; Festinger & Baker, 2010; Horwitz, 2006; Van Hook & Rothenberg, 2009).

On role conflict and role ambiguity, findings from few of the studies showed associations between role conflict and emotional exhaustion, personal accomplishment, rapport with supervisor, organizational commitment, retention, (Bhana & Haffejee, 1996; Chung & Chun, 2015; Kim & Hopkins, 2017; O'Donnel & Kirkner, 2009). Additionally, studies found role ambiguity to be associated with emotional exhaustion, personal accomplishment, rapport with supervisor; organizational commitment (Chung & Chun, 2015; Landsman, 2008). Lastly, some studies have investigated the balance between the work and the home domain among CWW (Baugerud et al., 2018; Levy et al., 2012; Littlechild et al., 2016; Lizano et al., 2014; Tham, 2018). While most of the included studies referred to this variable as "work-life balance", others framed it as work-family conflict. Findings showed that work-life balance/work-family conflict was negatively associated with emotional exhaustion, heavy workloads, organizational support, employees' turnover intentions, (Levy et al., 2012; Lizano & Barak, 2012; Nissly et al., 2005; Tham, 2018; Wu et al., 2013).

4.2 Workplace resources

As mentioned in the introductory section, most publications in the literature often explore negative workplace experiences among CWW. When it comes to focusing on resources, there is a paucity of research investigating the importance of workplace resources, the role of workplace resources in helping CWW to cope better with the exposures to work-related psychosocial risks, and the advantages of fostering individual capacities among CWW. Nevertheless, among all the variables and themes on workplace resources in the child welfare literature, it appears that the research on support has received most attention. Despite these developments, when studies investigate support as a topic, they often choose an indirect focus on support as a research theme. Specifically, it appears that studies are only interested in support as a derivative of the many work-related psychosocial risks (Csiernik et al., 2010; Griffiths & Royse, 2017; Juby & Scannapieco, 2007; Kim et al., 2018). Most of these studies usually do not focus on the advantages or importance of workplace resources but focus primarily on negative workplace variable, for example burnout.

To expatiate my argument, I will use the research on turnover and burnout in the literature as examples. When studies explore burnout, for example, they not only examine burnout as an afterthought/byproduct, but they also often investigate both the antecedents as well as the consequences/impact of burnout (Leake et al., 2017). The same is true for research on turnover in the literature. Studies usually explore the correlates of turnover, antecedents of turnover, as well as the consequences of turnover (Kim & Barak, 2015; Lambert et al., 2012; McGowan, et al., 2009; Mor Barak et al., 2006).

Additionally, research on support in the literature has focused a lot on how the presence and experience of support in the workplace among CWW could weigh up for exposure to negative workplace experiences (e.g., Bride et al., 2007; Jayaratne et al., 1986). It has also focused on the consequences of CWW perceiving less support than needed (for example Hunt et al., 2016; Littlechild et al., 2016). Study 1 of the present thesis was specifically designed to investigate the essence of support among CWW. Overall, support has been found to contribute towards reducing the experience of stress, alleviating turnover and turnover intentions, and improvement in well-being and job satisfaction among CWW (Aguiniga et al., 2013; Augsberger et al., 2012; Barbee et al., 2009; Festinger & Baker, 2010; Fryer et al., 1988).

4.2.1 Individual resources/capacities

The two workplace resources themes that are often explored in the literature are organizational commitment (Schudrich, et al., 2012; Smith, 2005; Strand et al., 2010; Westbrook et al., 2006; Williams et al., 2011), and resilience (Biggart et al., 2017; Frost et al., 2018; McFadden, 2018; Truter et al., 2016). Concerning organizational commitment, for instance, some studies reported variables like stress, non-inclusive/non-supportive organizational climate, and organizational inclusion as antecedents to organizational commitment (Hwang & Hopkins, 2015; Kim & Hopkins, 2015). Other studies found organizational commitment to be associated with or topredict some specific outcome variables like intentions to stay, retention, turnover intentions, and turnover (Cahalane & Sites, 2008; Faller et al., 2010; Hwang & Hopkins, 2012).

Regarding resilience, the presence of role models, fairness and rewards, manageable work tasks, a culture of trust, supervision and good training, adequate resources, and supportive management have all been found to stimulate resilience among CWW (Mokaleng et al., 2021). Moreover, research also found that CWW who demonstrate positive coping style, commitment, control, sensitivity to others´ feelings and needs, love for the job and making meaning in their given roles are more likely to report increased resilience (Mokaleng et al., 2021).

Other than the above, studies have also explored compassion satisfaction, well-being, and advancement opportunities among CWW (Conrad & Keller-Guenther, 2006; Kim & Hopkins, 2017; Lizano et al., 2014; Salloum et al., 2015; Salloum et al., 2018). Baugerud et al. (2018) found that employees' reports of compassion satisfaction were associated with organizational factors like control over work time, teamwork and participation in decision-making, Salloum et al. (2015) reported that compassion satisfaction was associated with stress and burnout among child welfare employees. Furthermore, studies found that a supportive work environment and organizational climate, sufficient supervision, stress, and other individual characteristics were associated with the well-being of employees (Baldschun et al. 2019; Baldschun et al., 2016; Mor Barak, et al., 2006). And lastly, findings on advancement opportunities showed that employees' advancement opportunities were associated with organizational commitment, turnover, and turnover intentions (Augsberger et al., 2012; Jayaratne & Chess, 1984; Kim & Hopkins, 2017; Williams et al., 2011).

4.3 The CWS in Norway

According to Gilbert et al. (2001), countries can be grouped into different categories depending on their different welfare state models. The Norwegian CWS is seen as representing "family service systems" (Berrick et al., 2020). This is owing to the number of services offered to support families in need (Berrick et al., 2020). Additionally, in terms of their orientation on family services, countries like Norway have been recognized for their dedication to children, as well as to fulfillment of children's rights and needs (Skivenes, 2011). Moreover, the Norwegian CWS adopts the principle of "the child's best interest" as a form of justification for any state involvement in family affairs (Berrick et al., 2017). In practice, this would mean that most of the services provided by the Norwegian CWS are in-home services, with out-of-home services being a small fraction of their total services (Berrick et al., 2020). Focusing on child's best interest presents many daily challenges to the average Norwegian CWW as this often involves assistance and help on the one hand, and coercion and control on the other (Baugerud, 2019). Because CWW must deal with several emotionally ladened cases, one might argue that these experiences are likely to have a negative impact on their health and welfare. Moreover, recent findings in Norway report that the need for family evaluations is increasing such an increasingly rapid rate that the recruitment of new CWW into the field is urgently needed (Riksrevisjonen, 2012). This is a field with a notably very high rate of turnover among CWW. For instance, Johansen (2014) reported that the turnover rate among the municipal CWW in Norway averaged 31.5% between 2010 and 2011. Although countries may appear different (or even grouped into different categories) based on their child protection models, the experiences of CWW seem to be the same in most countries including Norway (Baugerud, 2019).

4.4 Summary

The literature has highlighted the existence of high work-related psychosocial risks among CWW. Through focusing on negative workplace experiences such as burnout, job stress, and turnover, studies have shown that the prevalence of work-related psychosocial risks among CWW is one of the highest within the field of human services. Additionally, studies have shown that more attention should be directed towards measures to reduce these negative workplace experiences among CWW. Moreover, there are several other work-related

psychosocial risks among CWW that have received less focus in the literature. In addition, workplace resources have not received to the same attention as work-related psychosocial risks in the literature. When they do, they often take a secondary focus as most studies often concentrate primarily on negative workplace experiences. The literature has also shown that the field of CWS stands to gain a lot if new studies focus on the impact and importance of individual resources among CWW. Although the Norwegian CWS might be different from several other CWS from across the globe (regarding their welfare state models), studies have shown that the negative workplace experiences found among CWW are often the same regardless of the country.

5. Methods

This chapter aims to describe the project´s research process from planning to data collection, analysis, and report writing. The thesis is based on two separate studies: One scoping literature review (Study 1) and two empirical reports (Study 2 and Study 3). In this regard, the section will seek to answer questions about my approach to obtaining knowledge about CWW's experiences of their workplace. The chapter will start by presenting the search and selection process of the literature review (Study l), then extends to discussing my philosophical standpoint, which is rooted in social constructivism. This will be followed by a short description and discussion on the project's design as well as my approach to recruiting research participants. A description of the project's sample, analytical approach, quality assurance and ethical considerations is then presented.

5.1 Search and selection process of the scoping review

The scoping review was guided by the PRISMA extension for scoping reviews (PRISMA.ScR- Tricco et al., 2018). According to Tricco et al. (2018), scoping reviews are aimed at identifying main sources, concepts, theories, and knowledge gaps on a given topic through a systematic approach. Additionally, the review process was also guided by the recommendations proposed by Arksey and O'Malley (2005), a six-step approach to conducting a scoping review.

The first step recommends identifying the research question and focus of the study. The search started from a broad perspective, enabling a good overview of the field. Effort was then made to narrow it down to the types of workplace support that exist in the literature among child welfare workers, and the roles they play in workers' outcomes. After narrowing down the research question, the next step was to identify relevant studies that would provide answers to the research questions. With constant support from the supervisory team, search terms from keywords relating to the research question and the study population, child welfare, was developed (see table 1). The search terms were nested in two reputable work environment scales, the Copenhagen psychosocial scale and QPS-Nordic, as well as the PRIMA-EF (Guidance on the European framework for psychosocial risk management). After the construction of the search terms, bibliographic searches were conducted in the databases PsycINFO, ProQuest, Medline, and the Web of Science between April 15 and

September 21, 2018. Furthermore, a supplementary search was conducted in September 2019.

Table 1. Filter for the occurrence of psychosocial risk among child welfare workers

Terms relating to risks	Social workers
"Quantitative risks" OR "Cognitive demands" "Emotional demands" "Job demands" OR "Job-strain" OR "Demands for hiding emotions" OR "Sensory demands" OR "Influence at work" OR "Possibility for development" OR "Degree of freedom" OR "Meaning of work" OR "Job commitment" "Predictability" OR "Role clarity" OR "Role conflicts" OR "Conflicts" OR "Leadership quality" OR "supervisor support" OR "Social support" OR "Feedback at work" OR "Social relations" OR "Sense of community" OR "Job insecurity" OR "Job satisfaction" OR "General health" OR "Vitality" OR "Behavioural stress" OR "Vicarious trauma" OR "Somatic stress" OR "Cognitive stress" OR "secondary traumatic stress" OR burnout OR "Sense of coherence" OR "Problem focused coping" OR "Selective coping" OR "Resignation coping" OR "Effort-reward imbalance" OR "Over commitment" OR "Engagement" OR "Turnover" OR "Turnover intentions" OR "intentions to leave" OR "Harassment" OR Bullying OR "Work-life balance"	"Child welfare workers" OR "Child welfare employees" OR "Child welfare professionals" OR "Child welfare social workers" OR "Child welfare employees" OR "child protective service workers" OR "child protective social workers" OR "child protection social workers" OR "Employees within the child welfare" OR "Child protection workers" OR "Child protection professionals"

The third step in the guidelines of Aksey and O'Marley (2005) is the search and selection of relevant studies following. Articles were assessed for eligibility based on the following inclusion criteria: Articles must be written in English language and published in peer-review journals; 2) studies had to be conducted among child welfare workers or included a sample of child welfare workers; 3) the focus of the studies had to include variables/themes related to workplace support; and 4) studies had to be empirical/primary studies, so theoretical studies and reviews were not included. A total number of 2,534 citations were identified

after removing duplicates. Some studies were removed (n = 2,386) because they did not meet the inclusion criteria. Furthermore, 127 studies that explored psychosocial variables but were unclear about whether child welfare workers were included in their samples were excluded. The rest of the excluded studies were studies investigating variables unimportant to the present study, dissertations, non peer-reviewed studies, or secondary studies. Fifty-five articles were included in the present review. The stage four and five of the guidelines by Arksey and O'Marley (2005) entail chatting the data (stage four) and collating and reporting the result. See figure 1 for a flow diagram of the literature search and selection process.

5.2 Research approach (Study 2 and Study 3)

The decision to adopt a qualitative methodological approach springs from the goals of the project being in concert with the qualitative methodological approach. With roots in constructivist theory and interpretation of human experiences and subjective worldviews, the qualitative methodology rests on the notion that our subjective experiences of a phenomenon are a potential source of knowledge about the said phenomenon with importance to the context where it is experienced (Cresswell, 2018; Green & Thorogood, 2014). When the goal is to understand how humans experience a phenomenon especially in a specific context, employing qualitative methodology offers the tools needed to achieve such goals (Patton, 2002). The qualitative methodology comprises a wide range of approaches that hold interpretation as very vital in knowledge generation (Silverman, 2013). Interpretation refers to the notion that humans are unable to describe/categorize their experiences outside of their personal opinions (Jenkins, 2000). For this reason, what we know about social phenomena, and our knowledge of the world around us are often created from multiple and complex processes (Thagaard, 2013). Each different qualitative approach employs a different interpretative lens even when looking at the same phenomenon (Bradbury-Jones et al., 2017). The use of process theories that attempt to describe how a series of events are related are also very common within the qualitative research tradition (Van de Van, 2007). Moreover, the qualitative approach often relies on exhaustive information about a phenomenon in order to provide a thorough description and understanding of the theme under investigation.

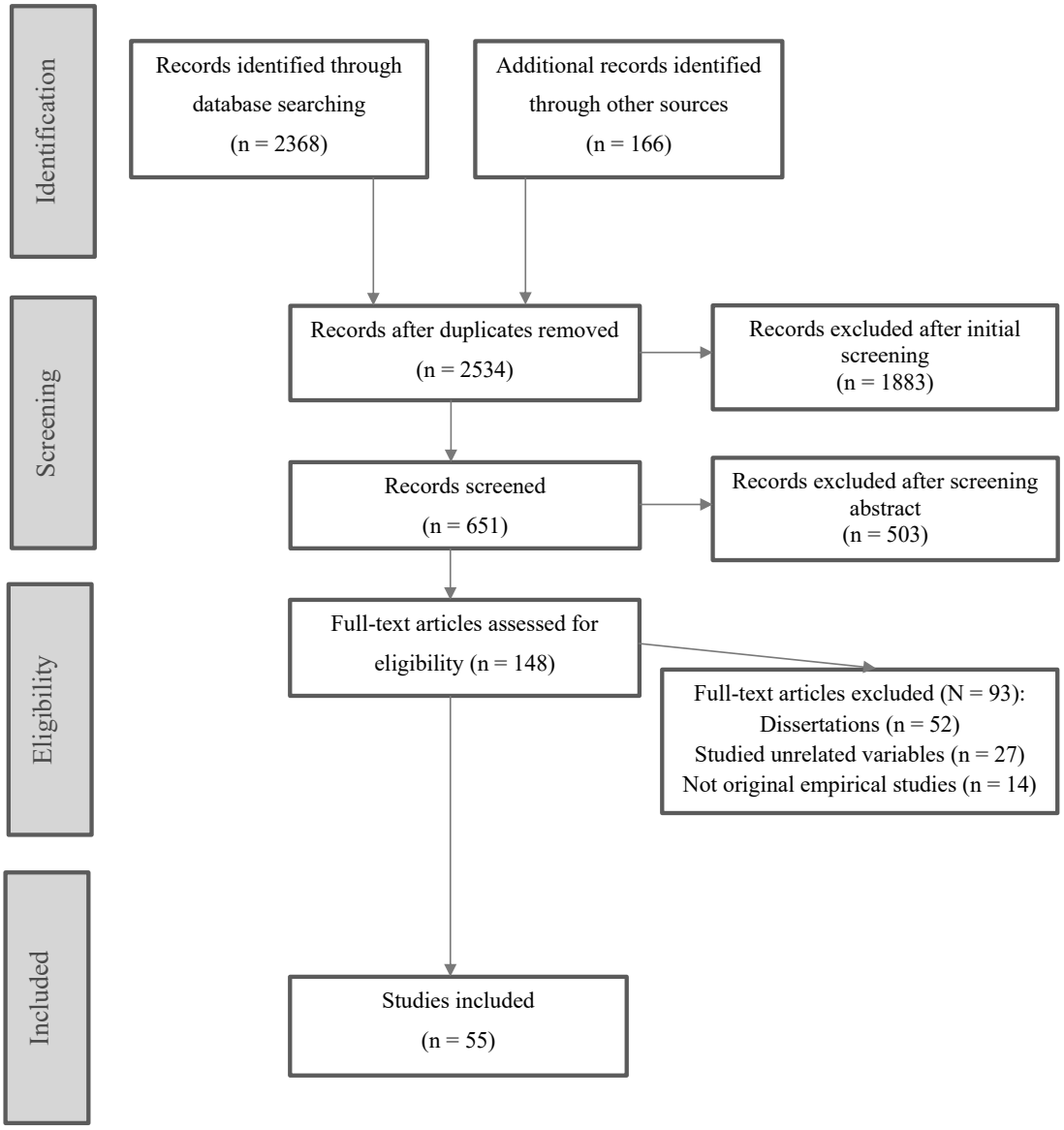

Figure 1. PRISMA 2009 Flow diagram of the literature search and selection process.

To this end, it is common to observe qualitative researchers taking active part in knowledge generation through purposeful interaction with the research participants (Green & Thorogood, 2014). Skeptics of qualitative research often criticize qualitative methodology for lacking generalizability (Malterud, 2001). While this criticism is true, performing generalizations is usually out of the scope and aim of qualitative research. With emphasis on context, rigor and depth, qualitative research allows for a holistic picture of any phenomenon of focus (Carr, 1994). The current project revolves around developing an in-depth understanding of the work environment among child welfare workers. Furthermore, the project explored the impact of work pressure on child welfare workers, and the various coping strategies among this work group. I am positive that findings from this exploration will contribute to a deeper knowledge of the work situation among child welfare workers, while also potentially informing policies and practices. Scoping review and qualitative methodology have offered me the tools and facilities to answer the most important questions in this project.

5.3 Ontology, Epistemology and Axiology

The present project is embedded in social constructivism and relativism. Although we might fail to recognize it, researchers often bring with them deep-rooted views, beliefs, and theories about the themes in their study. Although a few difficulties might arise in terms of recognizing these ingrained theories and beliefs, qualitative methodology emphasizes the recognition of such philosophical assumptions that inform our research and writing about them in our reports and studies (Creswell, 2013). Since the recognition and writing about philosophical assumptions is crucial in qualitative research, paying attention to their positions in both the minute elements as well as the entirety of our research and meticulously describing it via a study will improve our audience's understanding of our philosophical perspective (Creswell, 2013). Philosophy as described by Creswell (2013) means the use of abstract beliefs and ideas to inform research. It is essential to pay attention to philosophical assumptions because it structures how we approach the problems and research questions in our study and guides how we seek answers to those questions (Huff, 2009).

The ontological underpinning of any research is crucial as this often forms the basis for its evaluations (O´Reilly & Kiyinmba, 2015). Ontological discussions within qualitative research rest on the view that there are multiple realities (Creswell, 2013; Denzin & Lincoln,

2005). This also holds true for researchers conducting scoping reviews (Arksey and O'Malley 2005; Tricco et al. 2018). So, when researchers conduct qualitative studies where opinions, experiences, and perceptions of one or more participants are summed up and presented in a theme-like fashion, they are already embracing the idea of multiple realities (Yilmaz, 2013). The use of a scoping review in the present thesis also revolves around the notion of multiple realities. The ontological approach I have employed in the current project is nested in relativism. I understood what constitutes reality as subjective, multiple, and concurrently created by the participants, who ascribe subjective meanings to their interaction with their various work environments. Participants have created multiple realities of workplace environments, coping mechanisms, work pressures, and the impact of work on the home domain. In this regard, multiple realities form the basis for knowledge production in the current thesis.

Epistemology refers to the branch of philosophy that focuses on what constitutes knowledge, and how this knowledge is obtained (Crotty, 1998; Kvale & Brinkmann, 2009). Conducting research within the qualitative realms revolves around the epistemology of social construction. Social construction centers on the notion that people can create meanings about anything they have experienced within a given context (Carter & Little, 2007). On that note, knowledge production within qualitative research is situated on the interaction between the subjectivity of the interviewer and that of the informant in each enclosure (Carter & Little, 2007). The current project is therefore entrenched in the understanding that knowledge production about the informants' work environment was concurrently created from the participants' narratives of their workplace and my interpretations of these narratives.

The use of narrative methods in the present study also enabled the stories as rendered by the participants as a form of co-construction of knowledge. In this regard, I am aware that my position as a researcher and the questions that I asked both influenced the participants meaning creation, and at the same time provided them the avenues to understand themselves and their experiences within the work context (Gubrium & Holstein, 2009). This awareness also extends to my attitudes and biases, and the roles they play in knowledge generation.

Axiology is also one of the important philosophical assumptions of qualitative research (Creswell, 2013). Axiological integrity refers to the capability to maintain values in the synthesis of axiological evidence (Kelly-Blake et al., 2018). Axiology refers to the various

ways that a value system may impact the production and interpretation of information in research, inherently influencing the final knowledge produced (Hiles, 2012). A researcher may address questions pertaining to axiology by being open and acknowledging how the values they hold might impact knowledge production. In my study, I am acutely aware that my values, biases, and attitudes, as well as those of the participants combined, influence knowledge production. I will discuss the reflective processes that I have employed to navigate the influence of values later in this chapter.

5.4 Participants

Sixteen child welfare workers participated in the study. The study employed a combination of purposeful sampling and snowball sampling strategies in recruiting participants to the present project. Since purposeful sampling entails recruiting participants to a study based on predetermined characteristics or features, this attribute of purposeful sampling brings the researcher to a closer understanding of the theme/topic of interest (Ritchie et al., 2003). Most scholars will agree that snowball sampling gets information to potential participants through the participants that are already part of the study (Creswell, 2013). The idea was to recruit child welfare workers with frontline work experiences. These are workers who handle potential cases that are reported in for evaluation. They also conduct investigations of cases by contacting relevant families, doctors, schools, kindergartens, and any outlet that might shed light on the case (s) of interest. Some of these frontline child welfare workers are also in charge of conducting interventions among families and vulnerable children. Additionally, maintaining and overseeing the situation in foster homes also fall into the tasks of frontline child welfare workers.

Apart from the focus on recruiting frontline child welfare workers into the study, I also set some criteria to add clarity to the characteristics of the potential participants coming into the study. The nationality of the participants was not important, so every frontline child welfare worker working and residing within the realm of Norway was welcome. Owing to the focus of the study, I set three years as a minimum work experience for potential participants. Having at least three years under their belt as frontline child welfare workers will afford them a deeper understanding of the field, richer experiences regarding the status quo, as well as add credibility to these experiences. As a result, frontline workers with fewer than three years of experience in the field and social workers with no first-hand experiences with child

welfare work were excluded. Gender of the participants was also irrelevant for the focus of the study. Furthermore, mostly women populate the field; thus, the focus was on recruiting participants paying attention to the criteria discussed above and focused less on gender.

Since Qualitative methodology underscores the importance of pursuing depth in terms of data collection as opposed to breadth (Fossey et al., 2002), the sample size was influenced by this purpose. Therefore, I have focused on generating rich and detailed narratives and accounts of perception of the work environment by the selected participants, such that their meaning making processes will afford me the opportunity to acquire a much deeper understanding of the research focus.

The final sample size (sixteen informants) was a result of the combination of many factors, the challenges of recruiting participants from a field where potential participants were busy with lots of tasks on their hands, material and time resources on my part, and the richness, depth, and quality of data generated. I was pragmatic and flexible throughout the sampling process (Marshall & Rossman, 2016), so when additional recruitment and data collection added little or no new information to the focus of the study (saturation), I decided to suspend recruitment of participants and data collection. Since generalizability is not the aim of qualitative studies (Bowen, 2008), two key factors, adequacy and appropriateness are considered to guide the sampling process in qualitative research (O' Reily & Parker, 2013). On the one hand, appropriateness relates to recruiting participants who are representative of the field of study, or who are most likely to provide the best knowledge on the focus of study (Bowen, 2008; Bryant & Charmaz, 2007). On the other hand, adequacy concerns the notion that information received has rich depth and is sufficient for answering the research question, hence saturation has been reached (Bowen, 2008). It is also argued that a smaller sample allows for a deeper exploration of the participants' narratives, a target goal that is difficult to achieve among larger samples (Riessman, 2008, 2013).

The recruitment of participants into the study took place between November 2018 and September 2019. I drafted an invitation to the study and searched for contact e-mail addresses of several municipalities in Norway. Then I wrote to these contacts about the purpose of my study, attached the invitation (Appendix), and asked them to pass the invitation to frontline child welfare workers in their municipalities. These invitations included my contact address and mobile phone number. Interested frontline child welfare

workers were then asked to reach out to me if they wanted to be part of the study. I received negative responses from all of these municipalities. Their reasons were that the workers already had too much to do, and that they did not have sufficient resources to spare in order to take part in the study.

I reached out to colleagues in my department, especially those with experiences and contacts in the field of child welfare services. They helped to spread the word within their networks. I was introduced to leaders of child welfare services in three municipalities, two of which I had already contacted. This resulted in the recruitment of seven participants altogether. Additionally, I spread the news among masters' students in the department, since a lot of them have contacts in the field. They gave me contacts to two child welfare leaders who were willing to spread the news among their work groups. This resulted in the recruitment of five more respondents. I recruited the remaining participants through a Facebook group for child welfare workers, and through asking participants who were already part of the study to spread the information within their networks. There were seven potential participants that were not part of the study. Three of them withdrew their interest without citing any reasons, two were willing to join but found it difficult to make concrete plans regarding the interview, and lastly, two that I had originally planned to interview were dropped because I believed that I already had acquired sufficient data to answer my research questions.

5.4.1 Characteristics of participants

As mentioned earlier, sixteen child welfare workers participated in the study. All the participants recruited into the present study were frontline child welfare workers, except for two participants who worked in child welfare institutions. Participants' age ranged between 25 and 58 as of the time of the data collection. See Table 2 for an overview of the demographics of the participants.

Table 2. Demographic characteristics of participants ($N = 16$)

Characteristic	Frequency
Age (years)	
25–35	9
35–45	3
>45	4
Highest education	
Bachelor	6
Masters	7
Other	3
Relationship status	
Married/partner	13
Single/divorced	3
Number of c**hildren**	
None	2
1–5	14
Work experience (years)	
1–5	2
>5	14

5.5 Data generation

5.5.1 Semi-structured interviews: a narrative approach

Qualitative researchers tend to employ interviews as a method for data collection, especially in cases where the focus of the research is experienced-centered because it affords the informant the opportunity to form personal ideas about the focus of the study (Denscombe, 2010; Squire, 2013). The use of in-depth interviews allows for enriched insights into participants' emotions, feelings, opinions, and experiences expressed in their own language, words, and other forms of expression (Byrne, 2012). The flexibility of qualitative research methods, especially regarding the use of interviews, allows the researcher to engage with the

topics of the study in no particular order, making it less rigid to conduct. This attribute of semi-structured interviews made it a fitting approach for the present study. Another reason qualitative interviews were employed is because of its aim to fully comprehend the lives of participants through their own perspectives (Kvale & Brinkmann, 2009).

The use of a narrative approach has also allowed me as the author to share the experiences of the participants through their stories. According to Polkinghorne (1988), narratives are like stories and the researcher's interest goes further than just the content of the stories but focuses more on the final product. Narratives could be retrieved from conversations heard during fieldwork, for example a natural occurring chat, or a proper interview (Chase, 2005). I have engaged with the participants in the present study through a proper interview, and they have shared their perspectives on their work environments through the stories they told me in answers to the questions posed during our meetings. By and large, the form a narrative takes is greatly influenced by its purpose and medium (Bold, 2013). A review of the usage of narrative interviews shows a diverse use of this method across disciplines (Bold, 2012). According to Chase (2005), there are three distinctive situations where a narrative could occur: First, as a short story about a distinct event with characters such as a doctor, friend, or boss; second, as an extensive story about a substantial facet of one's life such as marriage, work, schooling, or taking part in a social event; and third, as one's life story from conception to the current moment.

Narratives are believed to be larger than the individuals telling them, this is owing to the notion that narratives are rooted in social contexts (Bold, 2012). Bold (2012) maintains that narratives are used to illustrate, comprehend, and clarify human activity. The author argues that narrative as a practice is fundamental to human understanding and way of life, offering the prospect of revealing the nature and order of experiences in specific periods in history (Bold, 2012). I have employed a narrative approach in the present study to focus on specific characters (child welfare workers) and life experiences (i.e., work environment). Thus, my narrative approach and the application in this thesis is in line with the narrative psychology school of thought where it is common to employ identity construction to understand how individuals make sense of their own world and that of others (Josselson, 2011).

Most of the interviews (12) were conducted at the appointed venue of choice of the informant. I asked all participants to decide the time and venue of all interviews. In cases

where the informant was unsure, I proposed a venue I believed would be comfortable for the informant. I conducted three of these interviews at the respondents' offices, one in the respondent's home, four over Skype, and the rest at any venue that the respondents deemed suitable. Like the venues, the interviews also varied in length. The longest of the interviews lasted 83 minutes, while the shortest was 37 minutes. The average time of all interviews was 56 minutes. All interviews were conducted, recorded, and coded in Norwegian language.

I took the time to provide the informants with necessary information about the project before starting all interviews. This entailed providing detailed information about the focus of the study and its methodology, their roles as participants in the study, and asking for their written consent to participate. Furthermore, I provided the participants sufficient information about the narrative approach to interviewing, while simultaneously stressing the reliance on my understanding of their workplace experiences based on the participants' own accounts of the status of events at work. I also made them understand that being the expert with hands-on knowledge of the status quo in the field, the participants were free to share what they thought was important to shedding light on the focus of the study. Thus, this enabled me to underscore informants' agency while managing the power imbalance in research interviews.

I structured the interview guide such that it started with me explaining and describing the focus of the project (work-related psychosocial risks and the essence of group and individual resources). This was then followed by questions regarding participants' demographics and their reasons for choosing CWS as a field of work. The interviews were shaped by a combination of the interview guide and the direction the informants considered relevant through the accounts of their work experiences. Therefore, the interview guide was quite flexible, allowing the informants to discuss issues relevant and related to the project. At the end of every interview, I asked informants for feedback of their experiences surrounding the whole interview process (From invitation to the interview, to the end of their participation in the interview). Their positive responses on the whole interview process were in line with existing research on conducting interview (Kvale, 2008). Finally, I informed informants that they were free to share any aspects of their work environment that I might have neglected during the interviews. This was done to uncover any potentially relevant areas that I might have omitted during the interviews.

5.6 Analysis

The analysis of Study 1 was conducted by arranging included studies into themes as they were found relevant to the focus of the study. And since the analysis of Study 1 was conducted during some of the interview process, information from participants also influenced the direction of the analysis of Study one. For Study 2 and Study 3, I analyzed the data focusing on the narratives of the participants about their experiences regarding work-related psychosocial risks and individual capacities. I employed thematic analyses in both Study 2 and Study 3, while narrative analysis was employed in conjunction with thematic analysis in Study 3. I have included the transcription process as part of the analysis process because transcribing often includes decisions concerning the parts of the interviews that are to be included, and the parts that are irrelevant.

5.6.1 Transcribing

Since having all the information from the interview data is essential to any quality data and analytical accuracy, I transcribed all interviews verbatim. Having confidence in the knowledge that I had recorded everything that was said during the interview allowed for a more natural immersion in the data and preliminary analysis. All interviews were conducted and transcribed in Norwegian language, the native language of all included participants. The fact that I conducted all the interviews also helped me get a better understanding of the data during transcription. I kept body language and spontaneous filler expressions like ‘ok’, ‘hmmm’, or ‘what?’ when I observed that they would impact the narratives of the participants. I also included statements, body language, and spontaneous expressions from participants, especially when they were uttered unexpectedly. An example was that I observed that most of the participants sometimes laughed while telling stories about difficult experiences at work. Excluding such body language or expressions would be obstruct access to the broader picture of the participants’ narratives

5.6.2 Scoping review (Study 1)

The aim of the study was to explore the importance of workplace support among CWW. Following the guidelines suggested by Arksey and O’Malley (2005), preliminary steps were taken to identify the research question (step 1), identify and select relevant study (step 2 & 3), chart the data (step 4), and collate, summarize, and report findings (step 5). This process

generated 55 included studies. These studies were then arranged into three main themes, which will be presented in the results section.

5.6.3 Thematic analysis (Study 2)

As a point of departure, I read through the transcripts several times over several weeks with the intention of familiarizing myself with their content, while immersing myself in the data as a whole. Taking several rounds in reading through the transcripts allowed me to note the impact of work tasks on the family lives of the participants. After some discussions with my co-authors, I decided to explore how CWW perceived the influence of working in the CWS on their private lives. I believe that gaining more understanding of how work tasks influence CWS family lives will also provide a better understanding of how they cope and what it takes to provide safe and secured upbringing to the family and children in their care.

The current study employed thematic analysis in organizing participants' accounts into themes suitable to the focus of the study. According to Bold (2012), the thematic approach basically revolves around two notions, namely, the search for relevant themes within any given accounts, and the idea that relationships between people and contexts inform experiences. While thematic analysis might not be suitable for all data types, it can be valuable if the researcher has a clear idea of the research as this will allow your interview questions to provide the relevant answers. Moreover, themes are open for modification at a later date (Bold, 2012). I was able to make use of thematic analysis since we already had a clear aim and focus of the study, that is, 'how do CWW experience balancing work and family life'; and what are the spill-over effects of work to family and vice versa?'. The approach I used in the current study is the thematic analysis proposed by Braun and Clarke (2012). I am inspired by the approach because it is flexible, and it also allows for the identification of patterns and analysis across datasets. The two authors define thematic analysis as a systematic technique for identifying, classifying, and provide insight into patterns of themes in qualitative data (Braun & Clarke, 2012). The approach became very useful since I was interested in finding patterns of experiences of balancing work and family life among CWW. They maintain that thematic analysis as a qualitative method allows the researcher to observe and make interpretations of participants' collectively shared meanings and experiences (Braun & Clarke, 2012).

According to Braun and Clarke (2012), thematic analysis does not focus specifically on identification of peculiar and distinctive meanings and experiences within a single data item. Although the researcher might encounter various popular and common themes within the data, thematic analysis dictates that the researcher is only supposed to focus on the relevant themes to the focus of the study (Braun & Clarke, 2012). In this sense, the notion of thematic importance in any study is directly related to the study focus as much as it is related to the content of the data, or whatever it is that the participants have shared. So, I focused a lot more on accounts that directly/indirectly related to the impact of work on family life while going through transcripts.

In emphasizing this point, Braun and Clarke (2012) cited an example of research conducted among a set of employees in a given work environment. If the employees all reported that they arrive at work around the same time, say 9. AM, this might not necessarily be a meaningful pattern, albeit an obvious one. By contrast, if the same set of workers reported that the reason why they arrive at work earlier than necessary is to be able to spend some time with other colleagues and co-workers before the beginning of the workday, then that might be regarded as a meaningful or important pattern. Braun and Clarke (2012) hold that thematic analysis allows a researcher to either analyze meanings across any given data set or to dig deep by focusing on a single phenomenon. In this regard, one could surmise that thematic analysis is flexible and makes data analysis possible in more than one way. I have been inspired by this attribute of thematic analysis as proposed by Braun and Clarke (2012).

Another vital decision any researcher planning to use thematic analysis in their research need to make early in the research phase is the form of thematic analysis they will be using and clearly explain the reason behind this choice (Braun & Clarke, 2012). The inductive style to qualitative data analysis uses a bottom-up approach and the analysis is predominantly driven by the content of the dataset. Thus, the analysis or findings gathered by the researcher are in a way closely tied to the codes and themes derived from the data set (Braun & Clarke, 2012). Conversely, the deduction style of data analysis follows a top-down approach, where the researcher actively involves ideas, concepts, and topics to code and interpret findings from the data set.

As the authors pointed out, it is very challenging to conduct a qualitative research analysis using solely one or the other of these two approaches (Braun & Clarke, 2012). Although the

themes that emerged in the present study, all of which had roots in the accounts of the participants, it is clearly difficult to rule out the role that my background and knowledge of work environment could have played in shaping the direction and overall findings in the study. I ensured that I started going through the transcripts with no specific idea in mind, but my past experiences in the field of organizational science, constant discussions with my co-authors, my teaching and supervisory experiences with master's level students in Child Welfare, as well as the literature I have been reviewing prior to the analysis, might have influenced the whole analysis process. Braun and Clarke outlined a six-phase approach to conducting thematic analysis, and these are firstly, familiarizing yourself with the data: my initial preparation made this stage easier. I reread the transcripts to become more familiarized with its content.

Secondly, generating initial codes: after getting more familiarized with the data, I proceeded to create initial codes with a basis in the accounts of the participants. Stage three entails searching for themes: as this stage suggests, I arranged the initial codes generated in the second phase into preliminary categories. The preliminary categories were all related to the focus of the study. Taking this step allowed me to examine the accounts of the participants regarding the impact of work on their family lives on another levels of interpretation. This was then followed by organizing the preliminary categories into initial themes in order to broaden the patterns of meaning. During this initial process of theme generation, I also reflected on underpinning the data. The fourth stage has to do with reviewing potential themes. To verify that the themes generated contained a shared meaning which is underpinned by a relevant idea that is close to the focus of the study, I checked the themes against the dataset. In the fifth stage, I proceeded to define and name the themes, using terms from the initial codes when possible. The themes generated will be presented in the result section. The final stage involves producing the report. Relevant theories to the five themes that emerged were included in a final report where theoretical and empirical implications were discussed (Appendix).

5.6.4 Thematic narrative analysis (Study 3)

Using narrative analysis, I examined the individual capacities that the participants reported were important to them in dealing with the loads of work-related psychosocial risks. According to Riessman (2008), narrative analysis can be found in four different forms: Thematic analysis, structural analysis, dialogic/performance, and visual analysis. The thematic narrative analysis focuses on the content of the narratives, and some authors will argue that the general approach has been more popular among researchers, probably owing to its straightforwardness and appeal in applied settings (Riessman, 2008). The main concern of thematic narrative analysis is what is said during an interview, paying little attention to speech structures and deliveries, audience, and the local context surrounding the narratives (Riessmann, 2008). The structural analysis shares a similarity with the thematic analysis in terms of focusing on the content, but structural analysis goes one step further by focusing more on narrative forms or what Riessmann (2008, p. 77) referred to as the "telling". Dialogic/performance analysis employs other aspects of both thematic and structural analysis with other dimensions to examine how talk is produced and conducted among speakers interactively as a narrative (Riessmann, 2008). As opposed to the thematic and structural analysis that focuses on 'what' and 'how', dialogic/performance centers on the 'who', 'when', and 'why'. Lastly, visual analysis focuses on non-verbal data like images, videos, and paintings, thus interrogating how visuals tell distinctive narratives.

As pointed out by Riessmann (2008), a narrative analysis often includes multiple aspects like 'who', 'what', and 'how', but the focus of the analysis usually dictates its primary focus. In Study 3, my focus was on both the thematic and the structural content of the narratives CWW related about their work experiences specifically regarding individual capacities. While the focus was on themes relevant to the focus of the study, I have also paid critical attention to the way the participants conducted themselves, and what they said versus their body language and facial expressions during interviews. This allowed me to match their words with their body language and probe them for further clarifications whenever necessary.

Using thematic analysis as outlined by Braun and Clarke (2006, 2012), I investigated the individual capacities that the participants brought to bear in dealing with the constant heavy workload and intense work pressure they experienced in their everyday work life. Therefore, I started by going through the data to unearth from the participants' narratives the stories

where individual capacities were thematized (step 1). I then proceeded to develop initial codes from the participants' narratives of individual capacities (Step 2). Reading through the codes generated in step 2, I started creating preliminary categories to assemble those initial codes that were similar in nature or shared a common motive and content related to the focus of the study (Step 3). At this stage, my intent was to capture what participants were saying, how they put the stories together, as well as their intention with the stories they told. Using the lens of storytelling and sense making (Maclean et al., 2012), I was able to explore participants' intention with their narratives. At the fourth stage, I arranged the preliminary categories into themes, making sure that these themes were as close to the data as possible. I then proceeded to name the themes and define them (Step five). The five themes that emerged in this study will be presented in the results section. After naming and defining the themes, I then discussed them empirically and theoretically using relevant theories of organizational psychology. I employed the NVivo 12 software for qualitative analysis to organize the data. My notes during the interviews as well as contributions from co-authors helped to guide the final analysis of these articles.

5.7 Discussion of Methodological aspects

5.7.1 Trustworthiness

Role of the researcher

Trustworthiness in qualitative research is seen as the extent of certainty that a researcher has taken apt steps during the planning phase of the study design, data collection, analysis, and report (Carlson, 2010). The approach used in data collection in the qualitative aspect of this study entailed face-to-face in-depth interviews, and as such, the explorative attributes of qualitative research as found in interviews allowed for a continuous contact between the participants and the researcher (Silverman, 2013). The coming together of the researcher and the participants in a given enclosure then leads to knowledge production through the researcher's involvement in the participants' world as narrated by the participants themselves (Creswell, 2013). Since qualitative research does not claim objectivity in its practice, the approach recognizes the role of the researcher in generating knowledge. This practice of subjectivity, especially the recognition of the researcher as a part of the knowledge generation process, opens qualitative research to criticism. For instance, quantitative research is known to be rooted in logical positivistic philosophy and upholds objectivity and statistics as opposed to individual data interpretations (Creswell, 2013). The absence of objectivity as often found with qualitative studies does not translate as a lack of integrity and quality. As pointed out by Kvale and Brinkmann (2009), trustworthiness will be enhanced when users of qualitative research are open about the biases and values they bring to the field of study and are willing to take conscientious measures to avoid these values and biases in taking control of the outcome of study. I will now proceed to discuss the procedures I have employed to reduce the impact of my personal values and biases on the participants and the research process, ensuring that the data I finally collected represented the personal experiences of each participant within the given enclosure.

Reflexivity

Within the qualitative research traditions, the research is recognized as a major player during the planning phase, data collection and interpretation of data materials, and thus the researcher's influence on the total outcome of any study is inevitable. Since the researcher is seen as a very important instrument in the buildup and outcome of any study, authors stress the importance of practicing self-reflection (Råheim et al., 2016). This implies that

researchers should be aware of their influence on the research process as well as the participants' engagement (Curtin & Fossey, 2007). Practicing self-reflection will improve openness and researchers are more likely to report findings as they are, rather than reporting only those findings that are in line with their expectations prior to data collection. Thus, I am aware of the influence of my background, education, and professional experiences on the present study.

With my educational background in social and cognitive psychology, and in work and organizational psychology, I understand how easy it could be to pay less attention to narratives or talk that are deemed outside of these fields while interviewing CWW. Possessing these thought patterns could result in paying less attention to some of the experiences of the participants during interviews and data analysis, showing no interest when they talk, or stopping them midway. It has been discussed within the qualitative traditions that unequal power relations could occur between the interviewer and the informant, whereby the interviewer exercises too much dominance (consciously or unconsciously) leading to the compromise of responses (Green & Thorogood, 2009). This understanding enabled me to make conscious decisions about, for example, the interview venue. I asked the participants to feel free to choose the venue themselves. At the beginning of every interview, and during all interviews, I reiterate to participants that I have no expert knowledge in what they experience at work, or ways by which they juggle their work lives and family lives. I repeatedly informed them that I want to know and understand their experiences, and that they should decide what they think is important. During data analysis, I allowed the participants' narratives of their workplace experiences to direct the process and outcome of the analysis. Although the materials were coded and thematized in conformity to the research question, the outcome was underpinned by the data.

Moreover, I am a Nigerian undertaking a PhD education in Norway, talking to Norwegians about their work experiences. I understood that on the one hand, my educational status might pose problems in the sense that participants might consider me an expert on the field, thereby constraining their openness to the focus of the study. As explained above, I constantly assure the participants that they are the experts. On the other hand, my status as a foreigner in Norway might have played a positive role in terms of how well participants received my questions and the extent to which they explained and described their work experiences. Participants might have perceived me as a novice foreigner who has only a faint idea of what

is going on in their work life. This perception might have influenced them to take their time and guide me on a journey through their work experiences. It is also important to add that my position as a male researcher in a field dominated by women (most of the respondents were women) might have also influenced how they perceived my questions. I was aware of the relevant insider and outsider perspective, and I made sure that I assured the respondents that they are the experts and that they are free to express or tell their stories however they like.

Additionally, I started the data collection around the time when the CWW were demonstrating in major cities of Norway, demanding more funds to conduct programs in their field, less workload, and more staffs. I was fully aware that the ongoing demonstrations could have influenced the willingness and readiness of the participants to join my study, and that it could also have influenced them to remember more of the negative experiences as opposed to the positive ones. Reflecting on this during data collection, I made sure that I paid attention to the narratives of the participants, but I also ensured that I covered the content of the interview guide. Doing this enabled me to be confident that the outcome of the interviews was not influenced by the uproar going on in the country but was instead steered by the interview guide and the experiences of the participants.

Another point of reflection concerns the reputation of child welfare especially among foreigners, of whom I am one. Most foreigners, especially the ones with children often assume that the CWS are out to take their children away from them (Fylkesnes & Netland, 2013). Although I did not subscribe to this belief, I made sure that I regarded each participant as a worker and a storyteller in a dialogue with me as a keen listener trying to gain knowledge about their work experiences.

Constant reflections on these events have allowed me to be observant and watchful, ensuring that my personal values and biases are checked, and thus that they had no meaningful influence on the outcome of the study.

5.7.2 Credibility/Validity, Dependability/Reliability and Transferability/Generalizability

The understanding behind the meaning and importance of the terms ‘reliability’, ‘validity’ and ‘generalizability’ is often a subject of debate within qualitative research (Silverman, 2013). The bone of contention lies with the similarity that these terms share with their uses

within the quantitative research traditions, and since the practice of these terms within the quantitative traditions is rooted in positivistic philosophy, their usage in qualitative research has been contested (Golafshani, 2003). However, what is essential is not the discussion about who is right, but the implication of employing these terms in qualitative research. Authors have reported that the use and practice of these terms have been found to ensure trustworthiness within qualitative research practice (Given & Saumure, 2008). In this regard, discussing how these concepts (validity, reliability, and generalizability) apply to my research is indispensable.

Credibility/Validity

Validity is often described as the confidence we have that a measuring instrument measures what it purports to measure (Kvale & Brinkmann, 2009). Within the qualitative traditions, validity is often replaced with the term credibility of the knowledge generated in a qualitative study. This is simply because credibility is more concerned with the accurate description of a phenomenon, as opposed to what is common within the quantitative traditions in which validity is employed to check the accurate measure of a variable (Given & Saumure, 2008). In quantitative research for instance, validity is determined using standardized statistical techniques, while qualitative researchers often employ triangulation and member-checking. Triangulation is conducted by analyzing two or more data sources to arrive at the same conclusion; member-checking is a technique whereby the researcher, after creating initial codes, categories, and themes, goes back to the participants to establish the accuracy of these themes and categories (Kvale & Brinkmann, 2009). Owing to time lapse between data collection date, preliminary analysis, and the process of member-checking, authors have criticized this technique making the point, among others, that the participants might find it difficult to precisely recall their earlier statements/narratives (Birt et al., 2016). While discussing the attributes of credibility within qualitative research, Patton (2002) maintains that there are three unique but related research elements that ensure credibility: a rigorous method in the field work that generates rich, quality data, the credibility of the researcher embarking on the research, and the philosophical views on the values of qualitative research.

According to Carlson (2010), attempts could be made to check with each participant during the actual interview by using the repetitive questioning technique, rather than waiting weeks or months after the initial interview. Given that the participants in the present study had such

a heavy workload during a workday that can be characterized as complex and unpredictable, I decided early in the planning phase of this study to abandon the traditional member-checking strategy. Instead, I employed member-checking through a series of repetitive and confirmatory questioning sessions and discussions during all interviews to ensure that all participants' narratives are re-confirmed. Using these techniques has not only improved credibility of the data but has also boosted trustworthiness in my findings.

Dependability

Dependability can be described as the consistency and accuracy in collecting and coding data, reporting findings, as well as the thoroughness of analysis (Green and Thorogood, 2009). The process of establishing dependability within the qualitative research realms is somewhat different from the 'reliability' found in the quantitative traditions (Yilmaz, 2013). According to Golafshani (2003), from the difference in meaning assigned these two terms by the two research traditions. While quantitative researchers understand reliability to mean the replicability/repeatability of a phenomenon of study, this is often outside the focus of qualitative researchers. Obtaining confidence in a study through repeatability/reliability is thus more prone to be challenging, since qualitative researchers often work with ideas and phenomena that are ever changing (Florio-Ruane, 1991). Despite the differences in meanings attached to the process of conducting reliability/validity, both research traditions have placed emphasis on ensuring reliability or dependability to improve trustworthiness in their research (Graneheim & Lundman, 2004; Long & Johnson, 2000). Auditing of the decision trail and peer debriefing have both been suggested as techniques to improve dependability in qualitative research (Creswell, 2009). Auditing of decision trails entails a detailed presentation of all the steps taken in the research process, from planning to the final conclusions of the study, so that others can evaluate its worth by going through the process step by step.

In ensuring dependability in my study, I have made use of the same interview guide to conduct all interviews, and although the order of the content of the interview guide was different from one interview to the next, the interviews were conducted following this guide. The use of the same interview guide to conduct all the interviews also strengthens data transparency while ensuring that all the participants were asked similar questions during the interviews. Although I conducted the interviews alone, my project supervisors were involved in the entire process from the planning phase to the report writing phase. Additionally,

having been part of a study previously where interviews were employed was also beneficial during the planning of the studies and data collection phases (Saksvik et al., 2015). I decided to transcribe the interviews immediately before conducting another one so that I could record participants' narratives while the memory of the interview was still fresh in mind, and this also helped to improve my approach in the subsequent interview, thereby ensuring high quality data.

Transferability

Transferability can be described as the extent to which the findings from studying a particular group from a given population can be extended to other groups, times, or settings different/similar to those studied (Shenton, 2004). After evaluating the credibility and dependability of a qualitative study, questions will arise regarding whether the findings in the study are mainly interesting locally or can be transferable to other groups, situations, and contexts (Kvale & Brinkmann, 2009). Raising such questions might be valid in general, especially since humans often perform generalizations in their everyday lives (Kvale & Brinkmann, 2009). We are usually curious to know if what we have experienced with a group of people or situation could also occur with other people or situations in a similar/different context. This is also in line with the logical positivist versions of scientific knowledge that seek to create laws of scientific knowledge with universal applications (Kvale & Brinkmann, 2009). In contrast to this, humanistic perspectives subscribe to the idea that all experiences are unique with their own distinctive features and logic (Kvale & Brinkmann, 2009). The present study has therefore not sought to generalize, but to provide high quality data with rich and contextually situated descriptions of the experiences of CWW. Although broad generalization was not the aim of the present study, I am confident that findings from this study share similarities with other studies from the same population. According to Skovdal and Cornish (2015), findings from several single qualitative studies add to the knowledge in the existing literature, and this consolidated body of literature has the potential to generalize across contexts.

I have also expediated transferability through the broadness of the information provided in the interviews by recruiting participants from different cities, who work in different office sizes, have different duties, age, and length of work experience (Guba, 1981). By providing a rich and thick description of the research process, I provide readers with the tools and

opportunities to evaluate the possibilities of transferability of my study to other settings (Graneheim & Lundman, 2004; Yilmaz, 2013).

5.8 Ethical considerations

Ethical issues are important considerations in all research and these issues apply to all research stages (Creswell, 2013). This probably owes to the tendency to conduct research privately among participants and then present/report findings to the general public (Kvale & Brinkmann, 2009). The practices of data collection within the realms of qualitative research makes ethical issues even more crucial, with regards to the close contact between the researcher and the participants. Additionally, if they were not included in the plan of the study, issues may arise such as privacy, personal disclosure, and the role of the researcher (Lewis, 2003). This section will address the ethical concerns relevant to my study, and how they were addressed.

5.8.1 Ethical clearance

Silverman (2010) maintains that the researcher stands to gain two things by acquiring ethical clearance for a proposed study. First, the usual repertoire involved in accrediting or clearing a study ethically entails the services of at least one academic trained to detect any potential flaws in your research design that could pose a threat to the participants (Silverman, 2010). While this step might seem a normal protocol, its advantages cannot be overemphasized. As argued by Silverman (2010), the enthusiasm that a researcher carries to the field might blind them from noticing some obvious dilemma, thus making the services of ethical clearance essential. Secondly, the ethical clearance may serve as a legal backing of the researcher by a known and legitimate entity (a university or a medical research ethics committee), allowing participants to have more confidence and trust in the researcher, thereby having no reservations in sharing their stories and experiences (Silverman, 2010). I obtained the ethical clearance for the present study from the Norwegian Social Sciences Data Services (NSD) on 1st April, 2019 (see Appendix). I conducted both the recruitment of participants and data generation following the ethical guidelines of NSD. While necessary, acquiring authorization and adhering to ethical guidelines are far from the only steps necessary in ensuring solid ethical research, as researchers often encounter a series of challenges in all research stages (Wood, 2006).

5.8.2 Consent to participate in the study

This involves full disclosure to the potential participants in the study of the aim and purpose of the research, the characteristics of the study design, as well as the potential benefits/risks involved in participation (Kvale & Brinkmann, 2009). Consent to participate in the study also requires the researcher to obtain (usually in written form) from potential participants a signed statement of voluntary participation in the study, which also includes informing potential participants that they are free to discontinue participation or withdraw their consents whenever they so wish (Kvale & Brinkmann, 2009). Researchers are also expected to provide information about the study in a very comprehensible way so that potential participants will have no trouble understanding the content (Silverman, 2011).

In my study, I informed potential participants about the purpose and aims of the study. Additionally, I provided a detailed description of the process and methodology, how I planned to use the data, and what their participation would mean for my study. Across all the media (Facebook, E-mails, telephone, and face-to-face), I made sure that I informed them that participation was voluntary, that they were free to discontinue participation at any time, and that they were free to choose not to answer any questions they felt uncomfortable about answering. All participants signed a written informed consent form (Appendix). This is a document that includes all the information about the purpose of the research, who will have access to the data generated, how the data will be stored, steps I will take to anonymize the data and improve anonymity, as well as my contact information in case they need to clarify anything prior to the commencement of all interviews. In cases where this was a challenge, the informed consent form was sent to the participants via e-mails, and they were asked to sign and mail it back to me.

Kvale and Brinkmann (2009) also specify that attention should be paid to the giver of the consent. This is important especially in a workplace where having the consent of a superior officer/supervisor could result in pressures on the part of the subordinates to give their consent as well. In reducing/eliminating pressure from participants in the present study, I made sure that participants had direct contact with me to express their intention to participate in the study. Another point of concern regarding informed consent, as pointed out by Kvale and Brinkmann (2009), is the extent of the information that is made available to the participants. The authors argued that the process of dispersing information to participants about a study ought to be conducted in a very careful manner in order not to divulge too

much detailed information that may be of a personal nature pertaining to the participants (Kvale & Brinkmann, 2009). Additionally, it is not uncommon for researchers employing funnel-shaped questioning technique in their interviews to withhold some specific information and details about the study. These researchers start from a broad area, and then narrow down on the specifics. This method is important for two reasons: the researcher, by employing this technique, is able to guard against leading the participants; at the same time, the researcher is able to obtain participants' spontaneous views/perspectives on the subject of investigation (Kvale & Brinkmann, 2009). Likewise, I gave participants details about the study, but I excluded specific details such that I could get spontaneous responses from the participants.

Lastly, knowing when informal interactions between the researcher and each participant ends and when the interview begins is very vital (Kvale & Brinkmann, 2009). This speaks to the parts of the conversation that will go on record. It is also possible that participants will say something or narrate stories off the record. Such stories or narratives are often provided to allow the researcher to get a better understanding of the status quo. Such information or such a situation could create a dilemma for the researcher. The dilemma might involve serious reservations or reluctance on the part of the participant; whatever the case, the researcher is required to take these concerns seriously. In my case, I had a participant who refused to tell me how old she was, nor would she provide reasons for her decision. But after her revelation, I assured her that it was enough to know where her age fell in a decade range, 31–40, 41–50, and so on. She thought that was a better idea, and had no problem with that, so she told me where her age fell. In another incident, a participant shared a serious revelation about her former supervisor where she used to work. Although this narrative came up spontaneously, she begged me not to include it in my analysis or publications. I reassured her I would not, and I reminded her of the conditions in the informed consent form which gives her the power in cases like this. I excluded this part of her narrative from my analysis as she requested.

5.8.3 Confidentiality and anonymity

Confidentiality and anonymity in qualitative research require that any private data about participants in a study must be excluded if it might expose the identity of the participants. Additionally, confidentiality surrounds the actions taken by the researcher either to restrict or to disclose the information given during an interview. Information about the participants like

age, married status, religion, education, and race in some cases, should be excluded from dissemination especially if this information could lead to the identification of the participants.

In my case, I made sure that I provided the participants with the required information regarding the management of the data from the interviews. Although I usually told participants to speak freely, I also let them know, for the purpose of ensuring anonymity, that it was not important to mention the municipality in which they worked or the names of the regional services. In cases where the participant did mention a municipality or regional service, I ensured that I omitted this information from my analysis and dissemination (or substituted a pseudo name), if it could lead to the identification of the participants. Additionally, I referred to participants by number. Each participant was assigned a number from one to sixteen. Doing this provides anonymity, and participants are re-assured that their identity is secure and will not be divulged publicly.

5.8.4 Consequences

Consequences focus mostly on what the participants stand to gain (benefits) or lose (possible harm) during the study. According to the ethical principle of beneficence (Guidelines, 1992), researchers are mandated to do everything within their means to guard against any possible harm to the participants during the research. Kvale and Brinkmann (2009) also maintain that the overall possible gains from participating in the study should substantially outweigh the possibility of harm to the participants, warranting their decisions to participate in the study. Above all, the researcher is tasked with the responsibility of reflecting on the possible consequences of participation in the study, and how these consequences may affect the participants themselves, as well as to the larger group to which they belong (Kvale & Brinkmann, 2009).

In my study, I explored work-related risks and resources among CWW by asking impersonal questions about the workplace. I was also aware that some participants (especially those who might have previously had incidences of trauma, burnout, turnover, and other work-related risks) might find it difficult to share their views concerning these issues. I made sure that I explained potential consequences or risks to the participants early in the interviews. I reassured them from the beginning that they were in charge and could discontinue participation whenever they so wished or that they could alert me if they found a

question uncomfortable or too sensitive. Reflecting on these, I chose to tread very carefully in formulating questions, while also vigilantly following how participants responded to these questions to detect any signs of discomfort or uneasiness. I concluded each interview session with an open call to the participant to talk about whatever they thought was necessary that I may not have asked them, even if they perhaps thought it was unimportant. Usually, most of the participants were happy to contribute their views to my research.

They also thanked me for taking the plunge into these issues surrounding work-related risks and resources, because they felt that the world should know more about the pressures they face every day, and that research of this nature will accomplish that. In one of the interview sessions, a participant mentioned some behavior that the participant had observed in the workplace. At that point, I felt the right thing for my research would be to further probe this issue since it was relevant to the theme at hand. But looking at the participants there and then, I perceived that the participant already felt that it was too much, so I refrained from further questions and simply kept quiet. My premonition was further confirmed by the participant's quick change of topic by asking me a question about something totally different from what we were discussing. I got the message, answered the question, and proceeded to the next question on the interview guide.

6. Summary of findings

This thesis consists of three studies, each addressing separate questions concerning work-related psychosocial risks and resources among CWW.

	Study 1	Study 2	Study 3
Title	Lean on me: a scoping review of the essence of workplace support among child welfare workers	When your source of livelihood also becomes the source of your discomfort: the perception of work-family conflict among child welfare workers	Narratives of individual capacities: positive organizational scholarship among child welfare in Norway.
Aim	To explore the importance of workplace support to the experiences of and exposure to work-related psychosocial risks among CWW.	To explore how CWW perceive balancing work and family life, and to investigate the spill-over effects of work to family and vice versa.	To explore how CWW deal with work-related psychosocial risks, and the individual capacities that they employ to cope with these risks.
Data	Secondary data	16 semi-structured interviews	16 semi-structured interviews
Analysis	Scoping review	Thematic	Narrative
Relevant theories	Job-demand resource model (J-DR) and workplace support.	Job-demand resource model (J-DR) and roles strain theory.	Positive organizational scholarship
Findings	Themes: 1) co-worker/peer support; 2) social/organizational/management support; 3) supervisor or leadership support.	Themes: 1) it goes both ways; 2) work as a self-identity; 3) spill-over effects; and 4) on the lookout	Themes: 1) showing commitment and going the extra mile; 2) viewing challenges as opportunities for learning and growth, 3) confidence and efficacy beliefs, 4) conscious control of work behavior; and 5) prioritizing.

6.1 Study 1: Lean on me: a scoping review of the essence of workplace support among child welfare workers.

Although the scopes of the included studies were very similar, they framed support in somewhat different ways. Included studies framed support as organizational support, colleagues/collegiate support, peer support, social support, administrative support, co-worker support, and supervisor support. Other studies also framed support as perceived agency support, emotional support, and perceived organizational support. Based on the analyses of the 55 included papers, these broad frames of workplace support were thematized and categorized in three main themes: 1) Co-worker/peer support, 2) social/organizational/management support, and 3) supervisor or leadership support.

Co-worker/peer support. Eighteen papers explored the importance of co-worker and peer support among CWW (Aguiniga et al., 2013; Barbee et al., 2009; Baugerud et al., 2018; Biggart et al., 2017; Bride et al., 2007; Chenot et al., 2009; Cohen-Callow et al., 2009; Davis-Sacks et al., 1985; Fryer et al., 1988, 1989; He et al., 2018; Hermon & Chahla, 2019; Jayaratne et al., 1986; Landsman, 2001; Morazes et al., 2010; Radey et al., 2018; Salloum, 2015; Schelbe et al., 2017; Williams et al., 2011). I will briefly highlight some of the findings of the included papers. Jayaratne et al. (1986) reported a negative relationship between employees' perception of burnout and co-worker support, meaning that as employees' perception of co-worker support rose, the reports of burnout decreased. Likewise, Bride (2007) found a negative (significant) correlation between workers' perception of co-worker support and secondary traumatic stress. The author concluded that employers should strive to cultivate a work environment in which peer support is nurtured and grows. More recently, He et al. (2018) conducted a study examining the internal and external resources within the CWS. They found that client-related burnout was negatively associated with co-worker support. Similarly, Radey et al. (2018) conducted a study to explore the work survival tendencies among newly hired CWW. Their findings point to the importance of colleagues verbally expressing their support for one another. One of the participants in the study stated, "I am surrounded by a lot of caring individuals who not only care about the kids and the families that they are helping, but their team members" (Radey et al., 2018, p. 89). Lastly, other studies also reported that co-worker support contributed toward a reduction in workers experiencing stress, turnover, and that it was a source of strength (Barbee et al., 2009; Biggart et al., 2017; Chenot et al., 2009; Davis-Sacks et al.,

1985; Fryer et al., 1989; Fryer et al., 1988; Morazes et al., 2010; Schelbe et al., 2017; Williams et al., 2011).

Social/organizational/management support. Of the 55 included studies, 22 investigated the importance of organizational/management support among CWW (Antonopoulou et al., 2017; Augsberger et al., 2012; Baldschun et al., 2016; Barak et al., 2006; Csiernik et al., 2010; Dagan et al., 2016; Fernandes, 2016; Griffiths & Royse, 2017; Healy et al., 2009; Hermon & Chahla, 2019; Hunt et al., 2016; Kruzich et al., 2014; Landsman, 2001; Littlechild et al., 2016; Lizano & Barak, 2012; Madden et al., 2014; Mor Barak et al., 2006; Salloum et al., 2015; Samantrai, 1992; Smith, 2005; Travis & Mor Barak, 2010; Wu et al., 2013). In an international comparative study composed of the United Kingdom, Australia, and Sweden, Healy et al. (2009) found that management support played a huge role in employees retention decisions. Landsman (2001) found that employee's commitment was involved in their decisions to leave, and that the perception of management support predicted employees' commitment.

Similarly, Lizano and Barak (2012) investigated the contribution of organizational support to the perception/experiences of burnout among CWW. The authors found that employees who reported receiving less support also reported experiencing high burnout. Eight of the included studies explored the impact of management support on workers' decision to either stay (retention) or leave (Augsberger et al., 2012; Fernandes, 2016; Griffiths & Royse, 2017; Kruzich et al., 2014; Madden et al., 2014; Samantrai, 1992; Smith, 2005; Travis & Mor Barak, 2010). A study found that employees who experienced sufficient management support are more likely to report a higher work-life balance. Studies have also attempted to explore the importance of management support for workers who have or are experiencing violence and attacks from parents (Hunt et al., 2016; Littlechild et al., 2016). Findings from these two studies point to the importance of having a supportive management especially when clients/parents are becoming aggressive and uncooperative. Lastly, two studies (Dagan et al., 2016; Salloum et al., 2015) found that social support had a negative (significant) correlation with workers' reports of secondary traumatization.

Supervisor/leadership support. Of the 55 studies that were included, 23 investigated leadership support among CWW (Chen & Scannapieco, 2010; Chenot et al., 2009; Cohen-Callow et al., 2009; Curry et al., 2005; Davis-Sacks et al., 1985; Dickinson & Perry, 2002;

Hermon & Chahla, 2019; Jacquet et al., 2008; Jayaratne et al., 1986; Juby & Scannapieco, 2007; Kim et al., 2018; Kruzich et al., 2014; Landsman, 2008; Lee et al., 2017; Littlechild, 2016; O'Donnel, J. & Kirkner, 2009; Radey et al., 2018; Samantrai, 1992; Scannapieco & Connell- Carick, 2007; Smith, 2005; Westbrook et al., 2006; Williams et al., 2011; Yankeelov et al., 2009). One of the studies explored the relationship between leadership support and two variables, stress and job satisfaction (Hermon & Chahla, 2019). Nine studies explored the importance of having a supportive leader for CWWs' intention to stay in their positions as well as quitting their jobs (Cohen-Callow, 2009; Curry et al., 2005; Dickinson & Perry, 2002; Jacquet et al., 2008; Kruzich et al., 2014; O'Donnel, J. & Kirkner, 2009; Scannapieco & Connell- Carick, 2007; Smith, 2005; Williams et al., 2011; Yankeelov et al., 2009). In one of these studies, Chenot et al. (2009) employed a series of multilevel models to study retention among newly recruited CWW and found that perceptions of leadership support predicted retention. Although job resources are very important in dealing with work-related psychosocial risks to this group, the impact of these work-related psychosocial risks often spills over to other domains. This will be the focus of Study 2.

6.2 Study 2: When your source of livelihood also becomes the source of your discomfort: the perception of work-family conflict among child welfare workers.

Using data from in-depth interviews of CWW, this study explored the impact of work-related psychosocial risks on the home (family) domain of the CWW. This study was based on the growing concern in the literature for the welfare of CWW owing to the perpetual high work pressures, and the knowledge that these work groups experience the highest work-related psychosocial risks within the human service industry (Madden et al., 2014; McFadden et al., 2015). In this regard, Study 2 sought to answer these two questions: 1) How do child welfare workers experience balancing work and family life? and 2) what are the spill-over effects of work to family and vice versa?

When talking about how work-related psychosocial risks affect their lives within the home domain, four themes emerged: 1) it goes both ways, 2) work as self-identity, 3) spill-over effects, and 4) on the lookout. Concerning the first theme, having a well-functioning family

was seen as a prerequisite to working within the industry. Despite the constant exposure to work-related psychosocial risks, most of the participants still derived some sort of joy from their work, hence, work was seen as a resource. Additionally, participants stressed the importance of maintaining a balance between their roles both at work and at home. They also pointed out that holding agreements and finishing work tasks in due time was always a challenge.

The constant pressure from work did not dissuade the participants from acknowledging and accepting their work as part of who they were as individuals. Most of the participants also shared that their family members were in support of their choice of work. Having a family that shows understanding for their line of work probably makes it easier to withstand the perpetual work pressure that the participants talked about. Another interesting finding was that participants seldom look gloomy or sad when talking about how heavy workloads have impacted their lives outside of work. Contrarily, most of them often laughed while talking about it, accepting that the situation at work (although not often conducive enough), is part of who they are.

Participants mentioned that their work has a negative physical, as well as a psychological, impact on them, and that it is harmful from a general health point of view. Most of the participants mentioned that they are often fatigued, having no energy left to do anything else after work. Additionally, participants mentioned that they sometimes find it difficult to turn off thoughts about what they have been doing at work, or events that will be taking place at work while they are away from work. Some of them even mentioned that these thoughts could be so intense that they lead to self-doubt (a situation where CWW start thinking that they are probably not good enough for the job they love so much). Others also mentioned that they sometimes experience anxiety symptoms even though everything around them seems fine.

Finally, most of the participants mentioned nothing about actively planning to leave their current positions at the CWS; they do, however, reveal that they have been entertaining the thoughts. They expressed that the constant work pressure and the never-ending demands sometimes make them explore job options outside of the CWS. Most of the participants also expressed their dissatisfaction with the system in general. The study contributes to the literature on work-related psychosocial risks among CWW by highlighting some of the

crucial work-related psychosocial risks faced by CWW, and how work roles impinge on workers' roles outside of work. It also highlights the dilemma these workers face when, on the one hand, they have a job that they identify with, and on the other hand, the very same job negatively impacts their lives even when away from work. These findings beg the question, how do CWW deal with the experiences of work-related psychosocial risks? This was the focus of the Study 3.

6.3 Study 3: Narratives of individual capacities: Positive organizational scholarship among child welfare workers.

The study explored how CWW deal with work-related psychosocial risks and the individual capacities and strategies that they employ to cope with the constant work pressure. Thematic analysis generated five narratives of positive organizational scholarship: 1) showing commitment and going the extra mile, (2) viewing challenge as opportunities for learning and growth, (3) confidence and efficacy beliefs, (4) conscious control of work behavior, and (5) prioritizing. Despite the pressure and the never-ending workload, participants described their commitment to work as very high. They do everything within their means to provide the right services for the children and family who need them. Not only do they report dedicating themselves to the CWS, but their commitment is also visible through providing support to their colleagues, even though they have a lot of tasks of their own. Some of them expressed the passion they have developed for their work by asserting that they cannot imagine themselves doing anything else.

Since staff turnover among CWW is generally very high, this often adds more workload to the workers left behind as they must take on additional roles pending the hiring of replacements. Although they described this experience as unfavorable, they often managed to learn from these experiences, using what they learned to better their everyday work. When they were able to see the impact of their work on the lives of the children and families within their care, they said they found that their job becomes more meaningful, giving them a higher drive to continue. Several of them also mentioned that they would rather work where they are able to make a lasting impact, and that they find working in other branches of social work (or public service providers) boring. Although there is a lot going on all the time, the participants still prefer their positions in the CWS to anything else.

Having the right amount of commitment and experience has resulted into narratives of confidence and efficacy beliefs among the participants. Going through the stories of workplace experiences among the participants, one of the themes that emerged was that of confidence and efficacy beliefs. Participants narrated how withstanding constant pressure and exposure to different work-related psychosocial risks has allowed them to grow confident that they are able to handle whatever comes their way. Although the narratives of confidence and efficacy beliefs were common among all participants, the build-up to the point of confidence seemed to be different among participants. While some participants ascribed their confidence to their longevity in the field, others attributed their confidence to many episodes of failure in dealing with the many challenges they had encountered in the field.

Past experiences have also helped most of the participants to become aware (and in control) of their work behavior and actions. Most of them indicated that they have become conscious of what it takes to cope in their line of work. Among other things, the participants mentioned having a well-functioning life and home, not having a child with special needs, having a great working capacity, not being afraid to take unpopular decisions, and the ability to withstand pressure. Lastly, since CWW are usually not in control of the number of cases they get, participants narrated that they have learned to exercise priority settings, as opposed to treating cases in order of appearance. Although the municipalities have stipulations guiding the time CWW spend on each case (this is usually three months from the day the case was reported until the case is closed), the participants mentioned that they sometimes must override such stipulations. Instead, they follow and evaluate each case in order of importance, giving priority to the serious cases that needed urgent attention. Most of the participants have realized that they need to have a solid overview of the cases, be well structured, and prioritize whenever necessary. The study contributes to the literature by focusing more on individual capacities and workplace resources among CWW.

7. Discussion and conclusion

The main aim of the present thesis was to explore the CW literature and investigate how exposure to the various work-related psychosocial risks and workplace resources affect CWW at work and outside the boundaries of work. The thesis has attempted to capture the impact on CWW of both the negative experiences at work and those outside of workplace. In so doing, attempts have been made to explore the literature, as well as the perceptions of CWW concerning issues of workplace resources and work-related psychosocial risks. As a result, three investigations were conducted. Study 1 is a scoping review that investigated the importance of support among CWW amidst the constant work pressure and daily heavy workload. Study 2 is the first qualitative study to examine the impact of work on CWW and how CWW experience balancing work and family life in Norway. Study 3 is also the first qualitative study to focus solely on the importance of individual capacities and how CWW deal with workplace risks and the types of individual capacities/strategies they employ to allow them to get through the day. Tying the three studies together, I will discuss three main themes that shed light on how exposures to work-related psychosocial risks and workplace resources influence CWW and their daily work life. In this regard, the first discussion will revolve around the types of workplace support that exist among CWW, and the contribution of these different support frameworks in alleviating both the exposure and reactions to the occurrence of work-related psychosocial risks.

Secondly, the findings surrounding the impact of the work domain on the home domain among CWW will be discussed. This discussion will include how CWW perceive workplace influences in the home domain and vice versa, and how identifying with the work provides these workers with the right tools to handle the never-ending work pressure. The last theme will cover the importance of individual capacities among CWW, and how mastering individual capabilities like confidence and efficacy beliefs, as well as taking challenges as opportunities for growth, help CWW deal with the immense work pressure they face every day. These will then be followed by a general discussion of the importance of capturing both the work-related psychosocial risks and workplace resources among CWW.

7.1 The essence of workplace support

Given the nature of the work environment that most CWW find themselves in (having to deal with several emotional cases involving negligence of parental duties, securing befitting homes for foster children, and other chaotic and complicated cases), these group of workers have often deal with situations that are similar in nature to what exists among safety critical organizations (Olaniyan et al., 2020). This means that simple mistakes like not paying attention to details or following up a serious case on the part of the CWW could result in devastating consequence to the children and families in their care. By employing scoping review methodology, I was able to make two important findings. The first was that past research have shown that working within the CW is one of the most stressful, complex, and highly emotionally demanding jobs that exist (Madden et al., 2014; McFadden et al., 2015). This understanding helped to put things into perspective as I navigated the literature on CWW. The second finding has to do with the existing one-sided focus on work-related psychosocial risks among CWW (Study 1). Most studies either investigate burnout or turnover/turnover intentions among CWW (Study 1).

Drawing on past assertions of Baumeister et al. (2001) that maintain that bad is stronger than good, I argue that the overwhelmingly focus on negative workplace experiences in the literature arguably owes to the effects of these negative experiences. It is understandable that the literature has been filled with several studies exploring the antecedents and consequences of staff turnover as well as negative workplace experiences like burnout. A logical explanation is probably the one that employers often go through a lot to secure new staff through constant recruiting process. This additional costs on the part of the employers might have generated attention among scholars in the field, thus leading to the high research focus on issues regarding turnover (and other negative workplace variables) among this group. The use of the guidelines proposed by Arksey and O'Malley (2005) provide the tools (identify the research question, identify relevant studies, select studies, chart the data, and collate, summarize, and report results) needed to explore the literature on workplace support among CWW. By employing the JD-R model, I argue that workplace support could serve as a potent workplace resource, which could help ameliorate both exposure to work-related psychosocial risks and the impact of those exposure.

Findings from the review show that studies frame support in different ways. While some explore social support, organizational support, colleagues support, perceived agency support, administrative support, and peer support, others investigate perceived organizational support and agency support (Baugerud et al., 2018; Biggart et al., 2017; Fernandes, 2016; Fryer et al., 1989; Fryer et al., 1988; Griffiths & Royse, 2017; He et al., 2018; Hermon & Chahla, 2019). Nevertheless, analyzing the framing of support as depicted by these studies, the study showed that the importance of workplace support among CWW is evident in three key areas. The first two areas concern the ability of support (or perceived support in some cases) to potentially enhance the experience of positive workplace outcomes (like commitment, engagement, meaning in the job, and job satisfaction), and at the same time reducing the possibility of exposure to negative workplace experiences or the impact of such work-related psychosocial risks. The third key area is concerned with the effect on CWW when they perceive/receive no support in situations or cases where they expect to get support.

Concerning the findings that workplace support could potentially increase the experiences of positive workplace outcomes among CWW (Antonopoulou et al., 2017; Baldschun et al., 2016; Chen & Scannapieco, 2010), findings from Study 1 shed light on what all CWW stand to gain when they experience support at the workplace. The impact of support cannot be overemphasized since it can impact other positive workplace outcomes such as job satisfaction, commitment, thrive, engagement, performance, retention, and well-being. To this end, every action or effort that is in place to stimulate or enhance the experience of positive workplace outcomes should be welcome. Study 1 illustrated the importance of workplace support in this sense. Especially the aspect of workplace support that encourages the experience of positive workplace outcomes. When studies found that the availability of both administrative and peer support could be more impactful than maintaining a limited workload among CWW (Antonopoulou et al., 2017), such findings attest to the importance of workplace support among CWW.

In Study 1, the study also illustrated that workplace support could lessen both exposure to negative workplace experiences and the reactions to such experiences (for example, Aguiniga et al., 2013; Augsberger et al., 2012; Griffiths & Royse, 2017; He et al., 2018; Madden et al., 2014). These workplace experiences ranged from role ambiguity, unmet

expectations, burnout, job stress, secondary traumatic stress, emotional exhaustion, and vicarious trauma. Having the necessary support that these workers need not only promotes positive workplace experiences as discussed above but could also potentially bring about a reduction in the number of work-related psychosocial risks that every CWW is exposed to, as well reduce the effects of such negative workplace experiences on CWW. As mentioned in the introductory section, research on burnout, for instance, has shown that its consequences could deal a devastating blow to the productivity at work, the work environment, and the well-being of workers that are exposed to burnout.

The realization that workers who are privileged to enjoy workplace support are less likely to suffer burnout makes it important to increase focus on how to encourage the practices of workplace support at all levels of every organization in which CWW work. Furthermore, I also illustrated in Study 1 that the practice of workplace support does not necessarily have to be very expensive. The Study highlighted what the field stands to gain when CWW lend listening ears to the challenges and complaints of fellow co-workers. It also brought our attention to several inexpensive, yet important actions such as a gentle pat on the back, paying attention, having compassion, showing understanding of each other's predicaments, and being available to provide help whenever required. All these strategies will keep the development of negative workplace experiences at bay and allow CWW to thrive in their workplaces.

Another key finding from Study 1 is related to the consequences of absence of perceived support among CWW. Several of the reviewed studies demonstrated the downside of unmet expectations/needs in terms of workplace support (e.g., Barbee et al., 2009; Fernandes, 2016; Lee et al., 2017; Littlechild et al., 2016; Schelbe et al., 2017; Smith, 2005). Lazano and Mor Barak's study (2015), for instance, illustrated that workplace support, particularly the absence of expected organizational support, predicted the onset of depersonalization among CWW. The study illustrated that workplace support, particularly the absence of expected organizational support predicted the onset of depersonalization among CWW (Lizano & Mo Barak, 2015). Additionally, findings from Study 1 illustrated the importance of always receiving adequate support, especially during difficult periods. When CWW do not receive sufficient support in difficult periods, the effect of the exposures to negative workplace experiences could potentially be exacerbated. When workers do not receive the expected level of support, they might interpret this as a form of betrayal from their colleagues,

supervisor, or organization, resulting in a feeling of being alone. An example of such was provided by the studies conducted by Littlechild et al. (2016). In one of the reports from the study, Littlechild et al. (2016) presented some CWW who were facing death and violence threats from families of the children in their care. Some of these CWW even had their names and addresses shared on the Internet, making it possible for anyone with malicious intentions to find them. While cases like this are strong enough to make anyone feel frightened and unsafe, the concerned CWW reported that they were more affected by the lack of support from their management. They also complained that it took management some time before they took workers seriously. Overall, Study 1 showed that CWW put a lot of effort into what they do, and that support, especially when needed, should be available to these workers as they often deal with complex situations that are usually emotionally demanding.

Apart from the above, another finding that was not fully discussed in Study 1 regards when workplace support is mostly crucial among CWW. An example is the study conducted by Kim et al. (2018) that explored the interaction between work experience, educational background, and supervisory support among CWW. With a sample of 1,244 respondents, findings from the study show that the tendencies for CWW to require/expect supervisory support decrease as their work experience increases. This suggests among other things that CWW have varying needs for supervisory support according to their level of work experience. This is in line with findings from both Study 2 and Study 3, where CWW cite insufficient training and supervision at the beginning of their work journey in the field. It is logical to argue that new workers will require more time and support to master and deliver work tasks as expected, whereas older and more experienced workers will have developed coping skills and mastery of what it entails to deliver expected tasks and work pressures over time. In this sense, one will expect that the more experienced workers will have a clear understanding of where to go and whom to talk to, and that the necessity to depend on colleagues will probably decrease as their experience increases.

Moreover, the JD-R model provided an explanatory platform for the findings in Study 1. The findings from Study 1 are in line with the JD-R model that postulates that workplace resources could provide a buffer while promoting motivational processes, enabling learning and development among workers. Indeed, findings from Study 1 also provide support for Schaufeli et al.' (2009) description of the impact of workplace resources (like workplace support). The authors reiterated that workplace resources could potentially diminish the

experiences of demands at work, encourage functionality and the achievement of work goals, and stimulate learning, growth, and development among workers (Schaufeli et al., 2009).

7.2 The interaction between the work and the home domains and their impact on CWW.

The interaction between the home and the work domain was addressed in Study 2. As mentioned in the introductory section, most publications within the CWS literature often focus on burnout, turnover, job stress, and heavy workload. Themes like work-family conflicts (WFC) have not been researched well in the field. The very few studies that have explored WFC in the literature addressed the importance of its impact on the well-being and general health of CWW (Hermon & Chahla, 2019; Levy et al., 2012; Littlechild et al., 2016; Lizano & Barak, 2012; Lizano et al., 2014). Additionally, past research has also shown that when workers experience conflicting demands between the home and the work domain, such workers "may also experience reduced levels of reported life satisfaction and may experience compromised work-related outcomes such as lower job satisfaction and less organizational involvement, commitment and lower job performance" (Akinbode & Ayodeji, 2017, p. 9425-9426). Considering the constant work pressure that the CWW must face daily, and the impact that work-related psychosocial risks have on their lives outside of work, WFC was a logical theme to explore in Study 2.

Findings from Study 2 point to a very complex situation for the respondents in the study. The four overarching themes (it goes both ways, work self-identity, spill-over effects, and on the lookout) that emerged reflected past evidence about the complexities often talked about regarding the work situation of most CWW (Madden et al., 2014; McFadden et al., 2015). The CWW assert that they feel the impact of the constant work pressure on the home front on the one hand, and that situations at home also impact their effort and concentration at work on the other hand, making it extra difficult to maintain a fine balance between the two essential domains. This is in line with evidence from the role strain theory (Goode, 1960). The finding that CWW often find themselves in positions where they must handle obligatory work tasks (meetings with parents, meetings with other public services, traveling several long distances, etc.), including their informal roles in the home domain (family care, hanging

out with friends, and being there for family whenever needed), is also in line with the general theory of role strain.

Additionally, as mentioned in the introductory section, CWW sometimes must face the consequences of some of the decisions they make. This is common in small towns, and in cases where CWW might be familiar with the parents of the children in care. There are other cases where angered parents have simply gone on the Internet to threaten CWW, making it difficult for CWW to simply clock in and out of work without having to worry about what might happen to them outside of work. And as Goode (1960) argued, having too many role relationships at some point will constitute strain for the role occupant, since fulfillment of the obligations in one will mean not having enough resources left to sufficiently fulfill others. When it comes to workability for CWW facing very high WFC, it is logical to argue that such workers might fall short at some future point in time. This is particularly true if there are too many obligations on the home front impinging on the CWW to fully take on the necessary work tasks, or in some cases (as mentioned by one of the respondents in Study 2) where a worker is dealing with divorce or other highly demanding situations at the home domain.

Another finding from Study 2 concerns identifying with the work. Most of the respondents see working within the CWS as part of their identity. This belief has probably helped them deal better with the barrage of work tasks and emotional upheaval that their position in the CWS has subjected them to. Reports from Article 2 showed that CWW most times discussed their predicaments at work without any negative or positive emotions. One explanation for this is probably the acceptance of their work situation rooted in the belief that it is all part of them both as a person and a CWW. This finding resonates well with evidence from research on PE fit (Kristof-Brown & Guay, 2011). It may be that the respondents have most of their core needs (the need to help others, the need to make a change, the need to provide help to the children in care) met while at work, and although their work situation could be improved, sharing the same fundamental belief with the purpose of the CWS probably helps the CWW to navigate both the home and work domain.

Although findings from Study 2 showed that CWW identify with their work and that they believe there is a mutual interaction between the home and the work domain, they do emphasize that the spill-over effects of the work to the home domain are significantly

stronger than the spill-over effects of home to work. Some of them even stated that it would be very difficult if not impossible to combine tough situations at home with the pressure from the field. Respondents talked about not being able to sleep at night, not being able to concentrate while spending time with their friends and family, and not being able to switch off thoughts about their work while at home. In conjunction with the above, one of the respondents even mentioned that she once unconsciously drifted off into another traffic lane while driving home. The impact of such spill-over effects has driven some CWW to consider searching for better job options; one of the respondents left her position and mentioned that she would be retraining for a totally different occupation.

These findings corroborate past research in the field (Littlechild et al., 2016; Zhou et al., 2018). Past research has shown that there is a higher degree of reports concerning the spill-over of the work situation to the home domain among CWW compared to their counterparts in the field of human services (DePanfilis & Zlotnik, 2008). In their recent study of secondary traumatic stress (STS), compassion satisfaction, and burnout among CWW, Baugerud et al. (2018) found that WFC was the strongest predictor of STS among CWW. Although the current thesis does not include STS, findings suggest similar and related results. Additionally, the authors found a significant and positive relationship between WFC and role conflicts, meaning that as the reports of role conflicts increase, the experiences of WFC also increase. Moreover, the authors found a significantly negative relationship between WFC and organizational commitment, anxiety attachment, organizational culture, and a host of other crucial workplace outcomes (Baugerud et al., 2018).

These findings point to the importance of focusing on WFC and its impact among CWW. While the findings from this thesis that showed the existence of passion for the work and work identity could be deemed positive, Greenhaus et al. (2003) argued that this might not always be the case. According to Greenhaus et al. (2003), whether a worker will experience WFC is largely dependent on where the worker chose to invest their time and resources. The authors maintain that those who usually experience the highest form of WFC are those workers who are more engaged with their work roles than their roles at home domain (Greenhaus et al., 2003). This is also in line with findings from role strain theory (see introduction section). While some will quit after facing uncontrollably numerous cases and emotionally demanding cases, most of the CWW still chose to remain at their position with the hope that things will get better. One logical explanation for these differences is probably

found in individual differences. Indeed, Article 3 explored the importance of individual capacities among CWW and how this helps them to navigate their complex work situations.

7.3 The importance of individual capacities

The workplace as viewed by researchers within organizational psychology is a social domain where workers steer through learning and development from work tasks in collaboration with co-workers and leaders (De Cremer et al., 2011). I argued in Study 3 that workers' experiences could sometimes be positive, negative, and other times a combination of the two. While workers often share many of these experiences with their colleagues at work, researchers have stressed that most of these work experiences are personal to every worker (Karanika-Murray & Weyman, 2013). To this end, possessing the right individual/personal strategy to combat the heavy workload and the constant work pressure will go a long way at helping CWW cope better at work, more so since these workers are not often in charge of their work schedules.

Findings from Study 3 showed that CWW employ five different individual strategies in dealing with their work situation. As presented in the findings section, these five themes are, commitment, challenge as opportunity for growth, confidence and efficacy beliefs, control of work tasks, and prioritizing. The five narratives of individual capacities that emerged resonate well with POS, illuminating the advantages of focusing on POS among CWW. Whereas they lamented over the constantly demanding workload and pressure, several of the participants narrated how they chose to stay committed to their tasks at work. A logical explanation for their unwavering commitment is probably found in their identification with the work as discussed above. It could also be that these workers have been receiving sufficient workplace support. I have already discussed above that support is implicated in CWW's commitment reports. In this regard, their found commitment allows them to cope better with the constant work pressure, making it possible for them to focus on essential aspects of their work. This finding is in line with past research on commitment (Meyer & Allen, 1991, Truter & Fouché, 2021). For instance, Truter and Fouché (2021) conducted a study of resilience among CWW in South Africa and found that CWW who reported high

commitment and dedication also reported possessing efficacy and self-determination, awareness of limitation, a positive outlook, and proficiency in their work tasks.

Another finding is the narrative of turning challenges into opportunities for learning and growth. This finding illustrates well one of the essential attributes of POS as described by Cameron and Spreitzer (2012, p. 3), that "challenges and obstacles are reinterpreted as opportunities and strength-building experiences rather than as tragedies or problems". On the contrary, findings from past studies have shown that the inability to endure constant demanding work pressures often comes at a higher price for social workers (Ellet et al., 2007). Another finding from Study 3 has to do with the narrative of efficacy beliefs. The CWW report that they have the required confidence and beliefs that they can tackle the numerous workloads and the never-ending pressure at work. This finding aligns with past research in the field. In their work on the influence of job satisfaction on intention to stay in the job, Chen and Scannapieco (2010) found that possessing efficacy beliefs creates success at dealing with the constant work pressure, promotes satisfaction at work, while also making it possible to tackle several work-related psychosocial risks like emotional exhaustion (Lo Schiavo, 1996). This finding also provides a logical explanation for why these workers also narrated practicing control over work tasks despite the intrusive nature of their work situation.

Moreover, Study 3 also discussed the participants' reports of exerting control over their work tasks. Although these workers are conscious of the nature of their work situation, and hope that things will eventually improve, they are also aware of what it entails to do a good job and succeed as a CWW. Possessing enough control over work tasks probably contributes positively to the work they do and contributes positively to the way they tackle the constant work pressure and burnout (McFadden et al., 2018). The last finding regards the ability of CWW to prioritize cases in order of urgency and importance. Possessing passion and commitment for their work, added to confidence and efficacy beliefs, and adequate control of work tasks probably makes prioritizing easier for this group of workers. Furthermore, being able to prioritize work tasks has been found to promote consistency and optimal resources allocation (Porter, 2021). Lastly, findings resonate with POS that focuses on performance-enhancing and strength-giving characteristics, since these features are capable of driving employees toward positive energy, away from negative outcomes (Cameron & Spreitzer, 2012).

7.4 Implications and significance of the study

There is a consensus among scholars in the field that the work environment among CWW is filled with work-related psychosocial risks, and that the complexities that this group of workers are stronger than those of their peers in related fields (Madden et al., 2014; McFadden et al., 2015). This realization probably explains the large number of studies that have investigated a plethora of work-related psychosocial risks among CWW. The central aim of the present thesis was to employ a "double edged sword" approach to investigating the status quo among CWW. While focusing on the negative work experiences among CWW has generated lots of knowledge in the field, I believe that including workplace resources in some of our investigations will lead to more knowledge of the work environment among CWW. Additionally, research focusing solely on how to retain workers at work does not necessarily provide us with all the answers. For instance, past research on outcome variables like absenteeism and presentism suggests that workers could remain in the same position while periodically taking sick leaves, or plainly avoiding putting in the required effort (Arronsson & Gustafsson, 2005; Hansen & Andersen, 2009; Hansson et al., 2006; Johns, 2010; Oshio et al., 2017). If efforts are only directed toward reducing turnover, but neglect workplace resources, we may miss out on the workers that have chosen to stay but who are unhappy with their work situation.

Thus, employers should be encouraged to devote more attention to enabling a supporting work environment. As I have shown in the present thesis, the impact of support goes a long way in helping CWW to cope better and tackle the never-ending work pressure and other work-related psychosocial risks. With such huge potential, enabling support and compassion, or practicing it usually does not cost so much compared to other workplace resources. A pat on the back, listening ears, and open arms to colleagues and team members could potentially eradicate or alleviate exposure/reactions to several negative workplace experiences.

There are a range of ways, tools, measures, and interventions that employers could use to offer training and development to their workers, which will help improve their health and performance (Nielsen et al., 2017; von Thiele Schwarz, 2021). These include training and providing training, opportunities for development, mentoring, a supporting workplace culture, and active support from colleagues and the management. Findings from the study also highlight how we can develop our understanding of support at work, the spill-over

effects of work on the home domain, as well as the importance of individual capacities at tacking the complexities often associated with working in the field of CWS. Additionally, findings from the study also shed light on the importance of workplace theories like POS that comprise significant psychosocial attributes that can support employee health and well-being, while at the same time reduce the impact of severe outcomes such as secondary trauma, anxiety, and depression, and potentially reduce sickness absence and turnover.

Although findings from the present study highlight the importance of focusing on individual attributes, they also underscore why employers should devote more energy to building a supporting work environment. In this regard, embarking on a joint endeavor (both at the individual level and the organizational level), where efforts are put in place through employing organizational-level interventions that are directed to changing work designs and working conditions to create a heathier work environment, will yield positive results for most work groups (LaMontagne et al, 2007). Nevertheless, there might be challenges to making drastic organizational-level changes, in this sense, embarking on promoting a supportive work environment while encouraging workers to learn and develop individual capacities will increase performance and the general well-being of CWW.

7.5 Conclusion and further direction

As pointed out in the introductory section, there is a recurrent tendency for studies to focus on burnout, workload, job stress, and turnover among CWW. Findings from the present thesis show that this tradition should be changed. Future studies may want to explore and focus more on workplace resources. Evidence from this thesis and from recent research has shown that employers and workers stand to gain a lot from practicing support at work, and by encouraging learning and development through fostering individual capacities among CWW. In this regard, future studies should endeavor to investigate how to improve and encourage a supportive work environment, removal of the organizational hindrances to a more supportive workplace and boost the impact of leadership and the roles that supporting colleagues play. There have been suggestions that the source of support is very important as every support produces a different function and multiple impacts among CWW (Lizano & Mor Barak, 2012). The notion is that support has a different function or impact depending on the source of the support. Co-worker support, for instance, may be important to deal with some work-related psychosocial risks. Support from colleagues may nevertheless not be

enough to combat other negative workplace experiences. The authors point out that influence of social support on job burnout is dependent on the support source thereby underlining the importance of differentiating between support sources in investigations of correlates of burnout (Lizano & Mor Barak, 2012). When workers who are already experiencing a very high WFC also report that they experience a greater deal of depersonalization and emotional exhaustion because they did not feel that they receive the expected support from their supervisors (Lizano & Mor Barak, 2015), then one could argue for more knowledge regarding the impact of each type of workplace support. For this reason, much could be gained if research starts to explore each workplace support separately to determine their different functions vis-a-vis the numerous work-related psychosocial risks among CWW.

Besides, research could also explore how to encourage a health-promoting work climate among CWW, as well as the role of a health-promoting work climate on the health, well-being, and performance of CWW. Furthermore, novel studies are needed to explore other essential workplace resources among CWW like advancement opportunities, compassion satisfaction, and other relevant resources. Although the current level of research on negative workplace experiences among CWW is quite high, there are still some crucial themes that we know very little about, and some that have still been left untouched. Themes like counterproductive work behaviour, which past research has shown could play a major role in how workers conduct themselves at work, and how this influence workers attitudes towards organizational goals and values.

While some studies have investigated violence, death threats from clients and families of children in care, less is known about negative workplace experiences like bullying and harassment among CWW. Research on bullying in other fields has shown that such experience could yield a devastating blow to the worker's health and well-being, performance, and the proper functioning of any work environment (Einarsen & Skogstad, 1996; Glambek et al., 2015). Future studies could explore how CWW can maintain a solid balance between the work and the home domain without losing sound health and performance. Additionally, studies could investigate the impact of identifying with the workplace on workers' reports of WFC.

Finally, the present thesis has sought to address some crucial issues within the field of CWW. While the CWS often faces criticism because of their actions regarding families and

children in care, we know very little about the conditions under which these workers work. In addition, it is common among research in the field of CWS to focus primarily on negative workplace experiences, leaving out positive workplace experiences like work resources. To this end, the present thesis has sought to investigate how the exposures to work-related psychosocial risks and workplace resources affect CWW at work and outside the boundaries of work. Findings show that the experience of workplace resource like support helps CWW to tackle negative workplace experiences like burnout, job stress, turnover, STS, and a host of other damaging negative workplace experiences. Support was also found to increase crucial positive workplace experiences like organizational commitment, increased balance between the work and the home domain, and job satisfaction. The thesis has thus contributed to the literature on the importance of support among CWW. The thesis also underscores that implementing a supportive environment among CWW does not necessarily have to be expensive, but by spreading the awareness among team members to always be open and on the lookout to render help to their colleagues whenever needed, support will be nurtured and developed among these workers.

As previously noted, the thesis has also contributed to the literature on balancing the work and the home domain among CWW. The themes that emerged from Study 2, (1) it goes both ways, 2) work as self-identity, 3) spill-over effects, and 4) on the lookout illustrate the complexities existing in the work environment among CWW. However, this also implies that employers ought to pay extra attention to the nature of work in their organizations and should include workers when making decisions regarding workloads and tasks. Lastly, the present thesis contributes to the literature concerning individual capacities among CWW. The findings that CWW employ commitment, confidence, and efficacy beliefs, taking challenges and problems as opportunities for learning and growth, conscious control of work behaviors, and prioritizing, provide support not only to past research in the field, but also show why extra efforts should be devoted to improving individual capabilities among this group of workers.

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Paper 1

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**Correspondence: Oyeniyi Samuel Olaniyan oyeniyi.olaniyan@uib.no; ool048@uib.no*

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Lean on Me: A Scoping Review of the Essence of Workplace Support Among Child Welfare Workers

Oyeniyi Samuel Olaniyan[1], Hilde Hetland[2], Sigurd William Hystad[2], Anette Christine Iversen[1] and Gaby Ortiz-Barreda[1,3]*

[1] Department of Health Promotion and Development, University of Bergen, Bergen, Norway, [2] Department of Psychosocial Science, University of Bergen, Bergen, Norway, [3] Public Health Research Group, University of Alicante, Alicante, Spain

Child welfare workers (CWWs) often work under conditions similar in nature to workers within safety critical organizations (SCOs). This is because most of their work surrounds child neglect, securing homes for foster children, haphazard, and intricate cases, among other things, and where making wrong decisions, inattention to details, and the likes could lead to adverse consequences especially for the kids within their care. Research has shown that employees who experience support at work often report less stress symptoms, burnout, and a host of other negative workplace experiences. Experience of support at work has also been found to boost employees' retention, job satisfaction, and productivity. Despite this development, research exploring the essence of workplace support among CWW is very scarce in the literature, and we know very little about the type of workplace support and their influence on a host of workplace outcomes, especially the negative ones like

secondary traumatic stress, aggression, and violence toward CWWs. The purpose of the current scoping review was to uncover what is known about workplace support and their relationship with workplace outcomes among CWWs. The authors explored four databases and identified 55 primary studies investigating workplace support and workplace outcomes among CWWs in the review. Studies mostly framed support under three main support types of coworker/peer support, social/organizational/management support, and supervisor/leadership support. Findings showed that workplace support has a positive impact on workplace variables like job satisfaction, engagement, commitment, and reduces the risk of turnover, burnout, and other negative workplace variables. The review highlights possible directions for future research.

Keywords: workplace support, social support, coworker support, leadership/supervisor support, psychosocial risk

8. INTRODUCTION

In Norway, a huge number of child welfare workers (CWWs) recently took to the streets with slogans like "HeiErna" (Erna refers to the prime minister of Norway, Erna Solberg). These employees demonstrated to protest the shortage of employees amidst the ever-increasing workloads they face from day to day. According to one of the protesters, the Norwegian government's promises to increase competences and learning among this workgroup will fail if there are insufficient employees, creating heavy workloads and demands (as cited in www.frifagbevegelsen.no). We know from past research within this workgroup that employees are often confronted with heavy workloads along with other types of unsuitable workplace events.

The purpose of this scoping review is to assess the essence of workplace support especially among CWWs vis-à-vis their constant exposure to risks at work. Owing to the nature of their work (child neglect, securing homes for foster children, haphazard, and intricate cases, among other things), CWWs often find themselves within zones bearing resemblance to employees within safety critical organizations (SCOs). This implies that wrong decisions, inattention to details, and the likes could lead to adverse consequences especially for the kids within their care. Risks at work have been associated with stress, disrupted productivity, sickness, and other negative health outcomes (Cox, 1993; Griffths, 1998; Cox et al., 2000, 2007; Leka et al., 2007). Working around children with troubled pasts, vulnerabilities, and complicated upbringing, CWWs deal with innumerable demanding intricacies within their field. Past research has shown that child welfare is one of the most complex, stressful, and emotionally demanding within the field of human services (Madden et al., 2014; McFadden et al., 2015). Across countries there are concerns that many social workers leave their jobs in child welfare services. Vacancies and a constant stream of new employees have negative effects both on the remaining staff of social workers and the clients by creating instability in services for vulnerable children and families. We know from past research that several workplace resources like job satisfaction, engagement, and social support provide ameliorating effects on employees'

experiences of workplace risks like turnover and burnout. For instance, social support has been found to reduce the risk of turnover, burnout, and other debilitating workplace risks (Karasek and Theorell, 1990; Brough and Pears, 2004; DePanfilis and Zlotnik, 2008). In this regard, getting an overview of the roles of workplace support for this work group will contribute immensely to enhancing and boosting their performance and well-being.

A review of the literature shows a seemingly one-sided focus on negative events or workplace variables like turnover and turnover intentions among CWWs. Only very few studies have explored novel topics that are not only related to turnover/turnover intentions (Jacquet et al., 2008; Hwang and Hopkins, 2012; Lizano et al., 2014; Kim and Mor Barak, 2015). For instance, Mor Barak et al. (2001) study the antecedents to retention and turnover among human service employees (including child welfare). DePanfilis and Zlotnik (2008) conducted a systematic review of the literature concerning the retention of frontline employees in child welfare services. Findings from their review pointed toward the importance of several workplace factors implicated in employees' decision to stay. These factors included employees' commitment, low levels of emotional exhaustion, self-efficacy, support at work, as well as salary and benefit. Likewise, Kim and Kao (2014) conducted a meta-analytical review of the predictors of turnover intentions among child welfare employees based in the United States.

More recently, McFadden et al. (2015) reviewed the child welfare literature focusing on the role of resilience and burnout. The identified themes (subdivided into individual and organizational themes) among the included studies include coping, secondary traumatic stress, social support and supervision, job satisfaction, workload, professional and organizational commitment, etc. As mentioned above, one notable factor here is the heavy reliance/focus on employees' intentions to stay or leave. Although some of their findings included/associated with workplace support, to our knowledge, workplace support as a concept has been disproportionately left on the

sidelines when discussing psychosocial work environment variables and their importance, especially among CWWs.

Given the unequal focus on the negative workplace occurrences among CWWs, does that imply that CWW only deal with negative experiences at work? Au contraire, most scholars would agree that workplace experiences are seldom a one-way street. Against the backdrop of this knowledge, why has the focus on negative outcomes such as turnover, burnout, and occupational stress continue to increase the past years (Kelloway, 2011, p. 1)? One logical explanation could be the notion that "bad is stronger than good." Baumeister et al. (2001) maintain that negatively valenced events will generate a greater impact on an individual than positive valenced events of the same type. Adding to this is the high economical and emotional cost of having to replace a sick, absent, or a worker who quits. The impact of this to the employer could have generated vibrating attention in the field, influencing the continuous focus on negative occurrences at work. Judging by these factors, it is reasonable that a host of past research centers on turnover and the likes.

9. WORKPLACE SUPPORT

Before describing the importance of workplace support especially among CWWs, we will briefly present a theory that encapsulates workplace support with other relevant theories in any given work environment. The job-demand resource (JD-R) model provides a more nuanced explanation to what goes on at work. Building on previous balance models of employee wellbeing [the demand-control model (DCM) by Karasek, 1979; and the effort-reward imbalance (ERI) by Siegrist, 1996], the proponents of the JD-R hold that the exposure of employees to a high demanding work environment coupled with limited autonomy will oftentimes lead to stress and ill health (Bakker and Demerouti, 2007). Furthermore, elevated autonomy will yield a contrasting experience for the employees. The central tenet of this model revolves around two assumed pathways, namely, the health impairment and the motivation processes (Bakker and Demerouti, 2007; Schaufeli and Taris, 2014). The impairment pathway (also referred to as job demands) involves "those physical, social, organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs" (Demerouti et al., 2001, p. 501). The health impairment could range from job insecurity to role ambiguity, role conflict, unfavorable shift work schedule, and work-home conflict (Schaufeli and Taris, 2014). Job resources or the motivational path centers on those aspects of the job that largely contributes toward the achievement of stated work goals, reduce the impact of job demands and workload, and stimulate growth and development among employees (Schaufeli and Taris, 2014). Examples of job resources are autonomy, advancement, leadership, and social support from both the supervisor and colleagues (Schaufeli and Taris, 2014). The purpose of this scoping review is to assess the importance of workplace support among CWWs.

To get an understanding of workplace support, it is imperative to explore the themes and ideas surrounding it. Workplace support is a sub-arm of social support, which is "the type of assistance that individuals receive from those who come into contact with them in any way" (Papakonstantinou and Papadopoulos, 2010, p. 183).

Authors have attempted conceptualizing social support in recent past. This conceptualization varies in focus and content. While some authors focused on categories of support (Huurre et al., 1999), others focus on aspects of social support (Weiss, 1974); elements of support (Birch, 1998; Etzion, 1984), functions of social support (Cohen and Hoberman, 1983), and types of support (Cohen and Wills, 1985; Kef, 1997; Brough and Pears, 2004). Karasek and Theorell (1990) describe workplace support as the sum of support that is available to an individual at the workplace from colleagues and supervisors. In this sense, support could range from receiving advice on a task, appraisals of situations and assignments, information sharing, and emotional support (Karasek and Theorell, 1990; Brough and Pears, 2004; Harris et al., 2007). Past research has shown that workplace support has a positive impact on workplace variables like job satisfaction, engagement, commitment, and negative impact on turnover, burnout, and other negative workplace variables (Karasek and Theorell, 1990; Mor Barak et al., 2001; Brough and Pears, 2004; DePanfilis and Zlotnik, 2008; McFadden et al., 2015). A wellfunctioning workplace will arguably generate better services to its client than a malfunctioning one. For example, Iversen and Heggen (2016) recently conducted a study on CWWs use of knowledge in their daily work in Norway. Participants reported several factors as vital to performance and quality welfare work. Supervision and colleagues were cited as one of the most important factors. The authors pointed out that "Colleagues and Supervision is not only important for 'new' social workers with little experience, but also remains important throughout the career irrespective of working experience and continued education" (Iversen and Heggen, 2016, p. 13).

10. THE PRESENT STUDY

In line with the above, the current scoping review will attempt to identify the significance of workplace support among CWW. More importantly, the present review will seek to investigate the relationship (if any) between workplace support and workers experience of psychosocial risks. We endeavor to explore the roles and impact of workplace support among CWW as they carry out their day-to-day tasks at work. The knowledge of this will help researchers, practitioners, and policy makers in focusing on ways to encourage and stimulate support at work thereby influencing the well-being and work environment of CWW. Additionally, we will explore the characteristics of the studies in the field. This review will also identify the gaps in the field, if any.

By investigating and capturing the range of studies exploring the importance of workplace support amidst exposures to psychosocial risks within the child welfare sector, this scoping review will be taking the first step in addressing the gaps in the field of child welfare regarding this theme. Are there any gaps in the field? What areas need more research focus? This present review will attempt to answer these questions regarding the focus of future studies in the field. To our knowledge, no earlier studies have attempted capturing the essence of workplace support among workers in this particular sector.

According to the recently published PRISMA extension for scoping reviews (PRISMA.ScR): checklist and explanation, scoping reviews share numerous components with any other type of knowledge synthesis (Tricco et al., 2018). Scoping reviews have within their scope to "follow a systematic approach to map evidence on a topic and identify main concepts, theories, sources, and knowledge gaps" (Tricco et al., 2018, p. 1). The present review is in line with this relatively new and refined approach to systematic reviews. Using the guidelines as found in the renowned framework of Arksey and O'Malley (2005), this paper aims to employ a systematic and comprehensive exploration of the literature on the workplace support among CWW. This framework has proven to be effective at mapping out the extent, range,

and nature of the selected body of research. Our chosen approach is also in line with findings from earlier notable research employing the scoping reviews methodology (Grant and Booth, 2009; Levac et al., 2010; Daudt et al., 2013; Colquhoun et al., 2014; Pham et al., 2014).

Additionally, the current review aims to identify gaps in the literature and provide a summary of results. Specifically, the current paper will employ five key steps as proposed by Arksey and O'Malley (2005): (1) identify the research question, (2) identify relevant studies, (3) study selection, (4) charting the data, (5) collating, summarizing, and reporting the results (Arksey and O'Malley, 2005; Grant and Booth, 2009; Levac et al., 2010; Colquhoun et al., 2014; Pham et al., 2014). As commonly found with scoping reviews, the present study will not make efforts to evaluate the quality of studies nor offer a quantitative synthesis of data. The current scoping review will, however, seek to explore and capture the noteworthy features of an incipient body of evidence. In order to provide a structured overview of the whole research process, we used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA.ScR) guidelines in reporting this scoping review.

METHOD

11. Stage 1: Identify the Research Question

The present scoping review aims to explore the relationship between workplace support and psychosocial risk exposures among CWW. Following recommendations from Arksey and O'Malley (2005), we intend to begin with a broad review area to establish what is available before narrowing the search. Although past research points toward a negative relationship between workplace support and psychosocial risk, an overview of the types of support, and how essential they are is lacking in the field. Earmarking research questions for this review shapes the focus of the study while directing the identification and selection of relevant studies. The research question: What types of workplace support exist in the literature and what roles do they play in workers outcomes?

12. Stage 2: Identify Relevant Studies

Search Terms

Weimplemented the bibliographicdatabases search from

April 15 until 21 September 2018 in PsycINFO, Medline, ProQuest, and the Web of Science. A supplementary search was conducted between the periods of 11 September and 25 September 2019. We selected these databases because they provide a full-bodied coverage of peer-reviewed research and publications on work health and well-being, within which psychosocial risks fall. Since past research is inconclusive regarding how workplace support influences other work environment outcomes, we decided to employ a strategy that considered this knowledge. Using keywords from two widely accepted work environment/psychosocial scales (Copenhagen Psychosocial Scale and QPS-Nordic) as our point of departure, we constructed our search terms and conducted a search in the four aforementioned bibliographic databases. In addition to the two psychosocial scales, we also studied and included notable scales/variables from the PRIMA-EF (Guidance on the

TABLE 1 | Filter for the occurrence of psychosocial risk among child welfare workers.

Termsrelatingtorisks	Childwelfareworkers

"Quantitative risks" OR "Cognitive demands" "Emotional demands" "Job demands" OR "Job-strain" OR "Demands for hiding emotions" OR "Sensory demands" OR "Influence at work" OR "Possibility for development" OR "Degree of freedom" OR "Meaning of work" OR "Job commitment" "Predictability" OR "Role clarity" OR "Role conflicts" OR "Conflicts" OR "Leadership quality" OR "supervisor support" OR "Social support" OR "Feedback at work" OR "Social relations" OR "Sense of community" OR "Job insecurity" OR "Job satisfaction" OR "General health" OR "Vitality" OR "Behavioral stress" OR "Vicarious trauma" OR "Somatic stress" OR "Cognitive stress" OR "secondary traumatic stress" OR burnout OR "Sense of coherence" OR "Problem focused coping" OR "Selective coping" OR "Resignation coping" OR "Effort-reward imbalance" OR "Over commitment" OR "Engagement" OR "Turnover" OR "Turnover intentions" OR "intentions to leave" OR "Harassment" OR Bullying OR "Work-life balance"	"Child welfare workers" OR "Child welfare employees" OR "Child welfare professionals" OR "Child welfare social workers" OR "Child welfare employees" OR "child protective service workers" OR "child protective social workers" OR "child protection social workers" OR "Employees within the child welfare" OR "Child protection workers" OR "Child protection professionals"

European Framework for Psychosocial Risk Management). As pointed out earlier, we were unsure of the range and extent of the publications existing on psychosocial risks among child welfare employees, and therefore we set no limits on publication dates. We employed a simple analytical framework (search, appraisal, synthesis, and analysis—SALSA) as well as two separate Boolean operators "OR" and "AND" in retrieving relevant studies. The first author constructed the search strategy with support from the rest of the team. See **Table 1** for the full list of the search terms used in the present study.

13. Stage 3: Study Selection

The first author conducted the data screening by going through the titles of articles, keywords, and abstracts following broad relevance criteria. We then embarked on a detailed exploration of the full-texts of the chosen articles. After removing duplicates, we identified 2534 citations from searches of electronic databases, highly cited articles, as well as the reference lists of review articles. We screened the titles and abstracts of the 2534 studies and 2386 citations were excluded (because they did not meet the inclusion criteria). Furthermore, we excluded 127 studies that explored psychosocial risk variables in related settings to child welfare, but that was unclear if child welfare employees were included in the sample (e.g. nurses, doctors, teachers, and other social workers), and 155 studies that explored variables outside the scope of the present study (e.g. organizational change, education, proximity to work, etc.). Finally, we excluded two studies because we were unable to retrieve them (we attempted to reach the authors but received no answer). With 148 full text articles remaining to be retrieved and assessed for eligibility, we excluded studies for the following reasons: 52 were dissertations (not pee-reviewed), 37 measured family engagement and related variables, and 14 were not original empirical research (e.g. reports, commentaries, and theoretical studies).We considered 55 studies eligible for this present review.

14. Stage 4: Chart the Data

The screening process generated 55 articles that met the inclusion criteria. We developed an extraction spreadsheet in Microsoft Excel in order to maintain a systematic data extraction process. We then moved to Microsoft Word and inserted all of the information from Microsoft Excel into a table. Our coding was guided by the focus of this review. Therefore, we coded included articles by study, sample population, sample size, research design, and psychosocial risk measure and findings.

15. Stage 5: Collate, Summarize, and Report Results

According to Arksey and O'Malley (2005), the last stage of the review process entails collating, summarizing, and reporting the results. We achieved this by organizing the relevant results into themes, conscientiously paying attention to these themes as they relate to the research questions and focus of the study.

Ongoing Consultation

In order to aid credibility and strength to the review, Arksey and O'Malley (2005) suggest the inclusion of experts in the area of research. For the present review, one professor, two associate professors, and two CWWs with over 12 years of work experience were consulted during the early phase of research questions development, search strategy development, and inclusion criteria. The first author has been involved with two reviews earlier. The fifth author has published more than 10 reviews.

16. RESULTS

The studies' country of origin, design, methods, and key findings are presented in **Table 2**. Of the 55 included studies in the present review, the majority were from the United States (n = 43). Other countries with less than five studies included: Canada, the United Kingdom, Sweden, Australia, Finland, Norway, Israel, and Spain. The vast majority of the included studies were conducted in a single country, except for one study conducted in the United Kingdom, Sweden, and Italy (Frost et al., 2018), and another study conducted in the United States, Finland, the United Kingdom, and Norway (Juhasz and Skivenes, 2018). See **Figure 1** for a display of study identification, screening, and the final study selection.

Support as framed by these studies somewhat varied, although they all shared similar scope. Depending on the study in focus, "support" was framed as colleagues/collegiate support, organizational support, social support, peer support, administrative support, supervisor support, and coworker support. Others framed support as emotional support, perceived agency support, and perceived organizational support. Although the included studies framed support differently, a closer look shows that they all could be categorized under three main support types of coworker/peer support, social/organizational/management support, and supervisor /leadership support. These three are presented below.

17. Coworker/Peer Workplace Support

Eighteen of the included studies investigated the impact of peer support among CWW (Davis-Sacks et al., 1985; Jayaratne et al., 1986; Fryer et al., 1988, 1989; Landsman, 2001; Bride, 2007; Barbee et al., 2009; Chenot et al., 2009; Cohen-Callow et al., 2009; Morazes et al., 2010; Williams et al., 2011; Aguiniga et al., 2013; Salloum et al., 2015; Biggart et al., 2017; Schelbe et al., 2017; Baugerud et al., 2018; He et al., 2018; Radey et al., 2018; Hermon and Chahla, 2019). Jayaratne et al. (1986) found a negative relationship between coworker support and reports of burnout. The authors further conducted a series of T-tests to compare the highs and the lows of support scores. Only two out of the nine tests were significant, coworker support being one of them. Bride (2007) report a negative (significant) correlation between workers' experience of secondary traumatic stress and peer support. They concluded that employers could reduce workers experiences of secondary traumatic stress by cultivating opportunities for peer support. In their study on the examination of the internal and external resources in child welfare, He et al. (2018) found that peer support was negatively associated with client-related burnout. Likewise, in their study of survival among recently hired CWW, Radey et al. (2018) found that CWWs place a very high value on "expressive support" from colleagues. They reported one of the respondents saying "I'm surrounded by a lot of caring individuals who not only care about the kids and the families that they are helping, but their team members" (Radey et al., 2018, p. 89). Other studies found peer support to reduce experiences of stress, burnout, turnover, while serving as a source of strength and increasing retention (Davis-Sacks et al., 1985; Fryer et al., 1988, Fryer et al., 1989; Barbee et al., 2009; Chenot et al., 2009; Morazes et al., 2010; Williams et al., 2011; Biggart et al., 2017; Schelbe et al., 2017).

18. Social/Organizational/Management Workplace Support

Twenty-two of the included studies explored themes related to CWW experiences and/or consequences of organizational or management support (Samantrai, 1992; Landsman, 2001; Smith, 2005; Barak et al., 2006; Healy et al., 2009; Csiernik et al., 2010; Travis and Mor Barak, 2010; Augsberger et al., 2012; Lizano and Barak, 2012; Wu et al., 2013; Kruzich et al., 2014; Madden et al., 2014; Salloum et al., 2015; Baldschun et al., 2016; Dagan et al., 2016; Fernandes, 2016; Hunt et al., 2016; Littlechild et al., 2016; Antonopoulou et al., 2017; Griffiths and Royse, 2017; Hermon and Chahla, 2019). Healy et al. (2009) conducted an international comparative study comprising of respondents from Australia, the United Kingdom, and Sweden. They found work stress, low reward, a culture of blame, and lack of support implicated in workers' retention. In her study of commitment among CWW, Landsman (2001) found that the experience of low commitment is one of the major predictors of turnover. The study also found agency/management support to be one of the predictors of work commitment. Management support was also positively related to job satisfaction, but this relationship was not significant. Likewise, Lizano and Barak (2012) employed the JD-R model to explore the impact of organizational support on burnout among CWW. The authors found a positive and significant relationship between workers' perception of organizational support and depersonalization (one of the three sub-categories of burnout). Meaning that less reports of support was related to more burnout (depersonalization). Eight studies investigated the influence of management support on retention and turnover (Samantrai, 1992; Smith, 2005; Travis and Mor Barak, 2010; Augsberger et al., 2012; Kruzich et al., 2014; Madden et al., 2014; Fernandes, 2016; Griffiths and Royse, 2017). Perception of organizational support influences workers' decisions to stay/leave. This finding was common for all studies. Wu et al. (2013) explored the essence of organizational support for workers' work-life balance. They reported a positive relationship between workers perceived organizational support and

experiences of a higher worklife balance. Both Hunt et al. (2016) and Littlechild et al. (2016) investigated the importance of organizational support among CWW facing violence and aggression from parents. In some of the included studies, participants reported different sets of safety measures installed in order to keep threats to their lives at bay. Some of these measures include necessity

TABLE 2 | Summary of cohort studies on workplace support among CWW.

Author and year	Sample population	Sample size	Research design	Country	Psychosocial work environment measure	Key findings
Aguiniga et al. (2013)	Child protection service	2903	Quantitative	United States	Intention to leave, positive mood about work, collegiate support	Positive mood about work and collegiate support both predicted intention to leave. Gender, race, and age all significant predictors of workers' intention to leave
Antonopoulou et al. (2017)	Child protection service	193	Quantitative	United Kingdom	Psychological distress and anxiety, work enabling conditions, social support at work, job autonomy, and decision-making	Low levels of stress reported. Reports of positive association between stress and job clarity, control, as well as management and social support at work
Augsberger et al. (2012)	Voluntary public child welfare	538	Mixed methods	United States	Turnover, organizational support, fair salary and benefits, fair promotion potential, adequate communication, and appreciation	Workers perceptions of respect in the workplace predict turnover intentions. This is further broken down into five sub-themes of organizational support, fair salary and benefits, fair promotion potential, adequate communication, and appreciation or contingent rewards
Baldschun et al. (2016)	Child protection social workers	364	Quantitative	Finland	Well-being (affective, cognitive, social, personal, professional, and psychosomatic), supportive work environment	Findings suggest that affective well-being as well as an open and supportive work environment is crucial to any occupational well-being of employees
Barak et al. (2006)	Child welfare workers	418	Mixed methods	United States	Perceptions of fairness, inclusion–exclusion, social support, stress, well-being, commitment, job satisfaction, and intentions to leave	Findings suggest that stressful, unfair, non-inclusive/supportive organizational climate, as well as various individual characteristics negatively influence employees' well-being. This leads to job dissatisfaction and lower commitment, which further lead to employees' intentions to leave the organization
Barbee et al. (2009)	Child welfare workers	15	Qualitative	United States	Turnover correlates, supervision, colleagues support	Respondents reported that the search for a more lucrative position, lack of supervision, stress, and the lack of support from colleagues were some of the reasons they left their earlier jobs
Baugerud et al. (2018)	Child protection workers	506	Quantitative	Norway	Quantitative demands, role expectations, control over work intensity, stress, predictability of work, burnout, social interaction and support, work-life balance, secondary traumatic stress, compassion satisfaction	Findings showed the prevalence of moderate symptoms level of stress-related issues of burnout and secondary traumatic stress. Furthermore, respondents equally reported a moderate compassion satisfaction level. Findings are contrary to results from earlier studies
Biggart et al. (2017)	Child and family social workers	52	Qualitative	United Kingdom	Emotional experiences, team physical and work environment, supervision, and information support	Reports of reflective supervision, socio-affective needs, and sharing of emotional experiences with colleagues
Bride (2007)	Protective service workers	187	Quantitative	United States	Secondary traumatic stress, peer support, administrative support, turnover intention, professional experience, and workload	Secondary traumatic stress was associated with workers' personal trauma history, peer support, administrative support, turnover intention, professional experience, and workload.

Continued

Chen and Scannapieco (2010)	Protective service workers	453	Quantitative	United States	Turnover, self-efficacy, supervisor support, job satisfaction	Main effect of job satisfaction, supervisor support, and self-efficacy on employee's turnover intentions

(Continued)

TABLE 2 |

Author and year	Sample population	Sample size	Research design	Country	Psychosocial work environment measure	Key findings
Chenot et al. (2009)	Public child welfare workers	767	Quantitative	United States	Organizational culture, supervisor support, turnover intention, retention	Longevity decisions are mostly important the first 3 years of service. Supervisor and peer support both predicted retention. Supervisor support had a stronger effect than peer support, and supervisor support effects cut across the entire samples
Cohen-Callow et al. (2009)	Child welfare workers	561	Quantitative	United States	Career commitment, climate, commitment, supervisor/coworker support, job withdrawal, job satisfaction, stress	Reports of lower job and work withdrawal by older respondents. The association between withdrawal and commitment varied across age. Experience of stress best predicts job and work withdrawal
Csiernik et al. (2010)	Child protection workers	13	Mixed methods	Canada	Hope, social support, anxiety levels associated with clients, resilience	Findings show the prevalence of anxiety toward clients, the work group, as well as employees' own ability. Reports of various types of stressful incidents. Respondents also reports experiences of resilience and social support
Curry et al. (2005)	Protective service workers	441	Quantitative	United States	Case load, supervisor support, retention	Experience, gender, and education were associated with staff retention. Supervisor support and the overall transfer potential, as well as application planning transfer were all positively associated with transfer
Dagan et al. (2016)	Child protection workers	124	Quantitative	Israel	Secondary traumatic stress, mastery, social support, effectiveness of supervision, role stress, traumatic experiences	Reports of high level of secondary traumatic experiences. Findings also show that role stress contributed significantly to secondary traumatic experiences. A positive association was also found between employees' experiences and secondary traumatization
Davis-Sacks et al. (1985)	Child welfare workers	62	Quantitative	United States	Supervisor support, coworker support, spouse support, mental health problems, burnout	Most of the respondents report experiencing support from spouse, coworker, and supervisors. Except self-esteem, coworker support is not significantly associated with burnout and mental health problems
Dickinson and Perry (2002)	Public child welfare workers	235	Quantitative	United States	Job roles, responsibilities, caseload, job satisfaction, social/supervisory support, turnover intentions, work conditions, burnout, stress	Respondents who intend to leave or already left cited several reasons for this decision. Stress, dissatisfaction with the work environment, changes in career goals, and availability of other jobs were the four most important reasons
Fernandes (2016)	Child welfare workers	359	Quantitative	United States	Turnover intention, organizational support, workload	Perceptions of organizational justice, organizational support, workload, and job importance predicted workers' turnover intentions

Continued

Festinger and Baker (2010)	Child welfare personnel	253	Quantitative	United States	Childhood trauma, self-esteem, satisfaction with life, sense of social support	Significant associations were found between experienced childhood emotional maltreatment and the three well-being measures (i.e. self-esteem, satisfaction with life, and sense of social support). Findings showed a prevalence of 30% reported rate of recall for childhood emotional abuse. Emotional abuse report was more prominent among female respondents

(Continued)

TABLE 2 |

Author and year	Sample population	Sample size	Research design	Country	Psychosocial work environment measure	Key findings
Fryer et al. (1989)	Child protection workers	300	Quantitative	United States	Attrition, intentions to leave, coworker support, stress, anxiety, commitment	Findings show high reports of both stress and coworker support. The professional aspects of child protection were positively associated with work commitment. Intentions to leave were also associated with reports of resentment, anxiety, helplessness, and regrets for joining the field
Fryer et al. (1988)	Child protection workers	301	Quantitative	United States	Workload, compensation, attitudes to work, coworker support, job dissatisfaction	Findings show reports of high workload and effort-reward imbalance. Respondents also report high coworker support. Work experience with child welfare service is positively associated with job dissatisfaction
Griffiths and Royse (2017)	Former CWS workers	54	Mixed methods	United States	Turnover, job dissatisfaction, work experience, workload, lack of respect, organizational support	Job dissatisfaction, work experience, workload, lack of respect, organizational support was all associated with turnover
He et al. (2018)	Child welfare workers	1917	Quantitative	United States	Burnout, demands, resources, supervision, and peer support, workload	Job demands, supervision, and peer support were positively associated with client-related burnout
Healy et al. (2009)	Child welfare workers	58	Qualitative	Australia	Turnover, stress, effort-reward imbalance, support	Reports of high inexperience coupled with high workload. Experienced employees not motivated to go into the field. High stress contributing to turnover. Absence of support and developmental opportunities. Reports of a blaming culture, low reward, and lack of respect for staffs
Hermon and Chahla (2019)	Child welfare workers	160	Quantitative	United States	Stress, child-related stress, visit-related stress, workload stress, satisfaction, client relationships, work-life flexibility, growth and support, perceptions of caseload, turnover, retention	Findings showed that the experience of high level of stress predicts turnover among employees. Results also showed that job stress has damaging effects on the stayers
Hunt et al. (2016)	Child protection workers	423	Quantitative	United Kingdom	Violence, support, supervision	Respondents reported experiencing threats or violence from parents. Some respondents also reported not receiving sufficient support and supervision from the management. Making situations worse as opposed to bettering them
Jacquet et al. (2008)	Fresh CWS graduates	765	Quantitative	United States	Turnover intention, Supervisor support	Supervisor support was strongly associated with workers intent to leave

Continued

Jayaratne et al. (1986)	Child welfare workers	238	Quantitative	United States	Work stress, strain, emotional support, mental health, job satisfaction, burnout	Findings suggest that employees reported high rate of burnout also scored higher on mental health issues, lower on marital satisfaction, and somatic complaints. Reports of burnout were also significantly (negative) associated with perception of support both from supervisors and colleagues
Juhasz and Skivenes (2018)	Child welfare workers	474	Vignette experiment	United States, Finland, England, Norway	Caseloads, management/ organizational factors, cooperation factors	Time/caseloads factors were the most common among respondents across countries. Respondents also reported experiencing management/organizational constraints regarding proper decision-making. Other cited constrains are threshold/evidence issues and cooperation with other bodies

(Continued)

TABLE 2 |

Author and year	Sample population	Sample size	Research design	Country	Psychosocial work environment measure	Key findings
Juby and Scannapieco (2007)	Child welfare workers	350	Quantitative	United States	Workload satisfaction, support, resources, worker ability	Availability of resources was found to be the most influencing variable. Availability of resources was associated with workload satisfaction and worker ability. Supervisor support was also associated with workload satisfaction
Kim and Hopkins (2015)	Child welfare workers	435	Quantitative	United States	Organizational commitment, safety concerns and unsafe climate, coworker support, leader–member exchange, role conflict, and clarity	Findings showed that unsafe organizational climate was negatively associated with organizational commitment. This relationship is further strengthened among employees who experienced low quality of LMX
Kim et al. (2018)	Child welfare workers	1244	Quantitative	United States	Supervisory support, worker's role, work experience, workload	Findings show that the perception of supervisory support significantly decreased up until the 12 years work experience mark; and it significantly changes course after this period maintaining a curve linear with a U-shaped curve. Results support the assumption that frontline workers have varying needs of support according to their developmental stages
Kruzich et al. (2014)	Public child welfare workers	1040	Quantitative	United States	Perceived organizational support, perceived supervisor support, team psychological safety, intentions to stay	Findings showed that both human resource primacy, as well as empowering and supportive leadership style, influenced employees' stays intentions through the mediating role of psychological safety
Landsman (2001)	Child welfare workers	1133	Quantitative	United States	Turnover intention, job stressors, perceived agency support, job satisfaction, organizational commitment, workload	Perceived agency support is associated with organizational commitment. Workload has significant effect on organizational commitment, job satisfaction, and turnover intention
Landsman (2008)	Public child welfare workers	497	Quantitative	United States	Organizational commitment, Service orientation, job safety, role ambiguity, distributive justice, supervisor support	Service orientation, job safety, role ambiguity, distributive justice, supervisor support, were all associated with workers commitment

Continued

Lee et al. (2017)	Child welfare workers	104 51	Mixed methods	United States	Coping strategies, work stress, supervisor support, caseload	Findings showed reports of high caseload and lack of time, spillover of work stress to family life, and lack of supervisor support and disregard for child welfare workers' self-care needs. Additionally, respondents reported the use of negative coping strategies like alcohol, drugs, and denial
Littlechild et al. (2016)	Child welfare workers	590	Mixed methods	United Kingdom	Aggression, violence, work-life balance, roles, support at work, anxiety	Findings showed that respondents experience plethora of violence and aggression resulting into anxiety, depression, disturbed sleep, sleeplessness, and panic attacks. Others reported that they have been forced to change addresses, cars and names. Several (38%) of the respondents also reported insufficient support at work
Lizano and Barak (2012)	Public child welfare workers	335	Quantitative	United States	Job stress, work-family conflict, emotional exhaustion, organizational support	Organizational tenure, job stress, and work-family conflict were associated with emotional exhaustion development. Age, work-family conflict, and organizational support were related to the development of depersonalization

(Continued)

TABLE 2 | Continued

Author and year	Sample population	Sample size	Research design	Country	Psychosocial work environment measure	Key findings
Lovseth (2017)	Child welfare workers	142	Quantitative	Norway	Confidentiality as a barrier for support, coping, proximity to clients	Findings suggests that clients confidentiality can influence the child welfare employee's personal support system. Results also showed a marked difference between experienced child welfare employees and the ones that are relatively new to the workforce
Madden et al. (2014)	Public child welfare workers	9195	Quantitative	United States	Turnover, retention, organizational support	Gender, social work education, position, organizational support, and job desirability were found to significantly influence workers' decisions to stay on the job
Barak et al. (2006)	Child welfare workers	418	Mixed methods	United States	Perceptions of fairness, social support, inclusion–exclusion, organizational stress, well-being, organizational commitment, job satisfaction, turnover intentions	Findings showed that job satisfaction, low organizational commitment, younger age, high stress and exclusion from the organizational decision-making processes were all the strongest predictors of turnover. Furthermore, results suggested that experiencing a stressful, unjust, exclusionary and non-supportive organizational climate, with various individual characteristics could negatively influence employees' well-being and job satisfaction. This can further lead to stronger turnover intentions
Morazes et al. (2010)	Child welfare social workers	386	Qualitative	United States	Retention, workload, support from colleagues	Findings showed that respondents have trouble with heavy workloads, time pressure, and hindrances from carrying out "true social work functions." Additionally, there were marked differences between the stayers and the leavers in the level of reported support from colleagues
O'Donnell and Kirkner (2009)	Public child welfare workers	267	Quantitative	United States	Burnout, role conflict, supervision, commitment, job satisfaction, supervisor support, retention	Demographics variables were not significantly associated with employees' retention. Measuring retention in two separate years shows a variance in the influence of factors like commitment, role conflict, burnout, supervisor support, and job satisfaction
Radey et al. (2018)	Child welfare workers	38	Qualitative	United States	Support	Findings showed that employees experience support in its type (instrumental or expressive) and source (family, coworker, supervisor, and friends)
Salloum et al. (2015)	Child welfare workers	104	Quantitative	United States	Burnout, secondary trauma, compassion satisfaction	Trauma-informed self-care was associated with higher levels of compassion satisfaction and lower levels of burnout

Salloum et al. (2018)	Child welfare workers	177	Quantitative	United States	Compassion satisfaction, secondary traumatic stress, burnout, psychological well-being, support	Utilizing organizational resources, organizational practices, and professional self-care were all negatively associated with secondary traumatic stress and burnout. Additionally, positively associated with psychological well-being, compassion satisfaction, and organizational resources provided

(Continued)

TABLE 2 | Continued

Author and year	Sample population	Sample size	Research design	Country	Psychosocial work environment measure	Key findings
Scannapieco and Connell-Carrick (2007)	Child welfare workers (former and current)	1283/598	Quantitative	United States	Training, turnover, support	The two groups are similar in work experience, assessment of physical and sexual abuse. Transition to practice, training, and supervisor support were associated with turnover
Schelbe et al. (2017)	Child welfare workers	38	Qualitative	United States	Stressors, unsupportive colleagues, workload, job satisfaction	Workers reported high job satisfaction. They also reported stressors in through; administrative requirements, workload, unsupportive colleagues, and challenging clients
Smith (2005)	Child welfare workers	296	Quantitative	United States	Work-life balance, perceived organizational support, job clarity, job commitment, retention	Employees who considered quitting at Time 1 were more likely to have done so by Time 2. Supervisor support and organizational level variables were found to be associated with employees' retention
Tham and Meagher (2009)	Child welfare workers	309	Quantitative	Sweden	Demands, role clarity, role conflict, support, social climate	Reports of high job demands and greater control regarding decision-making. Additionally, high role conflict and less role clarity than the comparison group
Travis and Mor Barak (2010)	Child welfare workers	359	Quantitative	United States	Role conflict, stress, and ambiguity	Workers differed in their voice, neglect, and exit responses by gender, ethnicity, job level, and job tenure. Neglect and exit were positively related to role stress. Workers with high sense of psychological well-being were less likely to report exit- and neglect-related efforts
Westbrook et al. (2006)	Public child welfare workers	21	Qualitative	United States	Personal and organizational factors involved in employees retention, supervision and support, commitment	Findings point toward the importance of establishing an organizational climate and culture that prioritizes the care of children and families in need. Close monitoring, supervision, and support will boost new employees' commitment. Recognition of hard work was also found to increase retention among employees
Williams et al. (2011)	Public child welfare workers	260	Mixed methods	United States	Turnover, coworker support, reasonable workloads, opportunities for advancement, supervisor support, valuing employees, and organizational commitment	Better salaries, coworker support, reasonable workloads, opportunities for advancement, supervisor support, valuing employees, and organizational commitment were all associated with turnover

Wu et al. (2013)	Public child welfare workers	573	Quantitative	United States	Work-life balance, Organizational support	Organizational support, job value, work time, and income were all associated with work-life balance
Yankeelov et al. (2009)	Protective service workers	723	Quantitative	United States	Turnover, retention, social provisions, supervisor support, workplace environment,	Turnover estimates range from 14 to 36% for first to third years, respectively. Stayers and leavers do not differ in race and gender

to change their real names, cars, fitting alarms to their homes, and other types of surveillance systems. Participants also reported experiencing anxiety, panic attacks, inability to sleep, and taking time off from work. Some of these workers reported that they did not get any support not understanding from the management despite the seriousness of their circumstances working with aggressive and violent clients (Littlechild et al., 2016). Other studies reported that social support was negatively and significantly correlated with secondary traumatization among a sample of CWW (Salloum et al., 2015; Dagan et al., 2016).

19. Supervisor/Leadership Workplace Support

Twenty-three of the included studies explored supervisor support among CWWs (Davis-Sacks et al., 1985; Jayaratne et al., 1986; Samantrai, 1992; Dickinson and Perry, 2002; Curry et al., 2005; Smith, 2005; Westbrook et al., 2006; Juby and Scannapieco, 2007; Scannapieco and Connell-Carrick, 2007; Jacquet et al., 2008; Landsman, 2008; Chenot et al., 2009; CohenCallow et al., 2009; O'Donnell and Kirkner, 2009; Yankeelov et al., 2009; Chen and Scannapieco, 2010; Williams et al., 2011; Kruzich et al., 2014; Littlechild et al., 2016; Lee et al., 2017; Kim et al., 2018; Radey et al., 2018; Hermon and Chahla, 2019). One study looked at the relationship between supervisor support and stress, as well as the relationship between supervisor support and satisfaction (Hermon and Chahla, 2019). Using a series of multilevel models, Chenot et al. (2009) investigated the influence of supervisor support among newly recruited CWW. They found that supervisor support predicted retention among newly recruited CWW. Thirteen other studies examined supervisor support and retaining workers approaching retirement (Cohen-Callow et al., 2009), retention (Dickinson and Perry, 2002; Smith, 2005; Scannapieco and Connell-Carrick, 2007; Jacquet et al., 2008; O'Donnell and Kirkner, 2009; Yankeelov et al., 2009; Williams et al., 2011), turnover (Curry et al., 2005; Kruzich et al., 2014), violence and aggression against CWW (Littlechild et al., 2016), desire to stay, and decision to leave (Samantrai, 1992; Chen and Scannapieco, 2010).

20. DISCUSSION

In this scoping review, we identified 55 primary studies exploring a plethora of workplace support related themes among CWW published between 1985 and 2019. The included studies focused on different types of support at work, they also explored the relationship between their chosen workplace support and job satisfaction, job commitment and engagement, secondary traumatic stress, violence, turnover intentions, intentions to stay, retention, and turnover. They also investigated the roles of support at work in heavy and high workload, job stress, burnout, secondary traumatic stress, vicarious trauma, role stress, role conflict, role ambiguity, career advancement, unmet expectation, work-family conflict, work-life balance, and emotional exhaustion.

21. Essence of Workplace Support

Our findings show that the essence of workplace support is found in its dual ability, i.e. the potential to increase positive workplace outcomes (e.g. job satisfaction, engagement, commitment, meaning in the work) while simultaneously reducing the likelihood of occurrence or the effect of exposure to negative workplace experiences (e.g. burnout, stress, trauma, heavy workload). It is logical to think that workers who experience support by the management, supervisors, and colleagues are more likely to feel more secured, happy with their work, experience a very sense of belonging and positive attachment to the workplace, and are also more likely to exert substantial efforts toward any given tasks. Concerning the results from the current review, that workplace support ameliorates CWW's negative experiences at work, this is in line with recent findings from reviews (Mor Barak et al., 2001; DePanfilis and Zlotnik, 2008). As mentioned in Section "Introduction," workplace support was implicated in workers decision regarding staying or quitting their positions (DePanfilis and Zlotnik, 2008). The stayers reported experiencing more support than the leavers did.

Similarly, the study conducted by McFadden et al. (2015) investigated individual and organizational factors associated with resilience and burnout among CWW. Having peer support and supervisor support provided a buffering effect on burnout and turnover. One could also argue that initiating and practicing workplace support is cost effective in the sense that the giving and experiencing of support does not have to cost anything in terms of resources. Just that path on the back, the gentle look of compassion and understanding when a coworker or subordinate complains about their experiences will go a long way in helping these coworkers deal with the exposures to negative workplace outcomes. It is almost like the saying "the best things in life are free," providing and receiving support as shown by the included studies portrays an action or activity that takes so little to achieve but yet generates a significant effect when received. Past research on thriving at work and psychological safety also provides support for the importance of workplace support (Kahn, 1990: Paterson et al., 2014).

The essence of workplace support is also made obvious especially in its absence. In one of their studies on aggression and violence against CWW, Littlechild et al. (2016) reported one of the respondents mentioning that she repeatedly received death threats and threats of violence, with her home address available to these potential assailants, and that it took a while before the management took her seriously. It is common that workers put in a lot of efforts into what they do at work and things get too overpowering as a result of the emotions involved. This could be related to the difficult decisions they have to make, or the outright weight of the amount of cases they have to deal with, it is safe to argue that having the understanding and support of the management, supervisor, and colleagues becomes necessary in order to appropriately deal with these risks. In their definition of

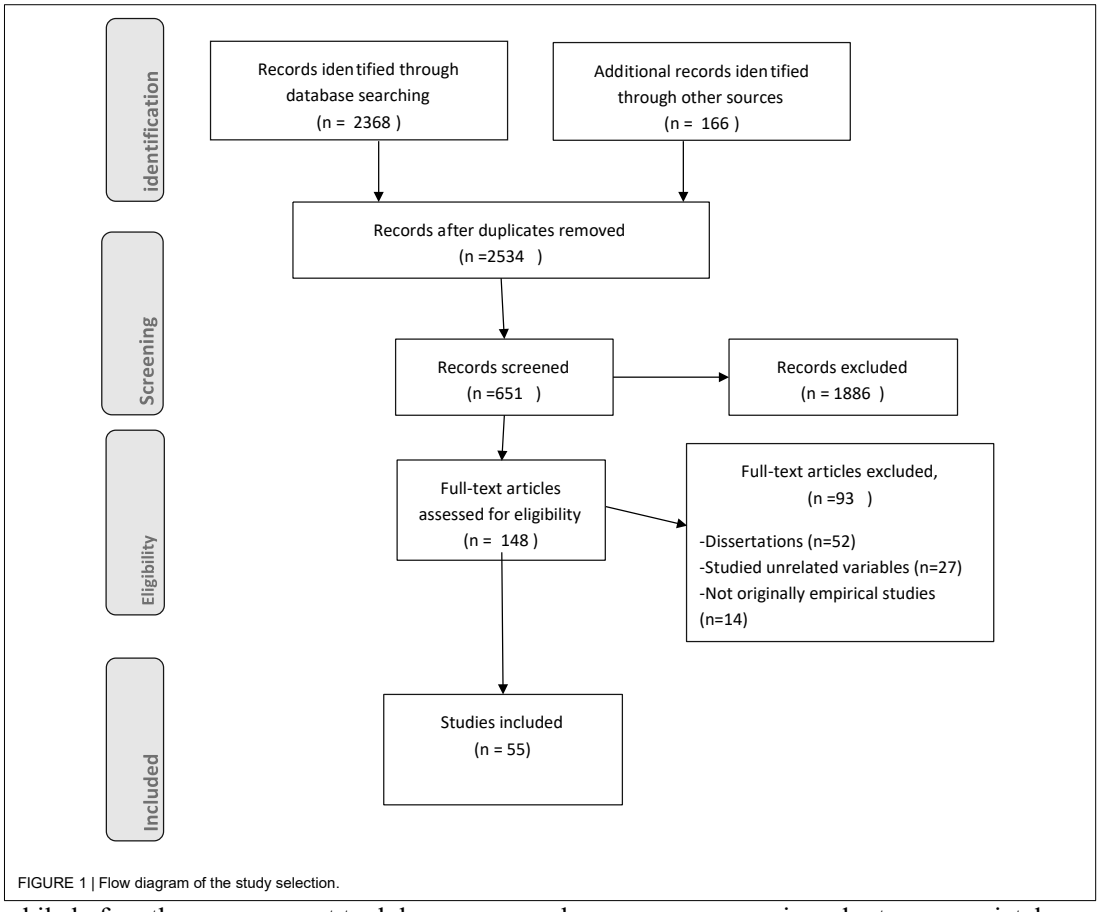

FIGURE 1 | Flow diagram of the study selection.

social support in the workplace, Karasek and Theorell (1990) did not mention the roles of the management. The support of the management is quite important to any CWW. Added to this is that most CWWs agencies could have up to three levels of leadership positions (the main leader, section leader, and the workgroup leader). In view of this, we want to define workplace support as the sum of support available to a worker at her workplace. And this includes support from the management, supervisor/leader, as well as from colleagues and every notable bodies/groups in the agency.

While results from this review showed a high focus on numerous workplace outcomes as they relate with workplace support among CWW, our findings also indicated a paucity of research focusing on other essential areas of work environment. For instance, we rarely find studies investigating themes like harassment, bullying, organizational citizenship behavior (OCB), and counterproductive work behavior (CWB). These workplace variables are particularly essential because of the roles they play in employees' day-to-day experiences at work, as well as employees' well-being and health. Looking at the literature, especially within sectors outside child welfare, past research has linked variables like employees experiences of bullying, workplace harassment, OCB, and CWB with employees well-being, health, and performance (Smith et al., 1983; Organ, 1997; Podsakoff et al., 2000; Rotundo and Sackett, 2002; Dalal, 2005; Podsakoff et al., 2010). Take OCB and CWB as examples, their proponents argue that social exchange theory–(Thibaut and Kelley, 1959, as cited in Arya and Kaushik (2015); the theory of psychological contracts– (Rousseau, 1989); and the norm of reciprocity—(Gouldner, 1960) explains occurrence of OCB and CWB on the one hand and job satisfaction, experience of organizational justice, and organizational commitment on the other (Dalal, 2005). The crucial point here is that the working conditions of CWW should be taken seriously as the rest of the other employees found in any other sector. Owing to the nature of their work, expectations from parents and society, and the difficulties they experience daily, CWW's health and well-being within the workspace deserves in our opinion more attention than the status.

As pointed out in Section "Introduction," CWW can be compared to employees within

SCOs where decisions, especially wrong ones, could have damaging consequences to those involved and the society. A critical look at the workplace experiences of employees from the SCOs within Norway, for instance, illustrates largely a different picture compared with the child welfare service. Under the umbrella of the petroleum safety authority Norway (PSA), the industry conducts annual and biannual investigations of the work environment, and especially as they relate to themes like safety, which is a core theme to all and sundry in this sector. According to PSA (2019), conducting annual/biannual studies and safety work environment investigations increases awareness of the specific HSE challenges facing the industry, and this in turn enables them to conduct effective preventive work environment and safety work (PSA, 2019). In a similar fashion, the existing state of affairs within the child welfare regarding workplace and work conditions begs for focus on the core workplace environmental variables. We believe attention should be directed toward variables like workload, bullying, harassment, organizational justice, OCB, CWB, etc., not only because past research has shown their importance, but more so because "there is a certain, poetry in behaving badly in response to some perceived injustice" (Sackett and DeVore, 2001, p. 160).

Put together, our findings showed that the majority of the included studies focused largely on turnover (or related themes, i.e. turnover intentions, stay intentions, and retention). At this junction, one can safely say that we now have a working knowledge of these variables. Thus, research that focus on a comprehensive/all-inclusive approach will go a long way to providing us with tools needed to better the work environment of employees within the child welfare. While the focus on these aforementioned themes are not inherently wrong nor far-fetched (there are abundance of useful knowledge from findings reported by past studies), we believe that shifting the focus (or expanding the focus) to cover those crucial areas might enable us to know more about a healthy work environment among this workgroup. The argument here is that authors should embrace focusing on factors that stimulate a better working culture, successful independent and collective working groups, as well as a healthy work environment, as opposed to concentrating heavily, on why employees are leaving or thinking about leaving. It is plausible to argue that this line of

research will eventually safeguard against the reliance on last minute or what we can refer to as the fire brigade approach to research on turnover, turnover intentions and retentions among CWW.

22. Dealing With the Fire Brigade Approach

The “fire brigade approach” refers to desperate actions taken to quench a deteriorating situation, as opposed to earlier devotions/interventions to its causes. Our findings identified a host of psychosocial risk factors that are associated with workplace support. Remaining in a workplace/workforce does not always translate into thriving and good experience. Research on absenteeism and presentism has shown that employees could remain on the job while constantly calling in sick. This will eventually add more workloads to the rest of their workgroup. Employees may also show up every working day without putting in any tangible efforts or contributions toward the expected task owing to sickness and indisposition (Jensen and McIntosh, 2007). Authors refer to this as presenteeism or disengagement (Aronsson and Gustafsson, 2005; Hansen and Andersen, 2008). When we measure a functional child welfare workplace in terms of those who stay or leave, we miss these groups of employees that are sick or just not doing their jobs.

23. Strengths and Limitations of the Present Review

Since this is the first paper to focus on the importance of workplace support among CWW (to our knowledge), this will provide scholars and policy makers with the state of events in the field especially as regarding the importance of workplace support. The inclusion of only peer-reviewed articles (scientific evidence) adds more credibility to the study. The present scoping review has some limitations. The majority of the included studies were published in the United States. Another limitation common to all scoping reviews is the absence of a quality assessment of the included studies. We must, however, point it out that scoping reviews are conducted to identify research in a given field, and quality assessment falls outside of its scope and focus (Arksey and O'Malley, 2005). Owing to the aims of our study, we streamlined our search to focus only on studies exploring the importance of workplace support among child welfare employees. Although our strategy appears to be clear, but we might have missed some studies even though they included CWWs in their sample. This may have occurred if studies have been unclear about the composition of their sample data.

24. Further Research Opportunities

- The influence of leadership styles on CWWs' exposure to and coping with psychosocial risk at work.
- The role of a health promoting work climate and culture on performance, health, and well-being among CWWs.
- The prevalence and impact of harassment, violence, and bullying among child welfare employees, and their effect on performance and well-being.
- The connection between employees' exposure to psychosocial risk and deplorable workplace behaviors.

25. CONCLUSION

In view of the impacts of psychosocial risks on workers' health and well-being, efforts should be geared toward raising awareness on the importance of support among CWW, especially as it relates to the risks identified in the present scoping review. Research on the association between workplace support and psychosocial risks among CWW is not new, but this review is the first to summarize and analyze existing literature on the essence of workplace support among CWWs.

26. AUTHOR CONTRIBUTIONS

All listed authors have contributed substantially to the final manuscript and approved it for publication.

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Paper 2

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When your source of livelihood also becomes the source of your discomfort: the perception of work–family conflict among child welfare workers

Oyeniyi Samuel Olaniyan, Anette Christine Iversen, Gaby Ortiz-Barreda & Hilde Hetland

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When your source of livelihood also becomes the source of your discomfort: the perception of work–family conflict among child welfare workers

Når ditt levebrød også blir kilden til ubehag: Oppfatningen av konflikt mellom arbeid og familie blant barnevernsarbeidere

Oyeniyi Samuel Olaniyan [a], Anette Christine Iversen[a], Gaby Ortiz-Barreda [a,c] and Hilde Hetland[b]

[a] Department of Health Promotion and Development, University of Bergen, Bergen, Norway; [b] Department of Psychosocial Science, University of Bergen, Bergen, Norway; [c] Public Health Research Group, University of Alicante, Alicante, Spain

ABSTRACT

We know from past research that social workers within the CWS are exposed to an array of workplace risks more than any other group within human services. Although several articles tend to focus on the reasons child welfare workers (CWW) leave/stay on their job, we know very little regarding how these workers juggle their roles between the home and the work domain. The present study explored CWW's perception on how they combine the challenges at work with successful private/family life. We collected data through interviews with 16 CWWs across different cities in Norway. The use of thematic analysis produced four overarching themes, 'it goes both ways', 'work-selfidentity', 'spill-over effects', and 'on the lookout'. Overall, respondents acknowledge the interconnectedness between the home and the work domain. They maintain that they identify with the job and the field. They also raised issues concerning the negative effects of work on their private lives. Owing to the constant stress and challenges, a few of our respondents are already on the lookout for better alternatives. Findings point towards creating a better working environment for CWW through useful interventions and policies that ameliorate workloads of CWW.

KEYWORDS
Child welfare workers; work–life balance; child welfare services

NØKKELORD
Barnevernsarbeidere; balanse mellom arbeid og privatliv; Barneverntjenester

ABSTRAKT

Vi vet fra tidligere forskning at sosialarbeidere i barnevernet er utsatt for en rekke risikoer på arbeidsplassen mer enn noen annen gruppe innen menneskelige tjenester. Selv om flere artikler har en tendens til å sette søkelys på årsakene til at barnevernsarbeidere forlater/blir på jobben, vet vi veldig lite om hvordan disse arbeiderne sjonglerer sine roller mellom hjemmet og arbeidsdomenet. Denne studien utforsket ansatte i barnevernet sine oppfatninger av hvordan de kombinerer utfordringene på jobben med vellykket privatliv/familieliv. Vi samlet inn data gjennom intervjuer med seksten ansatte i barnevernet fra forskjellige byer i Norge. Bruken av tematiske analyse ga fire overordnede temaer, 'det går begge veier', 'arbeid-selvidentitet', 'spill over-effekter' og 'på utkikk'.

Samlet sett anerkjenner respondentene sammenkoblingen mellom hjemmet og arbeidsdomenet. De fastholder at de identifiserer seg med jobben og feltet. De reiste også spørsmål om de negative effektene av arbeid på privatlivet. På grunn av konstant stress og utfordringer er noen få av våre respondenter allerede på utkikk etter bedre alternativer. Resultatene peker mot å skape et bedre arbeidsmiljø for ansatte i barnevernet gjennom nyttige inngrep og policyer som forbedrer arbeidsbelastningen deres.

CONTACT Oyeniyi Samuel Olaniyan oyeniyi.olaniyan@uib.no; gnn25@hotmail.com University of Bergen, Department of Health promotion and Development. Alrek Helseklynge Årstadveien 17, 5009, Bergen Norway

29. Introduction

Child welfare workers (CWW) especially in the western part of the world, have in recent past been under the scrutiny of the media, angered, and dissatisfied parents, as well as the European court of justice (Dagbladet, 2020). According to the Norwegian child welfare act (as it is in many other European countries), child welfare services bear the responsibility to provide adequate protection of vulnerable children, by protecting them from maltreatment, neglect, and all other sorts of abuse. While the attention is often drawn on the decisions child welfare agencies make concerning vulnerable children and families within their care (Nissly et al., 2005), we rarely hear about the working conditions and well-being of social workers working within the child welfare service (McFadden et al., 2015). After years of exposure to high and heavy workload at work, absenteeism, and presentism, an unfavourable mismatch between efforts and reward (effort-reward imbalance), many CWW often experience psychosocial risks with serious implications for their own general wellbeing (Wooten et al., 2010). We know from past research that employees who are exposed to a series of workplace stress, burnout, or other damaging workplace risks often run the risk of low performance and poor health and well-being (Leka et al., 2007).

Research within social work especially concerning child welfare services has shown that the field of child welfare is one of the most multifaceted, emotionally demanding, and stressful workgroups within the field of human services (Madden et al., 2014; McFadden et al., 2015). Through several studies conducted among this workgroup, turnover, absenteeism, and the likes are often reported higher than any other workgroup within the field of human services (Olaniyan et al., 2020). In view of the above, the present study will seek to explore work–family conflict among CWW in Norway.

30. Literature review

30.1 Work–family conflict among child welfare workers

Combining work with family life has been part and parcel of adulthood for most people. For social workers (especially CWW), the experience of role imbalance between the home and the work domain is becoming a common phenomenon. Work–family conflict is defined as 'the degree to which participation in the family role is made more difficult from participation in the work role – termed work-to-family conflict (WFC)' (Michel et al., 2011, p. 691). Conflicting demands from the home and work domain could lead to the experiences of poor health outcomes. Workers experiencing these conflicting demands 'may also experience reduced levels of reported life satisfaction and may experience compromised work-related outcomes such as lower job satisfaction and less organizational involvement, commitment and lower job performance' (Akinbode & Ayodeji, 2017, pp. 9425–9426).

There are several reasons the focus on WFC is important. First, it is one of the most common risks being faced by CWW daily (Baugerud, 2019). The constant exposure to WFC among CWW is so rampant that it appears that it's essence and impact is being taken for granted within mainstream research among CWW. Secondly, WFC is connected to almost all the other workplace risks among CWW. When employees are stressed, experience burnout, dissatisfied with work, or show symptoms of trauma as a result of work tasks and demands, it is palpable that all of these will have a way of impinging on workers' role in the home domain. Thirdly, past research has not really paid much attention to WFC, it's antecedents and impact among CWW. Despite several publications and focus on different types of workplace risks among CWW (like burnout, stress, secondary traumatic stress, and turnover), our review of the literature revealed no previous qualitative studies on WFC in Norway for example. It is evident that there is a link between what happens at work and the situation of things in the home domain. Moreover, recent reports from Norway and other parts of the world indicate a very high turnover rates among CWW (Baugerud, 2019; Chung &

Chun, 2015; Mor Barak et al., 2001). Lastly, because WFC relates to almost every other workplace risk (or that the impact of other workplace risk contributes to the balance/imbalance between the work and the home domain), one cannot really separate the effects of other workplace risks on WFC. Essentially, when we read reports that workers are stressed or experiencing burnout (McFadden et al., 2015), battling secondary traumatic stress, or are thinking of quitting their jobs (Mor Barak et al., 2001), we know that all these work experiences are likely to affect CWW roles in the home domain (Amstad et al., 2011; Barck-Holst et al., 2017; Byron, 2005; Michel et al., 2011). In this regard, the present study will seek to explore the experiences of WFC among CWW in Norway.

There are a handful of relevant theories that could potentially explain the conflicts between the home and the work domain, we will be employing two theories, the job demand-resource model (JD-R) and the role-strain theory. The role-strain theory will inform the conflicts arising when CWWs must juggle between their roles at the work front contra their roles at the home domain. Furthermore, owing to the many intricacies and complexities existing between the home and the work domains, and because the constant interaction between these two domains is never a one-way street, the JD-R offers the possibilities to identify how resources and demands from the work domain influence the home front and vice versa.

31. Theoretical framework

31.1 The job demands-resources model (JD-R)

The main argument of the job demand-resources model (JD-R) surrounds two assumed pathways, i.e. the motivational pathway (or job resources) and the health impairment pathways (Schaufeli & Taris, 2014). The impairment pathway is also commonly called 'job demand' and it comprises of 'those physical, social, organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs' (Demerouti et al., 2001, p. 501). The motivational pathway/job resources refer to those aspects of the workplace that stimulates goal achievement, reduction of the impacts of negative work experiences, and encourage growth and development in any given work environment (Schaufeli & Taris, 2014).

31.2 The role-strain theory

According to the proponents of the role-strain theory, the work domain constantly competes with the home domain over three resources namely, limited time, physical energy, and psychological resources (Greenhaus & Beutell, 1985; Small & Riley, 1990). The argument here is that humans only have a given amount of energy and time resources, and that an increase in demand for these resources in one domain, say work (given that individuals only have a limited amount of time and energy resources) will eventually lead to strain, stress and role conflict in another domain, say home (Chapman et al., 1994; Marks, 1977). Several studies have ventured into capturing the essence of focusing on role conflicts among nurses (Wayne et al., 2021), single mothers (Lim et al., 2020), and more recently during COVID-19 pandemic (Musolino, 2020). When social workers must spend long hours on end in trying to solve a case or multiple case, they are likely to find it challenging to strike a balance between their roles at the home front with families, and their roles as social workers at the work domain (Akinbode & Ayodeji, 2017).

Although one could argue that not all CWW are exposed to serious workplace risks as the ones mentioned above, one cannot however neglect that these findings point to the importance of exploring workplace risks like work–family conflict. Evidence from such will increase our knowledge on the sorts of risks encountered daily by child welfare workers. It will also afford us the opportunity to implement helpful changes and interventions wherever needed. Against this background, the present study will attempt to explore the perceptions of CWW regarding the experiences and effects of work–family conflict. We will be approaching this study focusing on these two research questions:

. How do child welfare workers experience balancing work and family life?

. What are the spill-over effects of work to family and vice versa?

32. Methods

32.1 Sample

The present study was a part of the PhD project of the first author, and it explore the perception of child welfare workers on the impact of work–family conflict in their line of work. The project focused on the importance of individual capacities and group support to the well-being of child welfare workers. A descriptive, exploratory, and qualitative study was conducted with the participation of 16 child welfare workers. The participants were contacted from several child welfare offices from different cities -Bergen, Oslo, Stavanger in Norway and invited to take part in this study. In many of the cases, first author contacted these social workers through their agencies. We also had access to some respondents through a master student who with several years of experience in the field. We sent the information about the study and included an invitation to all child welfare workers to take part. We asked those who were interested in taking part in the study to contact the first author. Since we are interested in workplace experiences, we informed potential participants that we were interested in CWW with three or more years in the field. Data were collected through Indepth interview and the interview guide was developed early in the spring 2019. Interview dates and time were then scheduled after the respondents have contacted us and showed interest in taking part in the study. Fifteen of the 16 participants were women and all of them have 3 years and above experiences in the child welfare services. The majority of them (13) have at least a bachelor′s in social work, and eight of them have a master′s degree, pursuing a master′s degree, or held a doctorate degree as at the time of the interview. See Table 1 for more details of the sociodemographic characteristic of the participants.

32.2 Procedure

The interview questions that we developed prior to the interviews took the semi-structured approach to questioning. Since the present study is part of a PhD project,

the interview guide included several questions additionally to the ones relevant for the present study. Those relevant questions for the present study surround the aim and focus of the study. Sample questions are; 'What are your experiences with available time and resources you get to follow up a case?'. 'How satisfied are you with your working hours?' 'How has your job as a child welfare worker affected you as a person and your life outside of the workplace'? Owing to logistics and distance between where the respondents live and the first author's, four of the interviews were conducted over SKYPE. The remaining 12 were conducted in the respective cities where the social workers work between June and September 2019. The first author was responsible for taping and transcribing all the interviews. The interviews varied in length, with the longest being 83 minutes and the shortest

Table 1. Sociodemographic characteristics of the participants.

Characteristics	Number
Age (years) 25–	
35	9
35–45	3
45-	4
Education	
Bachelor	6
Masters	7
Others	1
Relationship status	
Married/partner	13
Single/divorce	3
Children	
non	2
1–5	4
Work experience	
1–5	2
5-	14

was 37 minutes. The average interview time was 56 minutes. Using line by line coding in Word document, the first author started the analysis by going through participant's accounts guided by the research questions. The Norwegian Data Protection Office approved the project (project no.

345438) and we collected the data following the APA ethical standards and guidelines.

32.3 Analysis

We employed thematic analysis in the present study. We made this decision to employ thematic analysis owing to its methodological approach at systematically identifying themes in any given data. It has been described as 'a method for systematically identifying, organizing, and offering insights into patterns of meaning (themes) across a data set' (Braun & Clarke, 2012, p. 57). Since we followed a semantic theme identification, we identified themes within the surface/explicit meaning of the data (Braun & Clarke, 2006). The first author did all the groundwork of coding and thematic analysis. All authors were subsequently involved in the second and final phase of the analysis. Our themes identification were guided by Braun and Clarke's (2006) procedures for conducting thematic analysis: (1) Familiarity with the data (transcribing, reading, and re-reading the interview texts), (2) generating initial codes and linking them to relevant extracts, (3) identifying potential overarching themes and sub-themes, (4) reviewing the validity of the identified themes with reference to the whole data set, (5) setting definition to themes and refining them, and (6) writing the final research report.

32.4 Findings

A total of four themes emerged in the CWW experiences: (a) It goes both ways, (b) Work as a selfidentity, (c) Spill-over effects, and (d) On the lookout. Each theme contains five, one, four, and three sub-themes, respectively. The sub-themes were created from closely related initial codes. The themes and their sub-themes are presented in Table 2.

32.5 It goes both ways

One of the statements that was constantly repeated by the informants was that it goes both ways. Participants expressed that they see the home domain and the work

domain interacting all the time. CWWs perceive that difficult cases related to vulnerable children influence how they perceived the

Table 2. Identified main themes and sub-themes.

Main themes	It goes both ways	Work-self identity	Spill-over effects	On the lookout
Subthemes	Family as a resource. Work as a source. Well-functioning spouse and family. Importance of balance. Difficulties holding agreements.	Identifying with work.	Physical effects of work. Psychological effects of work. Consciousness of work effects. General health.	Dissatisfaction with the system. Child welfare being very demanding. Turnover

vulnerability of others that may not be on risk. They see the home domain and the work domain interacting all the time. As one of our informants puts it

> It goes both ways after all. I think it is good to have the normality in relation to children. And both for my own children, with activities and attending school. Because my work allows me to witness lives of vulnerable children, I can become paranoid that all children are having a difficult time at home, or have been treated so badly, but this is usually not the case. Fortunately, I have few numbers regarding maltreatments and the likes. (INFORMANT 0NE)

Most of our informants expressed the joy they derived from working in the field. It appears that the roles they found themselves playing while at work is responsible for what they experience in their private lives with their loved ones. Thus, they also shared that their work indeed influences their private lives. The idea that the interaction between work and home domain is inestimable is also emphasised by another informant,‘

> I think primarily the job in the child welfare services leads to personal development, because you see a lot of people in different situations, and you learn a lot from it, especially as you meet people in crises ... Although it is not always profitable. The job can give you poor health because the stresses are so great. Yes, on the one hand, you learn a lot and get personal development, on the other it wears you out a lot. (INFORMANT EIGHT)

Getting to know that working in the child welfare services could contribute to workers’ personal development is probably encouraging and motivating especially for the potential future workers as well as the newcomers in the field. It is also very encouraging to know that the pendulum swings both ways in terms of one domain impacting the other. Almost all the informants maintain that work influences the home domain and vice versa,

> Well I think it probably goes both ways. This is because I have a job that requires a lot of me, right, I stress and eventually it can sit in my body. Because it is very static since you sit very quietly. Physically speaking, it is not a good job, but for the quality of life and for my personal commitment to develop, it is good. (INFORMANT FOURTEEN)

When workers can cope very well with the stressful nature of events at work, we know that it is not only an individual effort. Oftentimes, having someone to go home to, people to call when it matters, and the idea of knowing fully well that someone will be there for you could go a long way. So, in this regard, having a well-functioning family or partner seems to weigh as much as having good coworkers and leader at work. In the words of one of our informants,

> And I think it′s one of the wisest, having a well-functioning home to work in the child welfare services. I have spoken to a colleague and my manager about the need to have a partner who is understanding. And we have had situations where employees have had to ask the manager to know when exactly they would finish at work so that they could decide if they would be able to pick up the kids themselves in the kindergarten/ school, or if they must call their partners and ask them to pick up the kids. (INFORMANT FOURTEEN)

33. Work-self-identity

Although most of our informants agree that their work could be stressful most of the time, they seem to acknowledge and accept their work to be part of whom they are as a person. Not only did our respondents showed that that their work life has become parts of their lives, but they also mentioned that their families have also accepted this way of live.

> After all, that job is a big part of my life in a way. I'm used to working like that and my family is used to it like that. My husband and I have great understanding of what we both work on and we are a good team like that. (INFORMANT FOURTEEN)

The realisation that working in the child welfare has become part of who they are is presented in an ordinary fashion, i.e. neither negative nor positive attributions to the fact that their lives and how they carry on with their day-to-day activities is shaped to a large extent by the nature of their jobs.

> I have always been keen on being professional and I get good feedback. My job has become part of my personality. So, I have found and placed my own identity in the job. When I come home after work, I am so tired that I can do nothing but take off my makeup and go to bed. And some weekend I just slept all the way and maybe get up at 5pm, it just feels like a kind of exhaustion, all the energy is just sucked from me ... ... .I am not good at turning off the self when I'm not at work. That job takes a lot of my life and that has led to the negatives of my life. There are a lot of things I do no longer, because of the job. (INFORMANT SIX)

This realisation and acceptance of the way work life interacts with family life is also evident in the way our informants talk about other activities they do outside of work. Although most of our respondents complain that they often have too much to do all the time at work, some of them still have time to study part time. Talking about studying in addition to a job that takes so much energy and time from you, one would expect complaints and cry for compassion. Some respondents just seem to accept the way it is.

> I think that for my part, I study next to the job, so I think my job is a big part of my life. I'm interested in my subject and I think about issues, young people, and my colleagues, and I think it takes up a lot of my life, and I think it's okay. (INFORMANT NINE)

34. Spill-over effects

Aside from identifying with working in the child welfare sector, another thing that our informants reiterated throughout the interviews is the impact and effect of the nature of their work on themselves and their family lives. For the purpose of clarity, we have sub-divided the spill-over effect of work on family into four categories sub-themes namely, physical effect, psychological effect, consciousness of work effect, and general health effect. Concerning the physical effect of work on self and family life, our informants mentioned that they experience relaxing at home after work. Sometimes these workers experience both the physical and psychological effects at the same time, or more like inseparable in terms of how these effects occur. For instance, one of our informants said this.

> In the past I had it good to a greater extent. I was very good at resting when I′m not at work. But after working for several years, I notice to a greater and greater extent that I can stress myself ... I can lie down in the middle of the night and something work related will just pop up ... maybe I should have done this and that, of course I could not possibly do anything about these worries at two o′clock at night. I can′t make the phone call or write that letter. But this happens more and more often. Maybe I have become less skilled, or perhaps it is some form of secondary trauma or strain over time. (INFORMANT ONE)

When a worker with vast experience in the field gets to the point of doubting their own skills and relevance, it is something one ought to take seriously. The doubts are the results of years of experiencing stress time and again at work. This co-existence of physical and psychological effects is also evident in one of the informants′ explanation of her experiences as a mother outside of work.

> ... ... Especially after I became a mother myself it became even more difficult because I put myself in the parental role even when I am at work. I spent so much time trying to make things right at work that I miss out on exercising and being social. I just stay home, also thought a lot about work when I was on leave. Then I thought about the youths in care, how they were doing, wondering if I had done enough for them, these thoughts never stops (INFORMANT TWO)

Although several of our informants talked about the nature of their work and its effects on their family lives, only few appears to analyse the cost of continuing in this line of work. One of them is this informant.

> After 4 years, I started to struggle a little. I noticed that I was stressed a lot. I felt a lot of pain in my body, so I trained a lot. I started to worry a lot, thinking about things at home. Because we don′t have enough time in the office, I took the job home. And the idea that you can luck things into a drawer at work at the end of every workday only works if you know that you have done everything that you need to do. Also, I began to feel heart palpitations, began to get scared of forgetting things. Although I never forget anything, I used lots of ′post it′ notes to help me remember things. And one day suddenly I was driving on the wrong side of the road, then I thought that I should probably talk to my doctor and my manager to get some time off from work. Otherwise it will be my children who will be needing help from the child welfare services soon, because I know that I was burning out. (INFORMANT FIVE)

Most of the participants in this study also lamented on the negative effect of the nature of their work on their general health. It appears that respondents feel these effects in different forms in their everyday lives. Ranging from general tiredness, inactivity, to reduction in social lives, or just being there for their loved ones. While these respondents feel the physical effects of the work stress on their health and social lives, others also recount stress impact on their bodily functions. Another informant also said this concerning the impact of her work on her health;

> No, that's why I was on sick leave. I started to get quite a lot of trouble with nausea and difficulty breathing, heart pounding and ... it became very troublesome. So, it's really stress level really all the time. In addition to this, there are many strong stories that one hears on the job that are difficult to bring home. There is a lot of misery, yes there is. I think during periods I had been so tired that I had no energy following up own children. so many problems that I have simply shy away from, more like letting things slide. Would have done a lot more at home if I wasn't so tired. (INFORMANT TEN)

Additionally, our respondents also expressed the sheer anxiety settling in on them even when everything seem fine. It appears that several of our respondents display skepticisms toward moments of positive experiences. This is perhaps because they are very sure that those positive experiences will never last.

> I have gone many rounds with myself on how I can have such a job when I have three small children myself. Because it goes beyond what you have the time and the energy to. One thing is to be home, I remember my husband telling me that 'you are here, but you are not here because you are completely in another world', I think so much about other things. So if we sit down and have dinner and the kids say something to me and say like 'Mom! Hello, are you there?' I sit and think about the meeting I would have the next day or ... (INFORMANT SEVEN)

Lastly, not all our informants share notion that there is a negative impact of work on health. One of our informants described her work as a source of better health.

> Positive yes because I get to challenge myself a lot with what I work with in my field and get to develop a lot as a professional person and as a human being. This is because you meet many different types of people, collaborative partners, youth and families. That way I would say that it has a positive impact on my health. (INFORMANT FIFTEEN)

34.1 On the lookout

Although most of our respondents said nothing about leaving their present work nor did they share any plans to do so in the foreseeable future, quite a number of them explained that the heavy workload and high demand placed on them has made them to engage on looking for better options elsewhere. This decision is reinforced by what they describe as dissatisfaction with the system, child welfare being a very demanding line of work, etc.

Informants were very conscious of the differences in what is required of them and what has become the cultural practice in terms of what workers do and how they carry out their tasks. They show dissatisfaction with never ending tasks.

> It's a bit divided. Some people experience the same thing. Also, there are some others who work more, they come on Sundays and write, work a little at night, take home their PC. Yes they probably think that yes we just have to do the job. Then they get such flexible hours and can pass it off to another time. But I think that in the child welfare services there will always be acute situations, and then we have to work overtime, I totally understand that. But regular case handling is no overtime job. So in relation to the Working Environment Act it is against the law to work overtime all the time. So right there I think there is a mismatch between expectations of me at work and what I do. (INFORMANT SIXTEEN)

Their dissatisfaction with the status quo is shown in their attempts at exploring other work options. 'I have applied for a few other jobs, but I have not applied in very many. The reason for that is that there are few things I'm interested in. I also hope it will improve'. One of the few participants that expressed their plans to leave made the decision to quit at the time of her interview.

> I decide to quit. Because it takes ... I think it has been a lot of stress in only three years. Three years is not much in a professional life, but things do not work. I am very fond of my colleagues and my closest manager because I think they are nice people. I think the system is not working well. There is too much difference between the municipalities as well, for example I had a mother who came to me from another municipality. And in that municipality, they have decided that she would lose the care of her children. But then when she came to us, the decision was not the same. And looking at that, I think it's so scary. It means that the question regarding whether or not you lose the custody of your child depend largely on the municipality you reside. (INFORMANT TWO)

Her reason as she stated were too much workload and dissatisfaction with the system in general.

35. Discussion

The focus of the present study surrounds capturing how child welfare workers in Norway experience balancing work and family life. Additionally, the study also explored what spill-over effects of work to family and vice versa exists among this group of social workers in Norway. The analysis reveals four overarching themes, 'it goes both ways', 'work-self-identity', 'spill-over effects', and 'on the lookout'. These four themes and their interconnections appear to be obvious in many ways. The work and the field resonate well with who they are or else it probably would have been difficult to stay long on the job. Most of the participants maintain that they have become one with their work. Not only that, but they also believe that their partners/family have also come to terms with who they are as a result of their work within the CW. This self-identification with the job could also have given birth to their perception of seeing these domains (work and home) constantly interfering with each other. Although some of the participants complain about ill health as a result of too much demand from work, they also ascribed personal commitment and development to experiences from work. Additionally, they reflected that the work domain often disrupts who they want/hope to be outside of the work domain than the other way around. These findings are in line with earlier research on WFC (Akinbode & Ayodeji, 2017). Several of the participants showed that they were able to cope despite the many stress and workload associated with the job and the impact this is having in the home domain, but a few also reported looking out for better alternatives. These results are consistent with the JD-R model which holds that employees who experience high demand at work coupled with less control are more likely to report stress, ill health and other types of health complaints (Schaufeli & Taris, 2014). Although most of the respondents from the present study maintain that the pressure and demands go both ways, they also mentioned that they experience spill-over effects of the high workload at work in their home domain. These experiences probably explain the reason a few of them reported being on the lookout for better alternatives (McFadden et al., 2015).

Findings from the present study are also consistent with the role strain theory which posits that given a limited number of resources (time and energy), employees experiencing a higher demand from one domain are more likely to report a conflict or imbalance in another domain (Chapman et al., 1994). When participants in the present study report experiencing high stress, sleeplessness, paranoia, worries, burnout, ill health, and inability to properly carry out their roles outside of the work domain, it becomes safe to ascribe these experiences to the high job demands and workloads they all must deal with at work. One common assertion among our participants was that they always had too much to do at work and that this was often the case. Additionally, findings from the present study are also in line with results from previous studies on work–family conflict (Littlechild et al., 2016; Zhou et al., 2018). Furthermore, Baugerud and colleagues (2018) recently conducted a study on secondary traumatic stress (STS), burnout, and compassion satisfaction among CWW in Norway. They found that WFC was the strongest predictor of STS among CWW. Although the present study does not include STS, but some of the participants described some experiences that could be deemed traumatic. The authors also found a positive relationship between WFC and role conflict, and a negative relationship between WFC and organisational commitment, coworker support, supervisor fairness, anxiety attachment and organisational culture. All these relationships were found to be significant. These findings point to the importance of WFC especially at it is connected to several workplace variables.

Previous research has shown that CWW often report higher challenges in terms of the spill-over effects of work on the home front compared to their counterparts within the field of human services (DePanfilis & Zlotnik, 2008). Although most of the respondents showed high commitment to their work through their reported work-identity, they also described several negative experiences at work that makes it difficult to juggle work with family life. Past research has also shown that making serious decisions about the custody of vulnerable children, determining the fate of families and teenagers alike usually come with a huge price for most CWW

(Baugerud et al., 2018; Lipsky, 2010). Some of our participants recounted how they were often unable to switch off the thoughts of work and how this influenced the quality of life at the home front. While showing a high degree of work-identity and commitment would be described as something positive, Greenhaus and colleagues (2003) maintain that it is not often the case. These authors concluded that conflict usually arises dependent on where the workers invest their time and resources. Workers who are more engaged with work duties than their roles at home experience the highest WFC according to Greenhaus and colleagues (2003). This probably explains why respondents in the present study expressed both identity as well as several workplace risks. These findings point towards encouraging CWW to maintain a balanced work and home life. It also shows that action must be in place to reduce workloads among CWW while stimulating positive work environment..

36. Limitations and strengths

One clear limitation of the present study is found in its scope and sample size. This makes it difficult to generalise findings to a different work group and work settings. However, we must not forget that the aim of the present study was never to generalise, but to give voice to this group of workers who have perpetually experience high and heavy workloads with complex intricacies in their everyday work life as a CWW. To our knowledge, the present study is the first qualitative study to explore work–family conflict among CWW in Norway. Additionally, no previous study has investigated/ discuss work-identity vis-à-vis work–family conflict especially among this work group in Norway.

37. Future studies and conclusion

Future studies could explore the role of work-identity in workers′ experiences of work–family conflict. Or perhaps more qualitative studies (including male respondents) that explore the solutions or factors that would ameliorate workers′ exposure to, and the effect of WFC on CWW. The existing knowledge of the importance and impact of work-identity will in this sense be very useful in helping workers deal with the potential negative spill-over effects of work–family conflict.

Evidence from the present study and also from past research provides evidence to support the notion that reducing the conflict arising between the work and the home domain will not only go a long way in reducing the everyday risks confronted by CWW but will also stimulate a work life nested in a secured and conducive work environment.

Disclosure statement

No potential conflict of interest was reported by the author(s).

38. Notes on contributors

Oyeniyi Samuel Olaniyan is currently a doctoral candidate at the department of health promotion and development,

University of Bergen. He holds two master′s degrees in psychology: Organizational Psychology at the Norwegian University of Science and Technology (NTNU) and Social & Cognitive psychology at the University of Bergen, Norway. His research areas are social work, organisational health interventions, leadership, and child welfare. E-mail: oyeniyi.olaniyan@uib.no

Hilde Hetland is a professor at the Department of Psychosocial Science at the University of Bergen, Norway. She is a licenced clinical psychologist and received her PhD from the University of Bergen. She also holds a university degree in English and global studies. Her research is related to social work, child welfare, leadership and organisational psychology, and motivation. E-mail: hilde.hetland@psysp.uib.no Anette Christine Iversen is a professor at the department of health promotion and development, University of Bergen. She has her doctorate in health promotion work: Social differences in health behaviour: the motivational role of perceived control and coping. Her research interests are related to social differences in resources, strains and health, resilience and coping perspective, evaluation of measures, knowledge and competence in municipal child welfare services and interdisciplinary collaboration. Iversen is the main / co-supervisor for several PhD candidates with topics of relevance to the child welfare service and vulnerable children and families. E-mail: Anette.Iversen@uib.no

Gaby Ortiz-Barreda is an associate Professor at the department of health promotion and development, University of Bergen. Her research areas cover social work, child welfare, parenting intervention, mothering in diverse contexts, health and migration, and violence against women and children. E-mail: Gaby.Barreda@uib.no

39. ORCID

Oyeniyi Samuel Olaniyan http://orcid.org/0000-0002-4230-6986
Gaby Ortiz-Barreda http://orcid.org/0000-0002-4484-2934

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Paper 3

Narratives of individual capacities: Positive organizational scholarship among child welfare workers in Norway.

Oyeniyi Samuel Olaniyan, University of Bergen, Norway.

Hilde Hetland, University of Bergen, Norway.

Maria Karanika-Murray Nottingham Trent University

Corresponding author: Oyeniyi Samuel Olaniyan, Oyeniyi.olaniyan@uib.no,
Arstadveien 17, Postbox 7807, N-5020 Bergen University of Bergen, Norway.

41. Abstract

Child welfare services worldwide are often criticised for the nature and quality of their work. While the legitimacy of some of these criticisms are debatable, such discussions often neglect the working conditions, staff well-being, and the number of work-related psychosocial risks that child welfare workers deal with daily. The central aim of the present study is to explore child welfare workers' narratives of individual capacities using the lense of positive organizational scholarship (POS). The study provided an in-depth examination of the experiences of 16 child welfare workers across several cities in Norway. The study identified five distinct narratives of individual capacities that the participants used to characterise how they manage their work tasks amidst constant and excessive pressure and heavy workload: (1) showing commitment and going the extra mile, (2) viewing challenges as opportunities for learning and growth, (3) confidence and efficacy beliefs, (4) conscious control of work behaviours, and (5) prioritizing. These five narratives serve as protective factors against work pressure. Findings suggest that efforts should be made to focus more on building and maintaining individual capacities among this work group, especially when it is not possible to change the working conditions.

Keywords: Positive organizational scholarship, commitment, efficacy, prioritizing, child welfare workers.

Narratives of individual capacities: Positive organizational scholarship among child

42. welfare workers in Norway

The current study explores the essence of individual capacities in the face of workrelated psychosocial risks among child welfare workers (CWW) in Norway. While Child Welfare Services (CWS) in Norway have been facing a barrage of uproar and criticisms in connection with the nature and quality of their provision in recent past (Bergmark & Lundström, 2011; Iversen & Heggen, 2015; Juhasz, 2020), one seldom hear much about the working conditions of CWW, nor do one get a clear understanding of the nature and types of challenges these workers deal with in their everyday working lives. Fundamentally, the main aim of the CWS is to offer support to children and adolescents in dire need, as well as to parents who find themselves in financial hardship (Lauritzen, Vis, & Fossum, 2018). Although the present study agrees with Blom and Moren (2012) that evaluating the quality and practice within social work (child welfare in this case) is of vital importance, the current study also argue that taking a step further to address the working conditions and personal health of the workers, especially in the frontline, is fundamental and equally important. Frontline CWW are those workers who have direct contacts with children and families in need of CWS. After all, the workers who deliver needed support daily are themselves important in the discussion about the nature of quality and practice in the complex and difficult setting of child welfare services.

Most scholars within the CWS literature concur that there is a high occurrence of serious work-related psychosocial risks among CWW (McFadden et al., 2015). Negative experiences at work are potentially damaging to these workers and could impinge on job performance, well-being and health of CWW (Lizano & Barak, 2012). Since most CWW are neither in position of leadership nor of administration of tasks, it will be logical to pursue strategies that help these workers to deal with work-related psychosocial risks and pressures.

This idea is in line with successful organizational health interventions, in which employee participation is the thread that binds all the five recommended stages of intervention

"preparation, screening, action planning, implementation, and evaluation" (Nielsen et al., 2010). Research in this field has shown that interventions that help workers deal with stressful situations and events at work are more likely to be successful if workers are involved in their processes (Nielsen & Randall, 2012). Many psychosocial risks in the workplace are difficult to remove because they are or have become an inevitable part of the job. Being constantly faced with emotionally-ladened cases and traumas from children and families in care, plus the extremely high total number of cases they tend to handle simultaneously, could pose a real threat to their productivity, health, and wellbeing over time (Author`s own, 2020). As such, actions that support workers in dealing with such risk and stressors at work will provide the most benefits. For these reasons, developing knowledge of work-related psychosocial risks among CWW, how they tackle these, and especially the individual capacities that they bring to bear will inform how to provide support to this group of workers.

Essence of psychosocial capacities

Researchers in organizational psychology view the workplace as a social arena where workers navigate through work tasks, learning, and development jointly with colleagues and leaders (De Cremer et al., 2011). In this arena, workers are exposed to both positive and negative experiences. Although many of these are shared, a great number of these experiences are personal to each worker in any given workplace (Karanika-Murray & Weyman, 2013). If workers are unable to change the extent or the nature of their tasks and exposures to stressors, possessing the strategies necessary to combat workplace stressors becomes valuable. Recent research has highlighted the importance of individual coping strategies among this work group (McFadden et al., 2015). There are at least four reasons for focusing on individual resources and capacities. Firstly, the exposure to work-related psychosocial risks among CWW is very common (Madden et al., 2014). Additionally, this occurrence of workrelated psychosocial risks is mostly common among CWW compared to any other sector within the human services (Madden et al., 2014; McFadden et al., 2015). Secondly, it is logical to argue that other work resources, such as supportive leadership style and colleague support, while very relevant, are inadequate, on their

own, for helping to build an effective individual coping system for this group. CWW sometimes work in groups/teams, but most of their daily tasks are conducted individually, making a first-hand coping strategy more relevant and appropriate. While supportive leaders and colleagues are essential, possessing strong individual coping mechanisms will help individual CWWs cope with daily pressures. For instance, of the three coping methods suggested by researchers on coping with life and organizational stress (Folkman et al., 1986), the problem-centered approach where the worker takes active steps at easing the stressful situation for example, "by delegating some of his responsibilities, talking to his supervisor about work reduction, or using time-management techniques" is more likely to produce better outcomes (Miller, 2003, p. 238). Moreover, it is possible that individual capacities (for example, being aware of their own strengths, being well trained and equipped to deal with negative experiences at work) can augment the effect of social support and other resources. Thirdly, the focus of most studies of this work group is more on work-related psychosocial risks (especially turnover) and less on themes like psychosocial resources (Author`s own, 2020). Finally, since the experiences of stress, burnout, secondary traumatic stress (STS), work-family conflict, unfairness, and so on, are mostly personal, it makes sense to focus on individual coping mechanisms and strategies. Here is an example: when Kari (a CWW) experiences burnout and secondary traumatic stress as a result of heavy and constant workload, having a very caring and reliable leader and colleagues could go a long way to help her cope and endure the effects of these experiences if she already possesses the knowledge to seek help whenever needed, and if she understands her own limit and can utilize the resources available to her.

Research on CWS staff turnover and retention also highlights this individualenvironment duality. Recent findings are shifting the focus from the work environment to the importance of individual capacities among this work group. For example, DePanfilis and Zlotnic (2008) conducted a systematic review on the impact of exposure to negative experiences at work on workers' intention to stay (retention). They cited two factors as important for workers' retention decisions: organizational

factors (salary and benefit, coworker and leadership support) and personal factors (organizational commitment, selfefficacy, low levels of emotional exhaustion). Similarly, McFadden and colleagues' (2015) review of 65 studies of resilience and burnout among CWW identified individual worker motivation, personal awareness and development, positive personal coping style as most important contributors to resilience.

Therefore, given that working conditions have a substantial impact on health and wellbeing but are often not amenable to change in the short term, exploring CWWs' perspectives and narratives about their psychosocial risks and resources can provide helpful insights into their status and inform interventions and mechanisms to improve working conditions and work life.

43. Positive organizational scholarship

Positive organizational scholarship (POS) “focuses on dynamics that are typically described by words such as excellence, thriving, flourishing, abundance, resilience, or virtuousness” (Cameron et al., 2003, p. 4). As the acronym implies, POS contains three words all coming together to form a unique concept within the field of organizational psychology.

POS is relevant to the present study because it focuses on “the states and processes that arise from and result in life-giving dynamics, optimal functioning, and enhanced capabilities and strengths” (Dutton & Glynn, 2007, p. 693).

Unlike positive psychology that emerged as a result of the excessive focus on deterioration and illness within the field and the attempt by the proponents of positive psychology to straighten this imbalance (Cameron & Spreitzer 2012), POS emerged because an array of organizational phenomena was being ignored; consequently, such phenomena were neither systematically studied nor valued (Cameron & Spreitzer 2012, p. 6).

The current study focuses on the positive aspects of individuals in organization, i.e., those individual and personal attributes that employees already possess, can learn, or be nurtured to attain better results. Although, POS highlights several positive individual attributes (Cameron & Spreitzer, 2012), the current study focuses on optimal functioning, lifegiving abilities, and enhanced individual capabilities and strengths.

44. Research questions

Given that CWW encounter a range of work-related psychosocial risks in their work lives, the present study`s interest lies in exploring answers to the question ‘how do CWW deal with workplace risks and what are the individual capacities/strategies they employ that allow them to cope with these?’. Although there is a strong indication of the importance of a range of psychosocial capacities, the available empirical evidence tends to be rather narrowly focused on resilience. Therefore, an exploratory qualitative approach is most appropriate to expand this line of inquiry.

Method

45. Participants and Procedure

The narrative accounts were collected as part of a project led by the first author on the essence of individual, social, and leadership support for employees` thriving and well-being.

14 CWS offices were contacted forpermission to recruit participants to our study. These CWS offices have workers ranging between 15 to about a hundred workers. Interested CWSs subsequently forwarded the invitation to take part in the research to their staff. The present study aimed to interview frontline CWW with over three years of experience in the field. Most of the informants are frontline CWW, except for two other informants working within child welfare institutions (they were included because they have previously worked in the frontline). Data were collected from 16 CWW across the cities of Norway. Four semistructured interviews were conducted online (over Skype) and twelve were conducted face-toface in the CWWs' cities, between June and September 2019. All interviews were recorded, transcribed, and coded in Norwegian language. A language expert was consulted to make sure that the quotes represent the narratives of the informants. The first author was responsible for recruiting and setting up interview venues and time with all the interviewees with support from one of the co-authors.

46. Materials

The semi-structured interviews were anchored by four main questions: “Could you describe the types of tasks you are involved with daily?”, “How satisfied are you with your working hours? “How do you deal with challenges at work?”, “Could you describe what functions well at work, and share your thoughts around why they work?”. The interviews lasted between 37 and 83 minutes.

47. Analytical approach: Narrative research

The use of the narrative approach was appropriate for understanding participants` views of their experiences and allowed for an in depth analysis of their interview responses. In its simplest form, narrative accounts are the stories an individual or group of individuals chose to tell others about aspects of themselves, their lives, and experiences in any given situation or context. While most people will associate narratives with oral and written accounts, its meaning is far broader. Narratives could be retrieved from conversations heard during a fieldwork for example, a natural occurring chat, or a proper interview (Chase, 2005; Riessman, 2008). Polkinghorne (1988) maintains that narratives are like stories, and that the researcher in this field is usually interested not only in the story but also in the final product. The present study is nested on two of Chase (2005) outlines of three distinctive situations where a narrative could occur; they are (1) focus on specific characters (that is, child welfare workers) and (2) specific sets of life experience (that is, work environment). In this regard, our approach and the application of narrative analysis in the current study is in line with the narrative psychology school of thoughts where scholars, in their efforts to understanding how participants make sense of their very own action and that of others, employ the process of identity construction (Josselson, 2011). The present study was given ethical approval by the Norwegian centre for research data in conducting all the interviews (NSD).

48. Analysis

Prior to analysing the data, all interviews were transcribed, and numbers were assigned to participants. Line-by-line coding was employed in order to determine patterns related to the research question in participants` narrative accounts. This was followed by summaries of all relevant accounts under suitable label to gain more overview of participants' narrative accounts. Social construction centres on the idea that participants in a study can create meanings about their experiences within a given space, like the work environment (Carter & Little, 2007). As a result of this, the production of knowledge in the present paper was built on the interaction between the subjectivity of the interviewee and that of the interviewer within a given context (Carter & Little, 2007). Furthermore, central themes that were built on participants` representation of their work life and work environment were identified. An analyses ofthe participants` narratives following guidelines proposed by Braun and Clarke (2012) was conducted. Past research has shown that narrative analysis can be combined with thematic analysis (Riessman, 2008; Terry et al., 2017). As pointed out by Braun and Clarke (2012, p. 58) thematic analysis "is only a method of data analysis, rather than being an approach to conducting qualitative research. Braun and Clarke (2012) outlined a six-phase approach to conducting thematic analysis: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing potential themes, (5) defining and naming themes, (6) producing the report. Positive organizational scholarship was employed tomake clear the issues and narratives from participants in the current study.

49. Results

Of the participants, 15 were women and most worked as CWWs for over three years. Table 1 highlights the characteristics of the study participants. Thematic analysis of the interviews extracted five narratives of positive organizational scholarship (POS). These narratives emerged from the experiences of the CWW about their work life and how they deal with the daily stressors at work. They included: (1) showing commitment and going the extra mile, (2) viewing challenge as opportunities for learning and growth, (3) confidence and efficacy beliefs, (4) conscious control of work behaviours and (5) prioritizing. Each of these will be described next.

[insert Table 1 here]

Theme 1. Showing commitment and going the extra mile.

Participants who described themselves as committed did so despite the constant negating circumstances surrounding them daily at work. Their narratives of their everyday work life encapsulate a highly complex, emotional, engaging, and also unpredictable workload. Despite these shortcomings, most of our respondents still chose to give their best at providing the right services to the families and children in care. Like one of the participants acknowledged, who has a life outside of work, with things to do and experience with friends and family, but somehow still choses to put in extra hours outside of her work schedule:

> *'I get the most serious cases since I have worked for several years. I have very exciting and versatile tasks. It is rare that I go home at 4 o'clock. It is common to go home at 5, 6, or 7 o'clock and in the worst periods I could be at work between 8 and 9 o'clock in the evening. […] It's not that I do not have a life outside. I have interests, I have friends, I have things to do at home in my own life […] Once you have started working with a family in crisis, it is almost*

impossible to say "now is 15:30, so we'll take care of the rest of your problems tomorrow".'(Interviewee 6).

The demonstration of commitment was not only limited to work tasks. Several of our respondents also described how they sometimes helped each other despite having too much work already. This demonstration of support towards colleagues points to their commitment to getting the work task done. It is one thing to be fully committed to getting your given tasks done, it is something else to reach out to colleagues helping them carry out tasks without any form of compensation.

'One line up for the other. Maybe sometimes help others to write task reports. Not necessarily my case, I have nothing to do with it, but I saw my colleague under tremendous pressure, and I chose to write many task reports for her, without saying anything about it to anyone. […] And I had my own issues but chose to do so because she was in a difficult situation. And I think many of us do this, although not everyone. I think it has something to do with who you are as a human being.' (Interviewee 8).

The narratives of commitment among our respondents also varies. While interviewee 15 recognises the challenging situation occurring all the time, interviewee 7 describes her experiences as sometimes frustrating. Her frustration comes mostly from the constant and substantial number of cases they have to deal with every time. Despite all these, her narratives of her workplace experiences still embodied passion and commitment:

'The job is incredibly significant and meaningful, but very draining. Yes, because I know I'm doing an important job, and I know I'm making a difference, but then you have to look closely at yourself to see those differences. Because it burns like that all the time so that if I manage to land a

situation then suddenly it's something else. So you kind of do not have time to think "now we have managed to do something good, here we have changed something". I'm really passionate about that job, I cannot imagine another job I want to do than this one. This is the job I want' (Interviewee 7)

Theme 2. Challenge as opportunities for learning and growth.

According to the majority of our informants, one of the strongest factors responsible for their consistent high workload was turnover. The fact that staff turnover in several CWS agencies was extremely high and high in the sector overall, adds more pressure on the already challenging work circumstances that these workers face. Although the tasks the CWW face every day were energy-draining, they still chose to carry on with pride in their work: *'I am very conscious that high workload should not negatively affect me. In a sense, I want to complete all the tasks on my list. I believe that whatever is worth doing is worth doing well. I am also very convinced that in order to complete these tasks, I have to work more hours than I should, then I get tired, and not be present for my own family. And it's happening all the time.' (Interviewee 1)*

One common response was that working in child welfare was never the way they pictured it would be before they began. But despite this late realization, most of them were able to accept their job as it is and carry on. As one of our respondents put it when asked how her work situation was when she first started compared to her present work experiences: *"(Silence). That has not changed much. I didn't know what I was going for. Had I known that the work pressure would be so great, I'm a little unsure that I would have*

chosen it (laughs). So now it's like that's what I can do, it's a very important job, so far it works. After all, the kids need someone to step up for them, yes." (Interviewee 1)

Not only did most of the CWWs see meaning in their work in terms of improving the lives of the families and children in care, they also accept the burden that came with the work.

Another interviewee maintained that:

> *"I don't always look forward to going to work but, I'm not scared neither. But I feel that it challenges me to develop myself as a professional by working in the service.*
>
> *And that's what drives me the most to get me to keep going" (Interviewee 15).*

Interviewees also narrated how they could not see themselves working elsewhere.

Although they quit working in an office, they remained in the field. For example: *'I quit my job two years ago. But then I have chosen to return to the same job in another office and municipality. I really chose to come back because I like the challenges I face in the job, and it is a job that has a very high tempo […] Because jobs in CWS are so varied, suddenly it is acute, suddenly it is a serious matter […] There something happening all the time, the tempo is very high, and I like challenges, and I meet that in BV. I do not think there are other jobs that can challenge me at the same meeting as a job in BV can do. And there is very professional development in it.*

And it is a very exciting industry' (Interviewee 8).

Lastly, one of our respondents narrates that her work at the CWS gives her a higher drive despite all the challenges:

> *'Because of my education as a child welfare educator. There is also something about those challenges. I could never think and work in other public sectors. I*

prefer to work where things happen, where you can do something meaningful. You can with BV. I can help children who are in pain, because I have the skills and knowledge. I know who I can contact if and when needed and it makes sense.' (Interviewee 3).

Theme 3. Confidence and efficacy beliefs.

The narratives of confidence and efficacy beliefs by our respondents becomes obvious when they talked about how difficult their jobs could sometimes be, and the decisions they make to forge ahead resting in the confidence that they are able to handle whatever comes their way.

I have probably thought of this many times when it becomes really hectic that "this is not going to work", but I come to the conclusion that "this is what I am passionate about, and this is what I want to do" and I know that I can, and I know I'm good at it. I have received feedback from both children and parents […] even if this is difficult. So I feel confident that I know the job I do, but it is clear that when you have small children yourself, it is difficult to have such a job.' (Interviewee 7)

One essential factor related to the narratives of confidence among our respondents seems to have a lot to do with how long they have been working in the field, and the experiences they have developed along the way. Like one interviewee narrated:

'Of course, there have been some tasks that I have found daunting over the years, but then I was inexperienced. But today I have a lot of experience and am quite confident and not afraid to meet my tasks.' (Interviewee 6)

Looking carefully at the respondents' narratives, one could assert that the everyday challenges creates substantial experiences that form the building blocks of confidence among them:

> *'I am very confident that I know my job. I'm very confident that I know what I'm going to do at work somehow. Also I manage to find out if I cannot, I am not afraid of situations or issues that may arise, I am so sure I can handle it. I am very confident; I have a lot of experience and that there is not much that is challenging with my job except that I have to work all the time. But, the tasks I think are manageable, also the challenges that can come through it. I have the expertise needed to deal with them.' (Interviewee 14).*

Lastly the interviewees seemed to believes that their confidence is the results of the challenges and experiences that come with them over the years. For example:

> *'I am more confident BV is working now. I have more and more gained great faith in myself. I cannot doubt that not all children do well even if I do my best.' (Interviewee 13)*

50. Theme 4. Conscious control of work behaviours

When the participants described their work schedules, patterns of control even at the face of uncontrollable events being experienced all the time were apparent. When asked about what it takes to thrive in their line of work, one said:

> *'One should be in place in one's own life. It's not a job you should have if you have a lot of crises in your private life. If you have a very sick child, or a sick man, then this can be a tedious job to have. It is required to have great working capacity. It is required that one manages to be unpopular and can withstand long-term resistance. And it's not for everyone, because everyone would be equal, right. It is a job you must endure in your own decisions, the management's decisions. You must endure living in uncertainty. You should be professionally interested and up to date in psychology, CW and law. You must constantly work with the children in focus. You must be humble true, have respect for other people, have empathy, but not too much that goes beyond your professional judgment. You must be clear, be open, be in your place. (Interviewee 6).*

Most of the informants seemed to possess clarity regarding what it entails to thrive in child welfare. To illustrate, one of the interviewees said:

> *Working in the child welfare is a special job, it is not suitable for everyone. Telling people that "this doesn't work, you don't fit into this job, you can think working somewhere else. Maybe you can work as a carer, or you can fit better in other welfare offices, that's because you have to be strong mentally yourself before you can manage to help others. (Interviewee 6).*

51. Theme 5. Setting priorities

Another very common strategy employed by most of our respondents is the ability to prioritise the crucial cases. As reflected in their narratives about how they juggle the constant work pressure, being able to first discern and thereafter follow up cases in order of importance (paying too little attention to the time limits often sets by the city councils) has enable them to keep afloat in a drowning sea of work pressure. As one of our respondents put it:

> *'I have challenges all the time (laughs), yes absolutely. I am very keen to taking one case at a time, to take what is most important first, so it is in a way a strategy.' (Interviewee 14).*

While most of the interviewees believe that it is very important to learn and apply prioritising when necessary, others believe that the ability to make the right decisions depend greatly on your personality. As another interviewee put it:

> *'I think it's more about personal identity, also who you are as a person. I like to have conversations with those young people because I think that is the most important thing since I work in the youth group and we are CW and we are here for the children, right, so I like to prioritize having […] everything is about prioritization in CWS. You must be good at prioritizing, you must be good at structuring your everyday work so that things will work out. I think it's a lot about who you are as a person and, true, and what kind of relationship you manage to handle, and what you simply prioritize.'*
>
> *(Interviewee 15)*

Narratives of our respondents also included the tendency to accept cases as they come. Although these CWWs reported high commitment and job meaningfulness, most of them have also learnt when to say 'no'. A way of looking at the bigger picture, knowing well that occasional declines of additional work, where

possible, would mean less sickness absence and being away from work. This was the case for one of the interviewees:

> *'I've learned that I cannot always say yes to everything. That I have to put my health and family first. So I cannot always work a late shift on Friday. I have to go home sometimes. […] You want to do everything you can, but then you can never go home from work. Because there is always someone who is in pain, there is always someone who needs you even more. And if in a way you say yes, and yes and yes all the time then you have nothing of yourself or your own everyday life. And then in the end you have nothing to give at work.' (Interviewee 4)*

Another factor strongly related to prioritizing among our respondents is the ability to compartmentalize. Despite the consistent work-related strain, some of our respondents were able to maintain a sense of balance in the home domain. According to this respondent: *'I try to distinguish between work and leisure, yes so that when I go home I do the usual things like family, friends […] then I do other things, I am busy with other things. I've been like that a lot. I like to have a vacation that is not job related. I'm not very happy to go out with a colleague and drink beer. I want or drink beer with someone else.' (Interviewee 16)*

52. Discussion

The present study aimed to examine how CWW deal with workplace psychosocial risks, focusing specifically on the individual capacities and strategies that they utilize, which allow them to accomplish their work tasks as effectively as possible. Although the specific work tasks that our participant CWWs engaged in everyday varied slightly, the current study identified consistent narratives regarding their experiences and how they manage work life. The data revealed five narratives: *commitment*, *challenge as opportunity for growth*, *confidence and efficacy beliefs*, *control of work tasks*, and *prioritizing*. Each of these five narratives of individual capacities is embedded in POS, sketching what POS experience looks like among CWWs.

First, despite the constant heavy workload and work pressure, most of the participants in the present study narrated how they have remained committed, confronting the challenges and rather focusing on turning these adversaries into source of personal growth and development. In this regard, the focus of POS on life-giving attributes and enhanced individual abilities and strengths maps onto the experiences of the participants. Our study corroborates what previous research has found around the importance of commitment. For instance, Meyer and Allen (1991) found that commitment to the job plays a very vital role in workers` retention decisions. Likewise, more recently Truter and Fouché (2021) found that CWW who demonstrated dedication and commitment to their work, also possess selfdetermination, efficacy, a positive outlook, and awareness of limitation, and are more able to handle their work tasks better. Thus, the passion and commitment they have for the job enabled them to withstand the never-ending work pressures they experience, while setting focus on doing the right thing at the right time.

Second, participants also told stories of looking past the perpetual challenge and stepping on them as opportunities for learning and growth. This finding is in line with one of the core attributes of POS, i.e., “challenges and obstacles are reinterpreted as opportunities and strength-building experiences rather than as tragedies or problems” (Cameron & Spreitzer, 2012, p.3) and the positive outlook of seeing

opportunities for growth when challenged also corroborates findings from past research (Truter & Fouché, 2021). Contrarily, research has shown that the ability to withstand high work pressures helps workers to thrive at work. Ellet and colleagues (2007) found that CWW who find it difficult to adapt to the constant work pressure and those who showed weak personal commitment to their work, are more likely to quit.

Third, another theme that emerged was the narrative of confidence and efficacy beliefs among the participants. Most of the participants expressed their confidence and abilities to handle whatever comes their way at work. This finding corroborates with past research on child welfare workers. Chen and Scannapieco (2010) showed that efficacy beliefs allow workers be able to successfully deal with work pressures, increase workers` job satisfaction, with an increased ability to deal with emotional exhaustion (Lo Schiavo, 1996). Thus, it is understandable that participants also tell stories of control over work behaviors and tasks.

The fourth theme indicates that participants perceived a sense of control over work tasks and behavior in spite of the plethora of tasks they often have to deal with. In general, the CWW that were interviewed explicitly voiced their dissatisfaction with the workload and hoped that these amounts of workload would someday be reduced, nevertheless they seemed to be aware of what it requires of them to do their job well. This awareness and control probably allow them to not only do a better job, but also helps them in dealing with some consequences of high workload and burnout (McFadden et al., 2018).

Lastly, participants also narrated how they implement prioritizing cases in order of importance. This knowledge enables them to attend to their health and well-being first, and not agree with everything presented at them, even if this means not meeting deadlines set by their management. The ability to set priorities has been linked with allowing for consistency, while enabling optimal allocation of resources to the more important issues (Porter, 2021). In general, the findings from the present study are consistent with POS, which stresses the importance of focusing on the

strength-giving and performance-enhancement attributes, since these attributes are likely to act as catalysts pulling employees away from negative energy toward a positive one (Cameron & Spreitzer, 2012). Findings from the present study also show that there is more to gain for both management and workers from initiatives put in place to develop individual capacities among CWW. This evidence is also aligned with evidence from recent research in the field (Baugerud et al., 2018; Chen & Scannapieco, 2010; Chung & Chun, 2015; Hwang & Hopkins, 2012; Lovseth, 2017; Molakeng et al., 2021; Truter & Fouché, 2021). Although the importance of individual abilities cannot be overemphasized especially among this group, there are reasons to believe that this might not be enough in the long-term. For instance, findings from recent research on work ability has stressed the essence of a worker's efficacy beliefs as well as the balance between the individual resources and the demands at work (Ilmarinen et al., 1997; Oakman et al., 2018).

53. Limitations and strengths

Since the present study employed purposive sampling to recruit informants into the study, one cannot exclude the possibility of a biased group of participants. Despite this, we do have some confidence that the findings apply to the experiences of similar professions (e.g., Negi et al., 2019; Walpita & Arambepola, 2020). In a field filled with a heavy focus on various work-related psychosocial risk, the present study is one of the few studies that have shifted the focus to positive workplace experiences among CWW.

54. Future research

It may be useful to understand the relative importance of each of the emerging themes, as they may work synergistically to protect individuals. In addition, it would be useful for practice to be able to identify the supplementary or work-related resources associated with building and maintaining these psychological resources, such as colleague or managerial support. Finally, more nuanced research would be needed on the specific stressors that each of these or combinations of these resources can protect against, especially taking a longitudinal perspective in order to demonstrate their benefits.

55. Implications for practice and theory

One would encourage employers to focus on supporting worker's individual capacities, so it is promising to know that some of these abilities or capacities can be learned, as revealed through the narratives of some of the participants. The present study does not advocate the sole reliance on building individual capacities among this work group to protect individuals against work pressured. Rather, a combined focus, starting with organizationallevel interventions to change the working conditions and design healthier jobs is the preferred solution (LaMontagne et al, 2007). However, there are situations where wider changes are not possible in which case helping to shield individuals by strengthening their individual psychosocial capacities is the advisable solution.

56. Conclusions

The current study has explored the value of individual psychosocial capacities through the lens of positive organizational scholarship. Although our target group was a sample of child welfare workers in Norway, the findings broadly apply to social workers and other contexts, as social work is one of the most high-pressure occupations worldwide. The five individual capacities that were identified can be the focus of resources provided by the organization in the form of training, mentoring or social support among others, to protect individuals against work pressure, especially when it is not possible to change working conditions.

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Author`s own 2020

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58. Table 1. Sociodemographic characteristic of the participants

	N participants
Age (in years)	
25-35	9
35-45	3
45 and over	4
Race	
White Caucasian	15
Persian	1
Educational level	
Bachelor degree	6
Masters degree	7
Other	3
Relationship status	
Married/with a partner	13
Single/divorced	3
Number of children	
None	2
1-2	10
3-5	4
Work experience (in years)	
1-5	2
5 and over	14

Appendices

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

Psychosocial risk among child welfare employees: leadership, jobcrafting and social support.

Referansenummer

345438

Registrert

08.02.2019 av Oyeniyi Samuel Olaniyan - Oyeniyi.Olaniyan@uib.no

Behandlingsansvarlig institusjon

Universitetet i Bergen / Det psykologiske fakultet / Hemil-senteret

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Hilde Hetland, hilde.hetland@uib.no, tlf: 55582338

Type prosjekt

Forskerprosjekt

Prosjektperiode

01.01.2019 - 30.11.2021

Status

01.04.2019 - Vurdert

Vurdering (1)

01.04.2019 - Vurdert

Det er vår vurdering at behandlingen vil være i samsvar med personvernlovgivningen, så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet 01.04.2019 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:
https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle særlige kategorier av personopplysninger om helseforhold og alminnelige personopplysninger. Prosjektet skal avsluttes 30.11.2021. Deretter skal datamaterialet lagres ved UiB frem til 31.12.2025 for videre forskning.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 nr. 11 og art. 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse, som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes uttrykkelige samtykke, jf.
personvernforordningen art. 6 nr. 1 a), jf. art. 9 nr. 2 bokstav a, jf. personopplysningsloven § 10, jf. § 9 (2).

PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke videre behandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art.
12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp underveis (hvert annet år) og ved planlagt avslutning for å avklare om behandlingen av personopplysningene pågår i tråd med den behandlingen som er dokumentert.

Lykke til med prosjektet!

Kontaktperson hos NSD: Belinda Gloppen Helle Tlf. Personverntjenester: 55 58 21 17

Doctoral Theses at The Faculty of Psychology, University of Bergen

1980	Allen, Hugh M., Dr. philos.	Parent-offspring interactions in willow grouse (Lagopus L. Lagopus).
1981	Myhrer, Trond, Dr. philos.	Behavioral Studies after selective disruption of hippocampal inputs in albino rats.
1982	Svebak, Sven, Dr. philos.	The significance of motivation for task-induced tonic physiological changes.
1983	Myhre, Grete, Dr. philos.	The Biopsychology of behavior in captive Willow ptarmigan.
	Eide, Rolf, Dr. philos.	PSYCHOSOCIAL FACTORS AND INDICES OF HEALTH RISKS. The relationship of psychosocial conditions to subjective complaints, arterial blood pressure, serum cholesterol, serum triglycerides and urinary catecholamines in middle aged populations in Western Norway.
	Værnes, Ragnar J., Dr. philos.	Neuropsychological effects of diving.
1984	Kolstad, Arnulf, Dr. philos.	Til diskusjonen om sammenhengen mellom sosiale forhold og psykiske strukturer. En epidemiologisk undersøkelse blant barn og unge.
	Løberg, Tor, Dr. philos.	Neuropsychological assessment in alcohol dependence.
1985	Hellesnes, Tore, Dr. philos.	Læring og problemløsning. En studie av den perseptuelle analysens betydning for verbal læring.
	Håland, Wenche, Dr. philos.	Psykoterapi: relasjon, utviklingsprosess og effekt.
1986	Hagtvet, Knut A., Dr. philos.	The construct of test anxiety: Conceptual and methodological issues.
	Jellestad, Finn K., Dr. philos.	Effects of neuron specific amygdala lesions on fear-motivated behavior in rats.
1987	Aarø, Leif E., Dr. philos.	Health behaviour and sosioeconomic Status. A survey among the adult population in Norway.
	Underlid, Kjell, Dr. philos.	Arbeidsløyse i psykososialt perspektiv.
	Laberg, Jon C., Dr. philos.	Expectancy and classical conditioning in alcoholics' craving.
	Vollmer, Fred, Dr. philos.	Essays on explanation in psychology.

	Ellertsen, Bjørn, Dr. philos.	Migraine and tension headache: Psychophysiology, personality and therapy.
1988	Kaufmann, Astrid, Dr. philos.	Antisosial atferd hos ungdom. En studie av psykologiske determinanter.
	Mykletun, Reidar J., Dr. philos.	Teacher stress: personality, work-load and health.
	Havik, Odd E., Dr. philos.	After the myocardial infarction: A medical and psychological study with special emphasis on perceived illness.
1989	Bråten, Stein, Dr. philos.	Menneskedyaden. En teoretisk tese om sinnets dialogiske natur med informasjons- og utviklingspsykologiske implikasjoner sammenholdt med utvalgte spedbarnsstudier.
	Wold, Bente, Dr. psychol.	Lifestyles and physical activity. A theoretical and empirical analysis of socialization among children and adolescents.
1990	Flaten, Magne A., Dr. psychol.	The role of habituation and learning in reflex modification.
1991	Alsaker, Françoise D., Dr. philos.	Global negative self-evaluations in early adolescence.
	Kraft, Pål, Dr. philos.	AIDS prevention in Norway. Empirical studies on diffusion of knowledge, public opinion, and sexual behaviour.
	Endresen, Inger M., Dr. philos.	Psychoimmuniological stress markers in working life.
	Faleide, Asbjørn O., Dr. philos.	Asthma and allergy in childhood. Psychosocial and psychotherapeutic problems.
1992	Dalen, Knut, Dr. philos.	Hemispheric asymmetry and the Dual-Task Paradigm: An experimental approach.
	Bø, Inge B., Dr. philos.	Ungdoms sosiale økologi. En undersøkelse av 14-16 åringers sosiale nettverk.
	Nivison, Mary E., Dr. philos.	The relationship between noise as an experimental and environmental stressor, physiological changes and psychological factors.
	Torgersen, Anne M., Dr. philos.	Genetic and environmental influence on temperamental behaviour. A longitudinal study of twins from infancy to adolescence.
1993	Larsen, Svein, Dr. philos.	Cultural background and problem drinking.
	Nordhus, Inger Hilde, Dr. philos.	Family caregiving. A community psychological study with special emphasis on clinical interventions.
	Thuen, Frode, Dr. psychol.	Accident-related behaviour among children and young adolescents: Prediction and prevention.

	Solheim, Ragnar, Dr. philos.	Spesifikke lærevansker. Diskrepanskriteriet anvendt i seleksjonsmetodikk.
	Johnsen, Bjørn Helge, Dr. psychol.	Brain assymetry and facial emotional expressions: Conditioning experiments.
1994	Tønnessen, Finn E., Dr. philos.	The etiology of Dyslexia.
	Kvale, Gerd, Dr. psychol.	Psychological factors in anticipatory nausea and vomiting in cancer chemotherapy.
	Asbjørnsen, Arve E., Dr. psychol.	Structural and dynamic factors in dichotic listening: An interactional model.
	Bru, Edvin, Dr. philos.	The role of psychological factors in neck, shoulder and low back pain among female hospitale staff.
	Braathen, Eli T., Dr. psychol.	Prediction of exellence and discontinuation in different types of sport: The significance of motivation and EMG.
	Johannessen, Birte F., Dr. philos.	Det flytende kjønnet. Om lederskap, politikk og identitet.
1995	Sam, David L., Dr. psychol.	Acculturation of young immigrants in Norway: A psychological and socio-cultural adaptation.
	Bjaalid, Inger-Kristin, Dr. philos.	Component processes in word recognition.
	Martinsen, Øyvind, Dr. philos.	Cognitive style and insight.
	Nordby, Helge, Dr. philos.	Processing of auditory deviant events: Mismatch negativity of event-related brain potentials.
	Raaheim, Arild, Dr. philos.	Health perception and health behaviour, theoretical considerations, empirical studies, and practical implications.
	Seltzer, Wencke J., Dr. philos.	Studies of Psychocultural Approach to Families in Therapy.
	Brun, Wibecke, Dr. philos.	Subjective conceptions of uncertainty and risk.
	Aas, Henrik N., Dr. psychol.	Alcohol expectancies and socialization: Adolescents learning to drink.
	Bjørkly, Stål, Dr. psychol.	Diagnosis and prediction of intra-institutional aggressive behaviour in psychotic patients
1996	Anderssen, Norman, Dr. psychol.	Physical activity of young people in a health perspective: Stability, change and social influences.
	Sandal, Gro Mjeldheim, Dr. psychol.	Coping in extreme environments: The role of personality.

	Strumse, Einar, Dr. philos.	The psychology of aesthetics: explaining visual preferences for agrarian landscapes in Western Norway.
	Hestad, Knut, Dr. philos.	Neuropsychological deficits in HIV-1 infection.
	Lugoe, L.Wycliffe, Dr. philos.	Prediction of Tanzanian students' HIV risk and preventive behaviours
	Sandvik, B. Gunnhild, Dr. philos.	Fra distriktsjordmor til institusjonsjordmor. Fremveksten av en profesjon og en profesjonsutdanning
	Lie, Gro Therese, Dr. psychol.	The disease that dares not speak its name: Studies on factors of importance for coping with HIV/AIDS in Northern Tanzania
	Øygard, Lisbet, Dr. philos.	Health behaviors among young adults. A psychological and sociological approach
	Stormark, Kjell Morten, Dr. psychol.	Emotional modulation of selective attention: Experimental and clinical evidence.
	Einarsen, Ståle, Dr. psychol.	Bullying and harassment at work: epidemiological and psychosocial aspects.
1997	Knivsberg, Ann-Mari, Dr. philos.	Behavioural abnormalities and childhood psychopathology: Urinary peptide patterns as a potential tool in diagnosis and remediation.
	Eide, Arne H., Dr. philos.	Adolescent drug use in Zimbabwe. Cultural orientation in a global-local perspective and use of psychoactive substances among secondary school students.
	Sørensen, Marit, Dr. philos.	The psychology of initiating and maintaining exercise and diet behaviour.
	Skjæveland, Oddvar, Dr. psychol.	Relationships between spatial-physical neighborhood attributes and social relations among neighbors.
	Zewdie, Teka, Dr. philos.	Mother-child relational patterns in Ethiopia. Issues of developmental theories and intervention programs.
	Wilhelmsen, Britt Unni, Dr. philos.	Development and evaluation of two educational programmes designed to prevent alcohol use among adolescents.
	Manger, Terje, Dr. philos.	Gender differences in mathematical achievement among Norwegian elementary school students.
1998 V	Lindstrøm, Torill Christine, Dr. philos.	«Good Grief»: Adapting to Bereavement.
	Skogstad, Anders, Dr. philos.	Effects of leadership behaviour on job satisfaction, health and efficiency.
	Haldorsen, Ellen M. Håland, Dr. psychol.	Return to work in low back pain patients.

	Besemer, Susan P., Dr. philos.	Creative Product Analysis: The Search for a Valid Model for Understanding Creativity in Products.
H	Winje, Dagfinn, Dr. psychol.	Psychological adjustment after severe trauma. A longitudinal study of adults' and children's posttraumatic reactions and coping after the bus accident in Måbødalen, Norway 1988.
	Vosburg, Suzanne K., Dr. philos.	The effects of mood on creative problem solving.
	Eriksen, Hege R., Dr. philos.	Stress and coping: Does it really matter for subjective health complaints?
	Jakobsen, Reidar, Dr. psychol.	Empiriske studier av kunnskap og holdninger om hiv/aids og den normative seksuelle utvikling i ungdomsårene.
1999 V	Mikkelsen, Aslaug, Dr. philos.	Effects of learning opportunities and learning climate on occupational health.
	Samdal, Oddrun, Dr. philos.	The school environment as a risk or resource for students' health-related behaviours and subjective well-being.
	Friestad, Christine, Dr. philos.	Social psychological approaches to smoking.
	Ekeland, Tor-Johan, Dr. philos.	Meining som medisin. Ein analyse av placebofenomenet og implikasjoner for terapi og terapeutiske teoriar.
H	Saban, Sara, Dr. psychol.	Brain Asymmetry and Attention: Classical Conditioning Experiments.
	Carlsten, Carl Thomas, Dr. philos.	God lesing – God læring. En aksjonsrettet studie av undervisning i fagtekstlesing.
	Dundas, Ingrid, Dr. psychol.	Functional and dysfunctional closeness. Family interaction and children's adjustment.
	Engen, Liv, Dr. philos.	Kartlegging av leseferdighet på småskoletrinnet og vurdering av faktorer som kan være av betydning for optimal leseutvikling.
2000 V	Hovland, Ole Johan, Dr. philos.	**Transforming a self-preserving "alarm" reaction into a self-defeating emotional response: Toward an integrative approach to anxiety as a human phenomenon.**
	Lillejord, Sølvi, Dr. philos.	**58.1.1** Handlingsrasjonalitet og spesialundervisning. En analyse av aktørperspektiver.
	Sandell, Ove, Dr. philos.	58.1.2 Den varme kunnskapen.
	Oftedal, Marit Petersen, Dr. philos.	58.1.3 Diagnostisering av ordavkodingsvansker: En prosessanalytisk tilnærmingsmåte.

H	Sandbak, Tone, Dr. psychol.	**58.2 Alcohol consumption and preference in the rat: The significance of individual differences and relationships to stress pathology**
	Eid, Jarle, Dr. psychol.	58.2.1 Early predictors of PTSD symptom reporting; The significance of contextual and individual factors.
2001 **V**	Skinstad, Anne Helene, Dr. philos.	Substance dependence and borderline personality disorders.
	Binder, Per-Einar, Dr. psychol.	Individet og den meningsbærende andre. En teoretisk undersøkelse av de mellommenneskelige forutsetningene for psykisk liv og utvikling med utgangspunkt i Donald Winnicotts teori.
	Roald, Ingvild K., Dr. philos.	Building of concepts. A study of Physics concepts of Norwegian deaf students.
H	Fekadu, Zelalem W., Dr. philos.	Predicting contraceptive use and intention among a sample of adolescent girls. An application of the theory of planned behaviour in Ethiopian context.
	Melesse, Fantu, Dr. philos.	The more intelligent and sensitive child (MISC) mediational intervention in an Ethiopian context: An evaluation study.
	Råheim, Målfrid, Dr. philos.	Kvinners kroppserfaring og livssammenheng. En fenomenologisk – hermeneutisk studie av friske kvinner og kvinner med kroniske muskelsmerter.
	Engelsen, Birthe Kari, Dr. psychol.	Measurement of the eating problem construct.
	Lau, Bjørn, Dr. philos.	Weight and eating concerns in adolescence.
2002 **V**	Ihlebæk, Camilla, Dr. philos.	Epidemiological studies of subjective health complaints.
	Rosén, Gunnar O. R., Dr. philos.	The phantom limb experience. Models for understanding and treatment of pain with hypnosis.
	Høines, Marit Johnsen, Dr. philos.	Fleksible språkrom. Matematikklæring som tekstutvikling.
	Anthun, Roald Andor, Dr. philos.	*School psychology service quality*. Consumer appraisal, quality dimensions, and collaborative improvement potential
	Pallesen, Ståle, Dr. psychol.	*Insomnia in the elderly. Epidemiology, psychological characteristics and treatment.*
	Midthassel, Unni Vere, Dr. philos.	*Teacher involvement in school development activity. A study of teachers in Norwegian compulsory schools*
	Kallestad, Jan Helge, Dr. philos.	Teachers, schools and implementation of the Olweus Bullying Prevention Program.

H	Ofte, Sonja Helgesen, Dr. psychol.	Right-left discrimination in adults and children.
	Netland, Marit, Dr. psychol.	Exposure to political violence. The need to estimate our estimations.
	Diseth, Åge, Dr. psychol.	Approaches to learning: Validity and prediction of academic performance.
	Bjuland, Raymond, Dr. philos.	Problem solving in geometry. Reasoning processes of student teachers working in small groups: A dialogical approach.
2003 V	Arefjord, Kjersti, Dr. psychol.	After the myocardial infarction – the wives' view. Short- and long-term adjustment in wives of myocardial infarction patients.
	Ingjaldsson, Jón Þorvaldur, Dr. psychol.	Unconscious Processes and Vagal Activity in Alcohol Dependency.
	Holden, Børge, Dr. philos.	Følger av atferdsanalytiske forklaringer for atferdsanalysens tilnærming til utforming av behandling.
	Holsen, Ingrid, Dr. philos.	Depressed mood from adolescence to 'emerging adulthood'. Course and longitudinal influences of body image and parent-adolescent relationship.
	Hammar, Åsa Karin, Dr. psychol.	Major depression and cognitive dysfunction- An experimental study of the cognitive effort hypothesis.
	Sprugevica, Ieva, Dr. philos.	The impact of enabling skills on early reading acquisition.
	Gabrielsen, Egil, Dr. philos.	LESE FOR LIVET. Lesekompetansen i den norske voksenbefolkningen sett i lys av visjonen om en enhetsskole.
H	Hansen, Anita Lill, Dr. psychol.	The influence of heart rate variability in the regulation of attentional and memory processes.
	Dyregrov, Kari, Dr. philos.	The loss of child by suicide, SIDS, and accidents: Consequences, needs and provisions of help.
2004 V	Torsheim, Torbjørn, Dr. psychol.	Student role strain and subjective health complaints: Individual, contextual, and longitudinal perspectives.
	Haugland, Bente Storm Mowatt Dr. psychol.	Parental alcohol abuse. Family functioning and child adjustment.
	Milde, Anne Marita, Dr. psychol.	Ulcerative colitis and the role of stress. Animal studies of psychobiological factors in relationship to experimentally induced colitis.
	Stornes, Tor, Dr. philos.	Socio-moral behaviour in sport. An investigation of perceptions of sportspersonship in handball related to important factors of socio-moral influence.

	Mæhle, Magne, Dr. philos.	Re-inventing the child in family therapy: An investigation of the relevance and applicability of theory and research in child development for family therapy involving children.
	Kobbeltvedt, Therese, Dr. psychol.	Risk and feelings: A field approach.
2004 H	Thomsen, Tormod, Dr. psychol.	Localization of attention in the brain.
	Løberg, Else-Marie, Dr. psychol.	Functional laterality and attention modulation in schizophrenia: Effects of clinical variables.
	Kyrkjebø, Jane Mikkelsen, Dr. philos.	Learning to improve: Integrating continuous quality improvement learning into nursing education.
	Laumann, Karin, Dr. psychol.	Restorative and stress-reducing effects of natural environments: Experiencal, behavioural and cardiovascular indices.
	Holgersen, Helge, PhD	Mellom oss - Essay i relasjonell psykoanalyse.
2005 V	Hetland, Hilde, Dr. psychol.	Leading to the extraordinary? Antecedents and outcomes of transformational leadership.
	Iversen, Anette Christine, Dr. philos.	Social differences in health behaviour: the motivational role of perceived control and coping.
2005 H	Mathisen, Gro Ellen, PhD	Climates for creativity and innovation: Definitions, measurement, predictors and consequences.
	Sævi, Tone, Dr. philos.	Seeing disability pedagogically – The lived experience of disability in the pedagogical encounter.
	Wiium, Nora, PhD	Intrapersonal factors, family and school norms: combined and interactive influence on adolescent smoking behaviour.
	Kanagaratnam, Pushpa, PhD	Subjective and objective correlates of Posttraumatic Stress in immigrants/refugees exposed to political violence.
	Larsen, Torill M. B. , PhD	Evaluating principals` and teachers` implementation of Second Step. A case study of four Norwegian primary schools.
	Bancila, Delia, PhD	Psychosocial stress and distress among Romanian adolescents and adults.
2006 V	Hillestad, Torgeir Martin, Dr. philos.	Normalitet og avvik. Forutsetninger for et objektivt psykopatologisk avviksbegrep. En psykologisk, sosial, erkjennelsesteoretisk og teorihistorisk framstilling.
	Nordanger, Dag Øystein, Dr. psychol.	Psychosocial discourses and responses to political violence in post-war Tigray, Ethiopia.

	Rimol, Lars Morten, PhD	Behavioral and fMRI studies of auditory laterality and speech sound processing.
	Krumsvik, Rune Johan, Dr. philos.	ICT in the school. ICT-initiated school development in lower secondary school.
	Norman, Elisabeth, Dr. psychol.	Gut feelings and unconscious thought: An exploration of fringe consiousness in implicit cognition.
	Israel, K Pravin, Dr. psychol.	Parent involvement in the mental health care of children and adolescents. Emperical studies from clinical care setting.
	Glasø, Lars, PhD	Affects and emotional regulation in leader-subordinate relationships.
	Knutsen, Ketil, Dr. philos.	HISTORIER UNGDOM LEVER – En studie av hvordan ungdommer bruker historie for å gjøre livet meningsfullt.
	Matthiesen, Stig Berge, PhD	Bullying at work. Antecedents and outcomes.
2006 H	Gramstad, Arne, PhD	Neuropsychological assessment of cognitive and emotional functioning in patients with epilepsy.
	Bendixen, Mons, PhD	Antisocial behaviour in early adolescence: Methodological and substantive issues.
	Mrumbi, Khalifa Maulid, PhD	Parental illness and loss to HIV/AIDS as experienced by AIDS orphans aged between 12-17 years from Temeke District, Dar es Salaam, Tanzania: A study of the children's psychosocial health and coping responses.
	Hetland, Jørn, Dr. psychol.	The nature of subjective health complaints in adolescence: Dimensionality, stability, and psychosocial predictors
	Kakoko, Deodatus Conatus Vitalis, PhD	Voluntary HIV counselling and testing service uptake among primary school teachers in Mwanza, Tanzania: assessment of socio-demographic, psychosocial and socio-cognitive aspects
	Mykletun, Arnstein, Dr. psychol.	Mortality and work-related disability as long-term consequences of anxiety and depression: Historical cohort designs based on the HUNT-2 study
	Sivertsen, Børge, PhD	Insomnia in older adults. Consequences, assessment and treatment.
2007 V	Singhammer, John, Dr. philos.	Social conditions from before birth to early adulthood – the influence on health and health behaviour
	Janvin, Carmen Ani Cristea, PhD	Cognitive impairment in patients with Parkinson's disease: profiles and implications for prognosis

	Braarud, Hanne Cecilie, Dr.psychol.	Infant regulation of distress: A longitudinal study of transactions between mothers and infants
	Tveito, Torill Helene, PhD	Sick Leave and Subjective Health Complaints
	Magnussen, Liv Heide, PhD	Returning disability pensioners with back pain to work
	Thuen, Elin Marie, Dr.philos.	Learning environment, students' coping styles and emotional and behavioural problems. A study of Norwegian secondary school students.
	Solberg, Ole Asbjørn, PhD	Peacekeeping warriors – A longitudinal study of Norwegian peacekeepers in Kosovo
2007 H	Søreide, Gunn Elisabeth, Dr.philos.	Narrative construction of teacher identity
	Svensen, Erling, PhD	WORK & HEALTH. Cognitive Activation Theory of Stress applied in an organisational setting.
	Øverland, Simon Nygaard, PhD	Mental health and impairment in disability benefits. Studies applying linkages between health surveys and administrative registries.
	Eichele, Tom, PhD	Electrophysiological and Hemodynamic Correlates of Expectancy in Target Processing
	Børhaug, Kjetil, Dr.philos.	Oppseding til demokrati. Ein studie av politisk oppseding i norsk skule.
	Eikeland, Thorleif, Dr.philos.	Om å vokse opp på barnehjem og på sykehus. En undersøkelse av barnehjemsbarns opplevelser på barnehjem sammenholdt med sanatoriebarns beskrivelse av langvarige sykehusopphold – og et forsøk på forklaring.
	Wadel, Carl Cato, Dr.philos.	Medarbeidersamhandling og medarbeiderledelse i en lagbasert organisasjon
	Vinje, Hege Forbech, PhD	Thriving despite adversity: Job engagement and self-care among community nurses
	Noort, Maurits van den, PhD	Working memory capacity and foreign language acquisition
2008 V	Breivik, Kyrre, Dr.psychol.	The Adjustment of Children and Adolescents in Different Post-Divorce Family Structures. A Norwegian Study of Risks and Mechanisms.
	Johnsen, Grethe E., PhD	Memory impairment in patients with posttraumatic stress disorder
	Sætrevik, Bjørn, PhD	Cognitive Control in Auditory Processing

	Carvalhosa, Susana Fonseca, PhD	Prevention of bullying in schools: an ecological model
2008 H	Brønnick, Kolbjørn Selvåg	Attentional dysfunction in dementia associated with Parkinson's disease.
	Posserud, Maj-Britt Rocio	Epidemiology of autism spectrum disorders
	Haug, Ellen	Multilevel correlates of physical activity in the school setting
	Skjerve, Arvid	Assessing mild dementia – a study of brief cognitive tests.
	Kjønniksen, Lise	The association between adolescent experiences in physical activity and leisure time physical activity in adulthood: a ten year longitudinal study
	Gundersen, Hilde	The effects of alcohol and expectancy on brain function
	Omvik, Siri	Insomnia – a night and day problem
2009 V	Molde, Helge	Pathological gambling: prevalence, mechanisms and treatment outcome.
	Foss, Else	Den omsorgsfulle væremåte. En studie av voksnes væremåte i forhold til barn i barnehagen.
	Westrheim, Kariane	Education in a Political Context: A study of Konwledge Processes and Learning Sites in the PKK.
	Wehling, Eike	Cognitive and olfactory changes in aging
	Wangberg, Silje C.	Internet based interventions to support health behaviours: The role of self-efficacy.
	Nielsen, Morten B.	Methodological issues in research on workplace bullying. Operationalisations, measurements and samples.
	Sandu, Anca Larisa	MRI measures of brain volume and cortical complexity in clinical groups and during development.
	Guribye, Eugene	Refugees and mental health interventions
	Sørensen, Lin	Emotional problems in inattentive children – effects on cognitive control functions.
	Tjomsland, Hege E.	Health promotion with teachers. Evaluation of the Norwegian Network of Health Promoting Schools: Quantitative and qualitative analyses of predisposing, reinforcing and enabling conditions related to teacher participation and program sustainability.
	Helleve, Ingrid	Productive interactions in ICT supported communities of learners

2009 H	Skorpen, Aina Øye, Christine	Dagliglivet i en psykiatrisk institusjon: En analyse av miljøterapeutiske praksiser
	Andreassen, Cecilie Schou	WORKAHOLISM – Antecedents and Outcomes
	Stang, Ingun	Being in the same boat: An empowerment intervention in breast cancer self-help groups
	Sequeira, Sarah Dorothee Dos Santos	The effects of background noise on asymmetrical speech perception
	Kleiven, Jo, dr.philos.	The Lillehammer scales: Measuring common motives for vacation and leisure behavior
	Jónsdóttir, Guðrún	Dubito ergo sum? Ni jenter møter naturfaglig kunnskap.
	Hove, Oddbjørn	Mental health disorders in adults with intellectual disabilities - Methods of assessment and prevalence of mental health disorders and problem behaviour
	Wageningen, Heidi Karin van	The role of glutamate on brain function
	Bjørkvik, Jofrid	God nok? Selvaktelse og interpersonlig fungering hos pasienter innen psykisk helsevern: Forholdet til diagnoser, symptomer og behandlingsutbytte
	Andersson, Martin	A study of attention control in children and elderly using a forced-attention dichotic listening paradigm
	Almås, Aslaug Grov	Teachers in the Digital Network Society: Visions and Realities. A study of teachers' experiences with the use of ICT in teaching and learning.
	Ulvik, Marit	Lærerutdanning som danning? Tre stemmer i diskusjonen
2010 V	Skår, Randi	Læringsprosesser i sykepleieres profesjonsutøvelse. En studie av sykepleieres læringserfaringer.
	Roald, Knut	Kvalitetsvurdering som organisasjonslæring mellom skole og skoleeigar
	Lunde, Linn-Heidi	Chronic pain in older adults. Consequences, assessment and treatment.
	Danielsen, Anne Grete	Perceived psychosocial support, students' self-reported academic initiative and perceived life satisfaction
	Hysing, Mari	Mental health in children with chronic illness
	Olsen, Olav Kjellevold	Are good leaders moral leaders? The relationship between effective military operational leadership and morals
	Riese, Hanne	Friendship and learning. Entrepreneurship education through mini-enterprises.

	Holthe, Asle	Evaluating the implementation of the Norwegian guidelines for healthy school meals: A case study involving three secondary schools
H	Hauge, Lars Johan	Environmental antecedents of workplace bullying: A multi-design approach
	Bjørkelo, Brita	Whistleblowing at work: Antecedents and consequences
	Reme, Silje Endresen	Common Complaints – Common Cure? Psychiatric comorbidity and predictors of treatment outcome in low back pain and irritable bowel syndrome
	Helland, Wenche Andersen	Communication difficulties in children identified with psychiatric problems
	Beneventi, Harald	Neuronal correlates of working memory in dyslexia
	Thygesen, Elin	Subjective health and coping in care-dependent old persons living at home
	Aanes, Mette Marthinussen	Poor social relationships as a threat to belongingness needs. Interpersonal stress and subjective health complaints: Mediating and moderating factors.
	Anker, Morten Gustav	Client directed outcome informed couple therapy
	Bull, Torill	Combining employment and child care: The subjective well-being of single women in Scandinavia and in Southern Europe
	Viig, Nina Grieg	Tilrettelegging for læreres deltakelse i helsefremmende arbeid. En kvalitativ og kvantitativ analyse av sammenhengen mellom organisatoriske forhold og læreres deltakelse i utvikling og implementering av Europeisk Nettverk av Helsefremmende Skoler i Norge
	Wolff, Katharina	To know or not to know? Attitudes towards receiving genetic information among patients and the general public.
	Ogden, Terje, dr.philos.	Familiebasert behandling av alvorlige atferdsproblemer blant barn og ungdom. Evaluering og implementering av evidensbaserte behandlingsprogrammer i Norge.
	Solberg, Mona Elin	Self-reported bullying and victimisation at school: Prevalence, overlap and psychosocial adjustment.
2011 V	Bye, Hege Høivik	Self-presentation in job interviews. Individual and cultural differences in applicant self-presentation during job interviews and hiring managers' evaluation
	Notelaers, Guy	Workplace bullying. A risk control perspective.

	Moltu, Christian	Being a therapist in difficult therapeutic impasses. A hermeneutic phenomenological analysis of skilled psychotherapists' experiences, needs, and strategies in difficult therapies ending well.
	Myrseth, Helga	Pathological Gambling - Treatment and Personality Factors
	Schanche, Elisabeth	From self-criticism to self-compassion. An empirical investigation of hypothesized change prosesses in the Affect Phobia Treatment Model of short-term dynamic psychotherapy for patients with Cluster C personality disorders.
	Våpenstad, Eystein Victor, dr.philos.	Det tempererte nærvær. En teoretisk undersøkelse av psykoterapautens subjektivitet i psykoanalyse og psykoanalytisk psykoterapi.
	Haukebø, Kristin	Cognitive, behavioral and neural correlates of dental and intra-oral injection phobia. Results from one treatment and one fMRI study of randomized, controlled design.
	Harris, Anette	Adaptation and health in extreme and isolated environments. From 78°N to 75°S.
	Bjørknes, Ragnhild	Parent Management Training-Oregon Model: intervention effects on maternal practice and child behavior in ethnic minority families
	Mamen, Asgeir	Aspects of using physical training in patients with substance dependence and additional mental distress
	Espevik, Roar	Expert teams: Do shared mental models of team members make a difference
	Haara, Frode Olav	Unveiling teachers' reasons for choosing practical activities in mathematics teaching
2011 H	Hauge, Hans Abraham	How can employee empowerment be made conducive to both employee health and organisation performance? An empirical investigation of a tailor-made approach to organisation learning in a municipal public service organisation.
	Melkevik, Ole Rogstad	Screen-based sedentary behaviours: pastimes for the poor, inactive and overweight? A cross-national survey of children and adolescents in 39 countries.
	Vøllestad, Jon	Mindfulness-based treatment for anxiety disorders. A quantitative review of the evidence, results from a randomized controlled trial, and a qualitative exploration of patient experiences.
	Tolo, Astrid	Hvordan blir lærerkompetanse konstruert? En kvalitativ studie av PPU-studenters kunnskapsutvikling.

	Saus, Evelyn-Rose	Training effectiveness: Situation awareness training in simulators
	Nordgreen, Tine	Internet-based self-help for social anxiety disorder and panic disorder. Factors associated with effect and use of self-help.
	Munkvold, Linda Helen	Oppositional Defiant Disorder: Informant discrepancies, gender differences, co-occuring mental health problems and neurocognitive function.
	Christiansen, Øivin	Når barn plasseres utenfor hjemmet: beslutninger, forløp og relasjoner. Under barnevernets (ved)tak.
	Brunborg, Geir Scott	Conditionability and Reinforcement Sensitivity in Gambling Behaviour
	Hystad, Sigurd William	Measuring Psychological Resiliency: Validation of an Adapted Norwegian Hardiness Scale
2012 V	Roness, Dag	Hvorfor bli lærer? Motivasjon for utdanning og utøving.
	Fjermestad, Krister Westlye	The therapeutic alliance in cognitive behavioural therapy for youth anxiety disorders
	Jenssen, Eirik Sørnes	Tilpasset opplæring i norsk skole: politikeres, skoleledereres og læreres handlingsvalg
	Saksvik-Lehouillier, Ingvild	Shift work tolerance and adaptation to shift work among offshore workers and nurses
	Johansen, Venke Frederike	Når det intime blir offentlig. Om kvinners åpenhet om brystkreft og om markedsføring av brystkreftsaken.
	Herheim, Rune	Pupils collaborating in pairs at a computer in mathematics learning: investigating verbal communication patterns and qualities
	Vie, Tina Løkke	Cognitive appraisal, emotions and subjective health complaints among victims of workplace bullying: A stress-theoretical approach
	Jones, Lise Øen	Effects of reading skills, spelling skills and accompanying efficacy beliefs on participation in education. A study in Norwegian prisons.
2012 H	Danielsen, Yngvild Sørebø	Childhood obesity – characteristics and treatment. Psychological perspectives.
	Horverak, Jøri Gytre	Sense or sensibility in hiring processes. Interviewee and interviewer characteristics as antecedents of immigrant applicants' employment probabilities. An experimental approach.
	Jøsendal, Ola	Development and evaluation of BE smokeFREE, a school-based smoking prevention program

	Osnes, Berge	Temporal and Posterior Frontal Involvement in Auditory Speech Perception
	Drageset, Sigrunn	Psychological distress, coping and social support in the diagnostic and preoperative phase of breast cancer
	Aasland, Merethe Schanke	Destructive leadership: Conceptualization, measurement, prevalence and outcomes
	Bakibinga, Pauline	The experience of job engagement and self-care among Ugandan nurses and midwives
	Skogen, Jens Christoffer	Foetal and early origins of old age health. Linkage between birth records and the old age cohort of the Hordaland Health Study (HUSK)
	Leversen, Ingrid	Adolescents' leisure activity participation and their life satisfaction: The role of demographic characteristics and psychological processes
	Hanss, Daniel	Explaining sustainable consumption: Findings from cross-sectional and intervention approaches
	Rød, Per Arne	Barn i klem mellom foreldrekonflikter og samfunnsmessig beskyttelse
2013 V	Mentzoni, Rune Aune	Structural Characteristics in Gambling
	Knudsen, Ann Kristin	Long-term sickness absence and disability pension award as consequences of common mental disorders. Epidemiological studies using a population-based health survey and official ill health benefit registries.
	Strand, Mari	Emotional information processing in recurrent MDD
	Veseth, Marius	Recovery in bipolar disorder. A reflexive-collaborative exploration of the lived experiences of healing and growth when battling a severe mental illness
	Mæland, Silje	Sick leave for patients with severe subjective health complaints. Challenges in general practice.
	Mjaaland, Thera	At the frontiers of change? Women and girls' pursuit of education in north-western Tigray, Ethiopia
	Odéen, Magnus	Coping at work. The role of knowledge and coping expectancies in health and sick leave.
	Hynninen, Kia Minna Johanna	Anxiety, depression and sleep disturbance in chronic obstructive pulmonary disease (COPD). Associations, prevalence and effect of psychological treatment.
	Flo, Elisabeth	Sleep and health in shift working nurses

	Aasen, Elin Margrethe	From paternalism to patient participation? The older patients undergoing hemodialysis, their next of kin and the nurses: a discursive perspective on perception of patient participation in dialysis units
	Ekornås, Belinda	Emotional and Behavioural Problems in Children: Self-perception, peer relationships, and motor abilities
	Corbin, J. Hope	North-South Partnerships for Health: Key Factors for Partnership Success from the Perspective of the KIWAKKUKI
	Birkeland, Marianne Skogbrott	Development of global self-esteem: The transition from adolescence to adulthood
2013 H	Gianella-Malca, Camila	Challenges in Implementing the Colombian Constitutional Court's Health-Care System Ruling of 2008
	Hovland, Anders	Panic disorder – Treatment outcomes and psychophysiological concomitants
	Mortensen, Øystein	The transition to parenthood – Couple relationships put to the test
	Årdal, Guro	Major Depressive Disorder – a Ten Year Follow-up Study. Inhibition, Information Processing and Health Related Quality of Life
	Johansen, Rino Bandlitz	The impact of military identity on performance in the Norwegian armed forces
	Bøe, Tormod	Socioeconomic Status and Mental Health in Children and Adolescents
2014 V	Nordmo, Ivar	Gjennom nåløyet – studenters læringserfaringer i psykologutdanningen
	Dovran, Anders	Childhood Trauma and Mental Health Problems in Adult Life
	Hegelstad, Wenche ten Velden	Early Detection and Intervention in Psychosis: A Long-Term Perspective
	Urheim, Ragnar	Forståelse av pasientaggresjon og forklaringer på nedgang i voldsrate ved Regional sikkerhetsavdeling, Sandviken sykehus
	Kinn, Liv Grethe	Round-Trips to Work. Qualitative studies of how persons with severe mental illness experience work integration.
	Rød, Anne Marie Kinn	Consequences of social defeat stress for behaviour and sleep. Short-term and long-term assessments in rats.
	Nygård, Merethe	Schizophrenia – Cognitive Function, Brain Abnormalities, and Cannabis Use

	Tjora, Tore	Smoking from adolescence through adulthood: the role of family, friends, depression and socioeconomic status. Predictors of smoking from age 13 to 30 in the “The Norwegian Longitudinal Health Behaviour Study” (NLHB)
	Vangsnes, Vigdis	The Dramaturgy and Didactics of Computer Gaming. A Study of a Medium in the Educational Context of Kindergartens.
	Nordahl, Kristin Berg	Early Father-Child Interaction in a Father-Friendly Context: Gender Differences, Child Outcomes, and Protective Factors related to Fathers’ Parenting Behaviors with One-year-olds
2014 H	Sandvik, Asle Makoto	Psychopathy – the heterogenety of the construct
	Skotheim, Siv	Maternal emotional distress and early mother-infant interaction: Psychological, social and nutritional contributions
	Halleland, Helene Barone	Executive Functioning in adult Attention Deficit Hyperactivity Disorder (ADHD). From basic mechanisms to functional outcome.
	Halvorsen, Kirsti Vindal	Partnerskap i lærerutdanning, sett fra et økologisk perspektiv
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