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Police Socialization: An Exploratory Study At the Academy Level

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Police Socialization:

An Exploratory Study

At the Academy Level

By

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2006

The author would like to express her gratitude to the Graduate Committee members: Dr. Kenneth B. Perkins, Dr. William Burger, and Dr. Michael Phelan for their encouragement, patience and words of wisdom. In addition, the author would like to thank my husband, Jason, and my parents, Sue and Mike, for their unending support.

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Chapter I

Chapter I

Abstract

Using a self-administered questionnaire, data was gathered on perceptions of police trainees at three law enforcement training academies. Trainees were asked to describe their motivations for entering policing and their perceptions on many different aspects of law enforcement. The study is exploratory in nature with cross-sectional availability. Variables included in this study were career influences, perceptions on work environments, and attitudes on superiors, fellow recruits, and the public. This study hopes to broaden the limited body of research that exists on police socialization. The socialization process and history of law enforcement are discussed and recommendations for future research are provided.

Introduction

The topic of police socialization is of interest to this researcher due to career aspirations in law enforcement. Those who pursue law enforcement have a unique calling to civil service. Not only do those in policing want to help others, they want to stop those who wish to do others harm. Police officers have unique responsibilities to their communities, they are asked to do what others cannot or will not do. Law enforcement is an occupation shrouded in secrecy and can be guarded from outsiders. The exceptional few that are chosen for policing are put through rigorous training and much is demanded of them. This training process, or the entry point in policing, is the focus of the current study.

Occupational socialization is important and crucial to policing because in this stage norms, values, and expectations of policing are defined. The training academy provides a safe place for police trainees to develop their new found skills while being closely monitored by experienced police officers. Studying new police officers while they are in the academy can provide a wealth of information on the next generation of police officers before they enter the field.

Choosing a career says a lot about the person because one's occupation is a major part of a person's identity. Often the first question people ask when they meet another person is, "What do you do?" That one question and its subsequent answer describes education level and socio-economic level, whether they are a police officer, doctor, construction worker, or unemployed. A person's occupation is a determiner of his or her status.

How one chooses an occupation is one topic of the present investigation. Many police cadets decide upon their career because of the influences of family and friends, salary and benefits, job security, and others still want a job that is intrinsically stimulating. Not everyone has the same motivations for their career choice even for those who have made the same selection. Those who enter policing do not choose their career lightly; a career in law enforcement is one that must be taken seriously. The amount of training and commitment required for policing often weeds out those who would be unfit for the career.

The police departments that utilize the academies included in this study all have lengthy application processes. Prospective employees are tested mentally and physically, and this process can go on for weeks if not months. Those that make it to the academy can be assured that they are the cream of the crop. However, making it through the selection process does not necessarily mean the trainee will make it through the rigorous demands of the academy. Academy curriculum, varied as it is, is also discussed.

Another focus of this study will be job satisfaction, because it is crucial not only to employees, but employers as well since it affects productivity and retention. Job satisfaction can be affected by a myriad of factors including, but not limited to, the job itself, pay, promotion opportunities, supervision, and co-workers. Teamwork is another factor affecting job satisfaction. If future officers are to be successful the academy must teach team building and collective problem solving skills. Police officers are not the lone sheriff portrayed in so many western movies but part of a team, working together to provide a safe community and enforce the laws.

Teamwork is an integral part of policing as it can be the most effective way to accomplish the police mission and keep officers and the community safe.

Teambuilding starts at the academy, where the values and expectations of law enforcement are instilled. Academies, however, have seen a shift in the type of recruit coming through their doors in the last several years. Recruits are more individualistic and have less experience with working together to solve problems. This is a serious issue for recruits because not having a solid framework of mutual respect, support, and trust can be detrimental to a department's cohesion.

This study examines young men and women as they experience the rigors of the police academy where they train in the values and skills needed for success. Success for the academy is creating the most professional, highly trained police officer. This is accomplished with an environment that challenges, empowers, and promotes discipline, respect, teamwork, and fitness. In that police officers are community leaders, it is part of an academy's mission to provide the training and skills necessary to facilitate community growth, develop leadership and followership abilities, and reinforce positive values.

A great amount of research on the previous topics of occupational socialization, career choice, occupational selection, job satisfaction, and teamwork has been complied and will be discussed further in the literature review. The remainder of the paper has been designated with the following headings: methodology, findings, discussion, and policy implications and conclusion.

Chapter II

Chapter II

Literature Review

Law enforcement is an occupation with a rich and varied history. Studying law enforcement is important because they are the first contact citizens have with the criminal justice system. Whether interacting with a victim, offender, witness, or passerby, law enforcement is the most visible representative of government. The police are protectors of society, wielders of power, and operators of discretion. Their importance to society cannot be stressed enough. Though essential to society, police are often at the center of controversy, guarded with outsiders, and misunderstood by citizens. Breaking through what is known as the blue shield to study law enforcement is an arduous task but well worth the effort.

History of Law Enforcement

To better understand law enforcement in its current state, one must know its history. The American criminal justice system descends directly from the English system of justice. The history of law enforcement in England is also the American history of law enforcement, so a brief history of how England developed modern policing is in order. Prior to the modern police force, as early as 600-800 A.D. England had what is known as the tithing system. In this system, every citizen was responsible for the security of his or her neighborhood. By 1250, tithing was replaced by a watch and ward system where local citizens guarded the city gates and streets at night. In 1285, King Edward I issued the Statute of Winchester to establish an organized parish-constable watch system. This system was full of problems,

however, most stemming from the position being un-paid and therefore unappealing (Cole & Smith 2001).

Over the years, as the city of London grew, disorder and deviancy also increased. Use of the constable watch system was vastly becoming outdated; the city needed a professional police force. In 1748, the city of London hired magistrate and author Henry Fielding to help curb the growing immigrant and vagrancy problem due to his unique view on policing. Fielding felt policing should be a municipal function, with well paid police officers, mobile patrol, detectives, and a police court. Fielding organized the Bow Street Station which consisted of a foot patrol for the inner city, mounted horse patrol for streets and highways, and the Bow Street Runners – a plain clothes detective force. The Runners were the first modern detective unit. Years later Sir Robert Peel, England's Home Secretary, proposed to Parliament in 1829 "An Act for Improving the Police In and Near the Metropolis." Peel, who became known as the father of modern policing, wanted to implement several principles including crime prevention as the basic police mission, impartial enforcement of law, physical force as only a last resort, and respect of citizens will render respect for police (Champion & Hooper 2003).

Peel revolutionized English criminal law and punishments associated with them. He set forth standards for police candidates, requiring that they should be young, respectable, working class men, at least 5'9", physically fit, literate, and with a perfect command of temper. The police force would be uniformed and under government control. Early police officers in London's Metropolitan Police Department received two weeks training focusing mostly on drill and sword

techniques with lectures from the superintendent and a considerable amount of legal material to memorize. After their academy training, new officers were placed with more experienced officers for a week and then put on a probationary period. Citizens were understandably skeptical of this new police force and referred to the blue uniformed officers as 'raw lobsters' and 'blue devils.' After years of hard work and several Parliamentary acts to strengthen the police, England's police officers gained more public approval and the nickname 'Bobbies' after Peel himself (Cole & Smith 2001).

When English colonists came to America they brought their ideas of policing with them, and used the watch system. Colonists also used the informal Lynch law system to exact mob justice on those who violated the colony's rules. The post Revolutionary War era saw the establishment of the first federal law enforcement agency, the U.S. Marshals, and Philadelphia was the first city to add a paid, daytime patrol. Other regions of the country developed their own form of law enforcement to deal with their unique problems. The South relied on the Slave Patrol, where all able-bodied men between the ages 18 to 50 patrolled for slaves who escaped. In the West, vigilante groups were widely used but more formal methods of law enforcement such as town marshals and county sheriffs also emerged. One of the more famous, albeit racist, law enforcement bodies in the West, the Texas Rangers, was also founded at this time to protect early settlements (Champion & Hooper 2003).

Toward the later half of the 19th century there was a shift in policing to more political involvement in administration and operation. The spoils system arose during this time. In this system, the political victor had the opportunity to place their own

people in positions of power including those positions in the criminal justice system. This era also saw the establishment of the United States' first uniformed law enforcement agency with the New York Police Department and the first state police agency established in Pennsylvania. At first, most police agencies were not authorized to carry handguns, but after the Civil War with advances in quality and accuracy and increasing assaults on officers, many cities and towns allowed their officers to carry firearms (Champion & Hooper 2003).

In response to the over-politicization of many government jobs, Congress passed the Pendleton Act of 1883 to ensure government workers were hired based on exams that tested their skills and could not be arbitrarily removed once a new political party was in power. Two major police organizations were also founded at this time: the Police Benevolent Association and the Fraternal Order of Police. Both are very large, active organizations to this day. Unions also became popular at this time and several police departments unionized in response to poor working conditions, long hours, and low pay. However, unlike other unions, most states prohibit police from striking. Also created at this time was the Bureau of Investigations to investigate white-collar crime and later interstate crime. The Bureau would eventually become the Federal Bureau of Investigations (FBI). The Bureau also became the first national repository for fingerprint cards (Champion & Hooper 2003).

With the beginning of Prohibition and the Great Depression, policing entered the Reform Era, the removal of politics and corruption from law enforcement. These two events transformed the role of police, as there was a boom in organized interstate crime and heavily armed outlaws. Unrestrained discretion was discouraged and

special units were created to deal with specific problems: vice squad, juvenile unit, drug enforcement, and tactical teams. Law enforcement became reactive more so than proactive, and though there were developments such as elaborate record keeping and establishment of specific chain of command, many other services were developed without citizen input (Cole & Smith 2001).

The reactive style of policing in the Reform Era and the traditional crime-fighting role was at odds with the changes in society during the 1960s. Civil unrest necessitated more collaboration between police and the community, and by 1980 law enforcement had rediscovered Community Policing. This partnership focused on identifying and solving problems that affect the quality of life in the community. Instead of a reactive approach, problem oriented policing emphasizes solving problems and not just responding to calls. Methods included in this approach are foot patrols, information gathering, victim counseling and services, community organizing, education, and rapid response. Community policing became recognized nationally in 1994 with the passage of the Public Safety Partnership and Community Policing Act which emphasized this new crime-fighting strategy and made more funding available for such programs and activities (Champion & Hooper 2003).

Law enforcement is affected by social and political change but it can be the most reluctant to adapt to such changes. The profession of policing is not immune to political movements, wars, the rise and fall of the economy, or the growth of religious faiths. The main police priorities of protecting society and enforcing the law have stayed the same but the methods of implementing these priorities has had to change as society's needs have changed. Such alterations in the police mission must become

deeply rooted in the socialization of the profession in order to be effective and long lasting.

There have been very few studies that specifically focused on police academies: Birzer (1999) and Buerger (2004) focused on academy curricula; Harr (2001) and Dwyer and Lauferswieler-Dwyer (2004) studied community police training; Woods (2002) performed a needs assessment on trainees. This research should help to establish more information on law enforcement socialization at the academy level. While there has not been much research on this exact topic, the underlying topics of occupational socialization, career choice, occupational selection, police training, job satisfaction, and teamwork have numerous studies to pull from.

Occupational Socialization

Many researchers have attempted to define what work is and what it entails. Simply saying that work is an activity that renders financial gains discounts those who engage in unpaid household duties and childcare, such as housewives. A much more encompassing definition comes from Firth who defines work as "a purposive activity entailing expenditure of energy at some sacrifice of pleasure" (1972: 8). This definition, however, still seems too general, and could be applied to weekend chores or odd jobs around the house. A more useful clarification of what work is can be found with Hall: "work is the effort or activity of an individual that is undertaken for the purpose of providing goods or services of value to others and that is considered by the individual to be work" (1994: 5)

The sociological study of work, career and occupation, also called occupational sociology, is essentially a study of the self. One's occupation has become the focal center of self-identification (Orzack 1972), the principle guiding force in life (Bryant 1972), and identifies one's social position in society (Hall 1994). What someone does as a career has become their master status, a position that has priority over other statuses and is the first aspect people notice (Giddens & Duneier 2000). As gender roles and racial segregation become more and more blurred, one's occupation stands out as the single determinate of your social position.

Simply taking a job in a particular occupation does not mean one magically is transformed into a nurse, soldier, accountant, or police officer. With each occupation there is a unique socialization process upon entry and throughout one's tenure with that organization. Socialization, in general, is the process that starts very young, where members in a society are taught the skills and information necessary to function within that society (Giddens & Duneier 2000). The process involves learning the norms and values of the society. Occupational socialization is the process by which an employer teaches its employees the skills to perform work tasks and defines work norms, values, and expectations (Hall 1994).

Effective socialization in employment settings is important because it will enable employees to conform to prescribed norms and values, perform their roles effectively, and exhibit commitment to the organization (Frese 1982). Research on newcomer occupational socialization has found the entry point or encounter stage is a key moment for employees as they construct their relationship with an organization (Barge & Schlueter 2004). The police academy is one long encounter stage for

recruits as they realize the actual job demands and occupational realities may differ from their preconceptions. Effective socialization at this stage reduces newcomer uncertainty about how to do their jobs and what is normative social behavior at their new job.

A study by Myers and Oetzel (2003) on organizational assimilation, determined there are six dimensions to this process: familiarity with coworkers, acculturation, recognition, job competency, adaptation, and role negotiation. Myers and Oetzel define organizational assimilation as the "interactive mutual acceptance of newcomers into organizational settings" (2003: 438). Their research also identifies the encounter stage as an important part of the socialization process where newcomers enter the organization and begin training and orientation.

An integral part of the occupational socialization process for new members is the information passed on by, and the interaction with, current employees. Barge and Schlueter's (2004) study on newcomer socialization focused on memorable messages, which are pieces of advice or words of wisdom to newcomers from current employees. The two most common types of messages pertained to "fitting in" and "standing out." Barge and Schlueter found that these contradictory messages are simultaneously pushing for socialization while also prizing individuation. Individuation can be valued in some industries that stress creativity, such as marketing and advertising. In law enforcement, however, fitting in, not standing out is key. Additional studies on occupational socialization reveal that becoming an effective member of an organization involves not only the efforts of the recruit to be

accepted by established members, but also involves the efforts of the organization to socialize new members (Flanagin & Waldeck 2004).

Hart, Miller, and Johnson's (2003) study of organizational socialization is a unique approach to the subject. The researchers were interested in the various socialization processes that occur not only as newcomers enter the organization but also the resocialization process that occurs due to organizational change. The longitudinal study looked at the reorganization of an insurance company and how it affected both newcomer and incumbent employees. Hart et al. first tested the employees at the start of the reorganization and then four months later. Their study found resocialization to be just as important and integral a part as the initial socialization process for both newcomers and incumbents (Hart et al 2003).

Policing is an occupation that has been described as "hours of boredom, followed by minutes of terror" (Galardi 2004: 16). That being said, policing has its obvious stressors and job related strain. Taris and Feij (2004) studied newcomer socialization and how job demands, job control, and job related strain affect development of work aspirations of young workers. Taris and Feij identified six types of learning: preliminary learning, learning to adapt to the organization, learning to function in the organization, learning to function in the workgroup, learning to do the job, and personal learning. They argue that the first five types of learning lead to the status quo, the point at which there is stability between what employees want from their job and what the organization demands from them. Personal learning, Taris and Feij claim, can be destructive to the status quo, as personal wishes may not be in line with the company's wishes. Their research also used job control and job

demand to differentiate four job types and what they foster: low control and high demand jobs foster strain and less learning; high control and high demand jobs foster learning and growth; low control and low demand jobs have less strain and less growth; high control and low demand jobs have less strain and moderate learning (Taris & Feij 2004). In relation to the present study, policing can be described as a high control job because of the discretion officers have, and a high demand job because of the stress of working in life or death situations.

The military and law enforcement have many similarities including training style, use of chain of command, and responsibility of society's protection. Law enforcement is arranged somewhat paramilitarily, but the difference lies in how each is trained to kill: military kills as a first resort whereas law enforcement kills as a last resort. However, use of military studies on socialization has many applications with that of the current study on police socialization. Zurcher's study on socialization in the Navy describes their training as taking place in a total institution (1972). Zurcher defines a total institution as "a place of residence and work where a large number of like-situated individuals, cut off from wider society for an appreciable period of time, together lead an enclosed formally administered round of life" (1972: 298). This total institution, known as boot camp, first seeks to de-civilianize the recruits through strict discipline and indoctrination. A recruit's previously held concept of self, shaped by autonomy, privacy, and personal appearance, is broken down through military training. Zurcher's view of the perfectly trained member of the military is one who's civilian self is reduced to nothing. This is accomplished through an institutional privilege system that uses formal training and informal instruction to make role

expectations clear and provide a framework for personal organization. Evidence of successful socialization, according to Zurcher, can be seen in the recruit's use of military language patterns. This use of language reflects the recruit's solidarity with the organization and acceptance of the break with civilian society (Zurcher 1972).

In the current study, the state police academy can be considered a total institution because trooper trainees live and work at the academy during training. Regional academies would not be considered total institutions because police recruits only work at the academy during the day and return to their homes at night. I expect those recruits who attend a total institution academy to be more rigorously socialized than those recruits who do not attend a total institution academy.

Before occupational socialization can occur, however, two very important interrelated events must occur: one must choose a work field and employer and then that employer must decide if the candidate is right for the job. The first of these two, career choice, shall be examined first.

Career Choice

The terms occupation, career, and job are often said interchangeably but they do have distinct meanings. An occupation, as defined by Hall, is "a social role performed by adult members of society that directly and or indirectly yields social and financial consequences and that constitutes a major focus in the life of an adult" (1994: 6). A career is a series of jobs that unfold during a person's lifetime and a job is a person's occupation at any one point in time (Hall 1994).

How one chooses an occupation has been the topic of many research studies. Blau describes occupational choice as "the developmental process that extends over many years, molded by social experiences and interactions" (1972: 266). Not everyone, however, has the same catalogue of occupations to choose from. An individual's occupational options has a lot to do with the amount of knowledge one has of occupations and their willingness to compromise their preferences and expectations. According to Blau, family is a major influencing factor on occupational choice (1972). Family influences personal values and opportunities for education. One's educational level can be a benefit or barrier to occupational mobility.

Theories on motivations for work are typically broken down into two categories: extrinsic and intrinsic. Extrinsic motivators include salary, job security, supervision, company policy, work context, and effects on personal life. Intrinsic motivators are those associated with achievement, recognition, advancement, growth, and the work itself (Hall 1994). Moon and Hwang (2004) also focused their research on occupational choice among police cadets in South Korea. In their study, cadets cited extrinsic values such as steady salary and job security as the most important factors for choosing a career in policing. According to Moon and Hwang, understanding the reasons for choosing police work will have a great impact on recruiting new officers.

As mentioned previously, one of the limitations of career choice is knowledge. Buckley, Fedor, Carraher, Frink, and Marvin (1997) in their research on pre-employment job information found that the recruit should be provided with all of the information necessary to have a complete picture of the job and the organization.

This information includes the positive and negative aspects of the job. The idea behind pre-employment information is to familiarize the recruit with all aspects of the job before he or she commits, so one can better understand what is expected of them. This will hopefully lead to more recruits, who are aware of the pros and cons of their career, choosing lifelong employment in that field (Buckley et al 1997). How much negative information prospective police trainees are exposed to by the academy is probably very minimal. Through a process that could be considered part molding and part brainwashing, academies attempt to convince the trainees that law enforcement is a prestigious and worthwhile career. It is doubtful recruiting efforts discuss negative aspects as that would seem to defeat the purpose of attracting applicants.

A crucial influencing factor on many for career choice is family influence. A study by Janoski and Wilson (1995) on voluntarism and family socialization demonstrated the strong influence of family. Although this study dealt with participation in volunteer organizations, a leap can be made to those that choose employment in civil service organizations. In the present study on police recruits, family influence on career choice is considered. Other such studies on career choice have focused on influence and barriers (Lord & Friday 2003).

Occupational Selection

The flip side of career choice is occupational selection, where employers choose who is right for their organization. Blau defines occupational selection as the successive decisions of employers about applicants for their organization's jobs (1972). As employees make compromises about their preferences for work,

employers too compromise their standards to find the most ideal candidate given their current pool of applicants.

Applicants to law enforcement departments are typically first tested by an initial entrance exam. This exam consists of a written test, and may also test cognitive abilities and intelligence. Departments may also use assessment centers as either a supplement or an alternative to the written exam. Coulton and Feild (1995) reviewed assessment centers that examine applicants using intelligence, personality, and written tests. According to Coulton and Feild these assessment centers are important for several reasons including selecting recruits and later on for promotional purposes. Criticisms of these centers include that the assessments are only of academy performance and not of later job performance. Assessment centers have begun to incorporate situational tests to more accurately reflect the real life experiences that recruits will eventually find themselves in, and to better gauge their reaction (Coulton & Feild 1995).

Shusman, Inwald, and Landa (1984) also studied pre-employment screening with their research on correctional officer applicants. Shusman et al. found that screening future employees was an efficient way to weed out potential lateness and absenteeism. Screening was also seen as a way to prevent possible negative publicity and court litigation that could result from hiring a reckless or irresponsible officer (Shusman et al. 1984).

Cochrane, Tett, and Vandercreek (2003) also studied selection methods of police departments in a national survey. Cochrane et al. found that a majority of police departments perform a background investigation, medical exam, applicant

interview, physical fitness test, and polygraph exam. A background investigation is an extensive examination of an applicant's history including any drug use, criminal record, driving record, financial stability, and job performance. The medical exam is done to rule out any limitations or diseases that might prevent an applicant from performing the very physically demanding role of police officer. During the applicant interview, applicants will often meet in front of a panel consisting of police officers, other civil servants, or a mix of both. The physical fitness portion of the selection process will typically consist of an agility course or a specific set of activities that an applicant must perform under set time constraints. The polygraph examination, also known as a lie detector test, tests an applicant's integrity and ethics (Champion & Hooper 2003).

Along with this battery of tests, most departments also require some type of psychological evaluation. Cochrane et al. found that the number of police departments requiring a psychological evaluation had gone up from previous studies. The psychological evaluation is done to rule out applicants that are psychologically unfit or emotionally unstable. The most common psychological tests are the Minnesota Multiphasic Personality Inventory, the California Psychological Inventory, the Myers-Briggs Type Indicator, the Watson-Glasser Critical Thinking Appraisal, and the Strong Interest Inventory. The study also found that the larger the department, the more extensive and sophisticated the selection and evaluation measures were (Cochrane et al 2003). Selection methods were not considered in the current study on academy recruits but future research comparing the requirements of varying departments could yield interesting results.

Also found in some police departments is the use of personality tests in screening prospective officers. Varela, Boccaccini, Scogin, Stump, and Caputo (2004) studied three different personality tests to measure their validity in predicting police officer job performance. Varela et al. compared results for the California Psychological Inventory, the Minnesota Multiphasic Personality Inventory, and the Inwald Personality Inventory and found that prediction was the strongest for the California test and weaker for the latter two. Varela et al. also stressed that personality tests should be used to eliminate unfit candidates rather than to select preferred applicants.

An issue stressed by many of those in law enforcement is the differences between the newest generation of officers and their predecessors. McCafferty's (2003) study on the different generations of police officers presents an analysis of how the generations compare to each other in relation to police work. McCafferty first outlined the Silent Generation, those born between 1930 and 1948, describing these workers as generally loyal, security conscious, and conformists. The baby boomers, born between 1949 and 1960, McCafferty defined as self-reliant and place a great amount of importance on financial success. Generation X, those born between 1961 and 1981, are classified as independent, driven self-starters, and authority resistant. Generation Y is the newest generation to be entering the workforce and as such there has not been much research done on their value systems, though preliminary studies have indicated Generation Y to be similar to that of Generation X. McCafferty's study shows that while the generations' focus and drives have changed, law enforcement as a whole, has been very slow and resistant to change.

McCafferty's study showed a shift in attitudes with Generation X and Y from previous generations with respect to off-duty time, drug use, and honesty. In the present study attitudes regarding off-duty time are addressed, but drug use and honesty are not addressed.

Police training

Training at the academy for new police recruits, also known as preservice training, is a major step in the socialization process for law enforcement. Most states have passed laws establishing minimum standards for police academies, and for reference the General Assembly Code of Virginia Section 9.1-102, which dictates standards for academies, has been included in the appendix section. Those applicants that make it through the complicated selection process must complete their training and graduate from the academy in order to be considered police officers. Academy training time varies from as little as six weeks to as much as six months, depending on the area's regulations (Champion & Hooper 2003).

A new trend in applicants applying to police departments is an increase in higher education among their recruits (Bumgarner 2002; Flynt 2004; Galardi 2004). A study by Buerger (2004) focused on higher education in combination with academy training. Buerger suggests changes to current degree requirements to reflect the future needs of police departments. These changes include more computer and technology courses and offering a large variety of courses in other disciplines to produce well-rounded police officers.

Previous studies on police academies have focused on academy curricula. Though curriculum varies from state to state, a typical academy will feature physical fitness training, ethics, arrest laws, report writing, firearms, drive training, patrol techniques, and traffic crash investigation (Champion & Hooper 2003). Research by Birzer (1999) found that academies focus most of their attention on the mechanical aspects of policing: firearms, defensive tactics, use of force, and investigative procedures. While these lessons are essential to policing, some researchers feel that the academies need to address more community policing needs (Dwyer & Lauferswieler-Dwyer 2004). Studies on community policing curriculum at the academy show the recruits to be more receptive to a proactive style of policing at the beginning of their training rather than once they have entered the field (Harr 2001, Yates & Pillai 1996).

Addressing the needs of police training often comes from the perspective of addressing what the department needs and not what the officers need. Woods (2000) attempts to tackle this problem with her study on needs assessment in training police officers. Woods describes police officers as the most skeptical of audiences when it comes to receiving training from non-law enforcement trainers. This is why before Woods proceeded with a training program requested by the local police department she conducted a needs assessment questionnaire. The needs assessment, according to Woods, gains information about the audience and helps to design an effective training program. In her training program on interpersonal communication, the needs assessment was used to determine how officers view their use of communication skills on the job, to encourage officers to anticipate upcoming training, and

demonstrate an awareness of the officers' needs and opinions in hopes of decreasing

skepticism of their trainer. In the present study, needs assessment was not applicable

but would be valuable within the academies, as several respondents complained of the

length and redundancy of training when asked to comment on the academy.

Job satisfaction

Job satisfaction, an integral variable in the present study, is the attitude and

perceptions an employee has about his or her job (Worden 1993). This topic is

important to employers from all occupational field types because it affects employee

retention, leadership style, and the overall success of the organization (Wood 2002;

Lambert 2003; Sun 2003b). Studying job satisfaction not only can be helpful to

individual organizations but also can be a sort of social indicator when studying

patterns of change (Hall 1994; Handel 2005). Determinants of job satisfaction

include autonomy, good pay, job security, promotional opportunities, and interesting

work. One theory relating to job satisfaction is called the fit hypothesis, which Hall

describes as the level of "compatibility of external work features and internal

attributes brought by an individual to a work situation" (1994: 7). In other words, job

satisfaction can be met if one's personal expectations are closely in line with that of

actual job conditions.

Lim, Thompson, and Sean (2000) researched the effects of job image on job

satisfaction among police officers in Singapore. Four aspects of their research dealt

with prestige, integrity, competence, and non-routine job nature. Lim et al. confirmed

their hypothesis that job image has a bearing on job satisfaction. A positive job

image in law enforcement is essential to the success of the police mission. Police officers and the citizens they serve must view the profession as favorable in order for the police to be effective as law enforcers. Often times police deal with the worst in society, and as such, veteran police officers' perceived job image could be affected negatively. In the current study, those recruits that have had no prior experience in law enforcement are expected to have a favorable job image.

A study by Pool (1997) on job satisfaction showed a high correlation with work motivation. His research found that the best workers in an organization were the ones who saw a strong correlation between performing their jobs well and the rewards that can be obtained from a job well done. Pool used the essential elements of job satisfaction: the job itself, pay, promotion opportunities, supervision, and co-workers to measure the perceptions and attitudes of his sample. In the present study, the police recruits were questioned on their perceived job satisfaction once assigned to their departments using a Likert-type scale. Using Pool's findings, I expect those recruits with the highest perceived job satisfaction to be the ones with the greatest work motivation. Work motivation was tested in the current study through their perceived socialization to the academy and law enforcement in general. Those recruits that have best acclimated to the police mission will in turn be the most satisfied with their career choice.

A study by Reiss (1966) on perceptions and attitudes of police officers in three metropolitan areas focused on their work and the organizations and public with which they interact. Reiss interviewed police officers on the nature of their careers, job satisfaction, orientation toward policing tasks, their relationships with the public,

and their perceptions of the organizations and systems that influence or change police work. Similar themes are in the present study in regards to perceived job satisfaction and relationships with public. Other studies on job satisfaction have focused on surviving layoffs (Grunberg, Anderson-Connolly, & Greenburg 2000) and trends in perceived job quality (Handel 2005).

Teamwork

Working in a team is important in many specialized work environments including law enforcement, military, and medical operations. Salas, Fowlkes, Stout, Milanovich, and Prince (1999) approached the topic of team building when studying crew resource management within the Navy's aviation program. Salas et al. found that for teams to become truly effective they must receive training in teamwork behaviors. The research consisted of several questionnaires, a knowledge test, and a behavioral assessment to study the effectiveness of the Navy's teamwork training program. Overall, the participants of the program gave a strong endorsement of the usefulness of the program and said that teamwork training is essential to mission success and safety. The correlations between the Navy and law enforcement can be seen in the similar environmental stressors such as facing life threatening situations and having to make quick decisions. Both the Navy and law enforcement can benefit from improved teamwork relations to help these similar emotional situations.

The issue of promoting teamwork in law enforcement has correlations with that of many military organizations. Winslow's (1999) study on the conventional and non-conventional methods employed by the Canadian Airborne is another

examination where similarities can be drawn. Initiates into the airborne unit are often strangers to each other as are most police recruits entering the academy. Teamwork is especially crucial to this airborne unit because each member depends on the other to complete the mission. Though team bonding was seen as necessary for the function of the unit as a whole in Winslow's study, those soldiers who formed tighter bonds with a smaller group were seen to be destructive to the overall cohesion of the unit.

An essential factor to team building is trust. A study by Spector and Jones (2004) of professional level employees linked trust in the workplace to cooperation, performance, and the quality of communication in an organization. The results of the study indicate there was no difference in the amount of initial trust for a new member whether they were from another external organization or from within the organization.

Another study focusing on teambuilding in the professional world is a study by Chowdhurry, Enders, and Lanis (2002). Chowdhurry et al. examined business students taking part in a class with a major team project. Chowdhurry et al. studied self-efficacy and satisfaction in team environments. The study found that those with high prior self-efficacy often had higher satisfaction and performance and if performance was low they were better equipped to withstand negative feedback. Chowdhurry et al. suggests mixing both low and high prior self-efficacy team members and moving those with low performance rates to higher performing teams and vice versa. This mix up will hopefully improve individual performances and expose those with low self-efficacy to successful experiences. Though Chowdhurry

et al. cautions against generalizing to other populations given that their subjects were strictly business students, similarities to the present study can be drawn with both subjects being participants in a program forced to work together for a common goal.

The following studies do not fit into the above-mentioned categories of occupational socialization, career choice, occupational selection, police training, job satisfaction, or teamwork. These uncategorized studies are mentioned to demonstrate the other areas of policing that have been previously studied.

Another concern of the current study is police perception of citizens. Palmiotto and Unninthan (2002) studied the opposing perception of citizens on police in their exploratory study on citizen police academies. Their study consisted of a pretest and posttest to determine if the academy has any impact on citizens' perceptions of law enforcement. Palmiotto and Unninthan found that a majority of respondents (90%) had a positive view of police in the pretest, and the posttest showed this positive view grew even stronger. The researchers conclude that the more knowledge one has of police, the more positive their attitude can become. These results notwithstanding, it would seem logical that those citizens willingly to participate in a citizen police academy would already have a somewhat positive view of policing.

Ivan Y. Sun has done several research articles on police officers, the first of which focused on the differences between field training officers and regular officers (2002). Sun analyzed attitudes of both types of officers in regards to fellow officers, sergeants, district commanders, and citizens. Sun found that field-training officers were more critical of their sergeants and district commanders than non-field training

officers. Both types of officers had similar attitudes in regards to citizens and fellow officers.

Sun again studied differences between field training officers and non-field training officers in their patrol methods (2003a). Sun compared the two types of officers to see if either preferred problem-oriented efforts or aggressive preventive efforts. The difference between the two is the former focuses on security checks and attempts to locate citizens while the latter includes field interrogations and traffic stops. Sun found that field-training officers were more proactive in their problem-oriented efforts than non-field training officers. There was no difference between the levels of proactivity with the two groups with aggressive preventive efforts.

Academies

For this study, two regional academies and one state police academy was sampled in a Southern state. For the purposes of this study, the academies will be referred to as Regional Academy A , Regional Academy B, and State Academy C. Regional Academy A is considered regional because it is used by local law enforcement agencies from surrounding areas. Like many regional academies, Academy A provides training to entry-level police officers, jailors, dispatchers, and private security personnel. Local agencies send their new police officer appointees to the Academy A, where training for the new recruits lasts 22 weeks, for a total of 880 hours of instruction.

Regional Academy B, like other regional academies, provides basic and in-service training for the many facets of the criminal justice system, including law

enforcement, correctional officers, dispatchers, and animal control officers. The basic law enforcement academy is a 20-week program, or 800 hours of instruction, offered to entry-level police officers.

The State Academy C is the sole academy responsible for training the state's troopers. To be accepted by the State for enrollment in the academy there is a lengthy selection process each applicant must go through, sometimes taking up to a year to complete. After completing all testing and background checks successfully, applicants are offered employment with the agency as a trooper trainee. As a trainee, these new employees must complete over 1,100 hours of instruction. Trainees spend 13 weeks at the academy, 2 weeks of field training followed by another 13 weeks at the academy. Academy C consist of 28 weeks all together of training.

Academy C differs from regional academies in that it has more weeks of training and a barracks-like setup that requires trainees to live at the academy. Most trainees from regional academies are sent from a local police department or sheriff's office and will return to that local region. There are a growing number of trainees at regional academies who begin training, however, without first being hired by a local agency. Typically, these trainees are hired by an agency prior to graduation with the help of the academy. These few are the only trainees at regional academies that may have some uncertainty about where they will be working. State trooper trainees upon graduation could be assigned to work anywhere in the state of, and their first assignment lasts a minimum of 12 months.

The three academies, Regional Academy A and B and State Academy C, all have similarities when it comes to training. The end result is a police officer trained

to enforce the law in an unbiased way. Similarities and differences in the academies will be further discussed in the findings section, where an examination of the questionnaire results will unearth the variations between the academy trainees. The perceptions of the trainees reflect a great deal on the training they receive at the academy.

Chapter III

Chapter III

Methodology

This study has conformed to the ethics of social research by first gaining approval from the Human Subjects Board and also by ensuring confidentiality to respondents. Confidentiality has been ensured by not publicly linking responses to the identity of respondents. Anonymity was also ensured for those who did not sign the permission for a follow-up interview that was included at the back of each questionnaire. Participation in the survey was voluntary and respondents were informed beforehand that they could end their involvement at any time. Before the survey could be administered, permission had to be granted from the administration at each academy. Officials within each administration were provided copies of the questionnaire and cover letter for their approval.

The sample for this study was gleaned from three different law enforcement academies in a Southern state: two regional academies and a state academy. All participants in the study were taking part in a basic law enforcement training school. Academy A and B are considered regional, where they take recruits from local police departments, sheriff's offices, and private security companies. The State Academy C trains recruits who will later go on to be troopers for the state. There were 28 participants from Academy A of whom all agreed to participate. There were 12 participants from Academy B with 86% participation from the class of 14. Academy C yielded 31 participants with 52% participation from the class of 60. The sample was not randomized and because of this the study is considered non-experimental.

The questionnaire was self-administered containing questions to measure variables designated by the researcher (Schutt 2001). It is best with this type of instrument to use previous surveys that measure the same key concepts to develop a new survey. Previous surveys used in this research include Reiss' study of the attitudes and perceptions of police officers (1966), and Perkins' survey of the attitudes of police officers (2002). The survey was administered in two ways: for both the Academy A and Academy C, the researcher was present when the survey was administered and collected; Academy B was contacted by email and the surveys administered and collected by academy staff. The benefits to in-person surveys include ability to include complex and open-ended questions, ability to control question sequence, and ability to ensure questionnaire completion. With Academy B some of these benefits were diminished due to the researcher not being present.

The design of the study is exploratory with cross-sectional availability. Exploratory research is a type of research in which social phenomena is studied without expectations. This research seeks to find out what motivates police recruits, what their goals are, and to understand more about the socialization process that takes place. Unlike explanatory research, which seeks to explain some social phenomena, exploratory seeks to find out how people interact, deal with, and interpret the setting in question. The cross-sectional research design used in this study refers to the one time collection of data. A longitudinal design, where sets of data are collected at two or more points in time, is possible with this study (Schutt 2001). A separate permission to follow-up form was included with each questionnaire ensuring the possibility of future research on this topic.

The instrument was pretested several times to ensure the questions were clear. The instrument was first pretested in its initial stage at a local college. After revisions is was pretested on three recruits from Academy A. Pretests of the questionnaire were done to identify any errors or problems with the instrument design. Using the results from the final pretest, minor revisions were made before it was given out to the sample.

Various types of questions were posed to explore the full range of police socialization at the academy level. Contingent questions such as "What has created a more hazardous environment for police work?" were preceded by filter questions like "Do you think that police work is more hazardous than it was five years ago? If yes, continue to the nest question, if no please skip the next question," this is called a skip pattern. These type of questions are forced-choice because would be fence-sitters must choose between yes or no since there is no option of, "I don't know."

Since the questionnaire had a series of agree/disagree statements, addressing the problem of agreement bias was a concern. Agreement bias comes from the human tendency to agree with statements to avoid seeming disagreeable (Schutt 2001). With this in mind, similar statements were included with both positive and negative points of view of policing. Two such statements were "Other professions are actually more vital to society than policing" and "I think that the occupation of law enforcement, more than any other, is essential to society." The first of these statements has a negative perspective on policing and the second statement a positive perspective. If respondents were affected by agreement bias, these two statements would have conflicting results.

Variables for this survey are numerous and comprehensive. From basic quantitative variables such as age and level of education to qualitative variables like motivation and goals, this study tried to include those variables that would provide the best picture of police socialization at the academy level. The qualitative level of measurement used in this survey was nominal. This type of measurement is categorical in nature and has no mathematical interpretation. A qualitative method refers to the more exploratory nature of the questions that are oriented around social context and human subjectivity. Nominal questions in this survey include "What motivated you to become a police officer?"; "Do you think that police work is more hazardous today than it was five years ago?"; and "What was the last job you held before attending the academy?"

Quantitative levels of measurement used in this survey were ordinal and ratio. A quantitative method refers to questions that are explanatory in nature with values that can be quantified or with attributes that can be put in order. Ordinal is a type of measurement where values are placed on a greater than, less than scale. Ordinal questions include "To what extent did these variables influence you? Please rate from 1 to 5, 1 being not influential and 5 being very influential" and "Rank is earned by police officers who have superior law enforcement skills, do you strongly agree, agree, disagree, or strongly disagree?" The ratio level of measurement represents fixed measuring units with an absolute zero; these units can be added or subtracted and the difference between them is meaningful (Schutt 2001). Ratio level questions include "About how many more years do you have until you retire?"; "What is your highest level of education?"; and "What is your age?"

With each variable, great care was taken to ensure that values were mutually exclusive and exhaustive. Mutually exclusive means every value only has one attribute and values do not overlap each other in terms of ranges. Exhaustive refers to every value being accounted for and having a category for each of them (Schutt 2001).

Due to exploratory nature of the research the findings are not generalizable. This attribute is attained with the sample through a process called randomization, where cases are selected using a table of random numbers. Due to the nature of this research and availability of subjects, randomization was not feasible. The cases used in this study are considered a convenient sample. Therefore the findings from this research are not generalizable, meaning conclusions gleaned from this research may not hold true for the population (Schutt 2001).

In the next section, Findings, results from the three academies will be discussed including demographics, motivations, influences, attitudes, and goals. Demographics include age, race, gender, education, and family employed or retired from criminal justice system. Motivations and influences include helping people, salary, job security, exciting position, status, and arresting criminals. Police recruits were also asked their opinion on skills needed for police officers and if they agree with statements concerning superior officers, co-workers, and off-duty time.

Chapter IV

Chapter IV

Findings

<u>**Demographics**</u>

Due to the small sample size and demographics of the cases received

comparisons to gender and race were not calculated. Of the 71 participants, only six

were female with two missing cases. All of the female participants came from the

Regional Academy A. There were 11 minority participants: 9 African-American and

2 Hispanic. Only one case was missing information from this variable. There were 4

African-Americans and 1 Hispanic from the Academy A, 2 African-Americans from

the State Academy C, and 3 African-Americans and 1 Hispanic from Regional

Academy B. Overall, the Academy B had the highest minority percentage, with 25%

of participants being African-American or Hispanic. With minority and female

groups this small it would be imprudent to make assumptions on the whole

population but perhaps the minority response can reflect other aspects in policing. As

history shows, law enforcement has been a male dominant field, and even though

most agencies encourage minorities and women to apply, it is still primarily a white

male occupation.

Age

The primary focus of this analysis, since the number of women and minorities

is so small, will be to analyze age and academy similarities and differences. The ages

from the current sample range from 21 to 44 with only 2 cases missing. The ages

were grouped into three categories for easier analysis: 21-29, 30-39, and 40-44.

There were 45 (63.6%) cases in the 20 age group, 19 (26.8%) cases in the 30-age

group, and 4 (5.6%) in the 40 age group. Academy C, with 56% of the 20 year olds, had the youngest number of respondents. Academy A had the oldest percentage of respondents, with 50% of the 40 year olds.

Table T-1

Age Category	Academy A	Academy B	Academy C
20-29	17	3	25
30-39	8	7	4
40-44	2	1	1

Previous Employment

Respondents' previous employment was also of interest to this study to identify what type of career background they have. Recruits were asked, using an open-ended question, to describe the last job they held before attending the academy. The responses were categorized into the following: Law Enforcement / Security, Service Industry, Military, Construction / Mechanical, Industrial, Education / Student, and Healthcare. The highest percentages for all respondents for previous job were law enforcement / security (34%), service industry (25%), and construction / mechanical (15%). The 20 year olds favored law enforcement (29%) and service (29%); the 30 year olds had a primarily law enforcement background (42%) with military and industrial tied for second with 16% each. The 40 years were split between law enforcement and service, similar to the 20 year olds. Between the academies both Academy A and C respondents were primarily from either law enforcement or the service industry, and Academy B respondents were mostly split

between law enforcement and construction. There were 2 cases missing from this variable.

Recruits were the asked why they did not remain at that job by noting if the following influenced their choice: no promotional opportunities, tedious or boring work, low pay, and no job security. If recruits had another reason for leaving their last job, they were provided a space to explain why they left. Of those that answered yes or no to whether the above-mentioned variables influenced their decision to leave, no variable stood out as more influential than others. This section may have been more revealing but a sizeable percentage (28%) were missing data from this section.

Education

As mentioned earlier in the literature review, criminal justice education at the college level is becoming more of a priority for students and law enforcement agencies. Recruits were asked to circle their highest level of education completed from high school or General Educational Development (GED) diploma to master's degree. The 20 year olds had the highest levels of education with 58% having at least a 2-year degree or higher. Of the 30 year olds, 32% had some college and another 32% had a 2-year degree. The 40 year olds had the least education with only 1 respondent having a 4-year degree and the remainder having only a high school diploma or GED. A total of 3 (4%) respondents had their master's degree and they were all in their 20s. Academy C respondents had the most education of the three academies with 36% having a four-year degree, compared to 21% of Academy A respondents. Academy B respondents had the least amount of higher education with

50% having only a high school or GED diploma. Only 2 cases were missing data from this variable.

Family

Family was mentioned earlier as a primary motivator for choosing a career in policing and this variable was further explored in the demographics section. Recruits were asked if they had family employed in or retired from the criminal justice system. Of all respondents, 53% did not have family in the field of criminal justice. Only 2 cases were missing information from this variable. Of those who did have family employed or retired from the criminal justice system, the 20 year olds had the highest percentage with 54% having 1 family member, 29% having 2 and 17% having 3 or more. The 40 year olds had the least amount of family members in the field, with only 1 respondent having 1 family member employed in criminal justice. Academy C respondents had the highest number of family in the criminal justice field (43% of those with family having 2 or more members) and Academy A respondents had the least number (36% having 2 or more members).

Motivations and Influences

The first variables analyzed had to do with career motivation and influence of job benefits. An open-ended exploratory question was asked of recruits' primary motivation for choosing a career in policing. Most responses were able to be categorized into the following motivators: Family and or Friends in Law Enforcement, Policing as a Life Goal, Helping Others, Sense of Teamwork, Job

Security, and Prestige. A total of six cases were missing information from this variable. Influence from the category of Family/Friends and Helping Others had the largest number of responses from the 20 year olds, with 18 (40%) and 16 (36%) responses respectively. The 30 year olds highest number of responses came from Life Goal with 7 (39%) and Helping Others with 5 (26%). The 40 year olds were spread out in their responses to primary motivation, and nothing conclusive could be drawn from their responses. Differences in respondents from the three academies were also seen in their primary motivation. Academy A rated Family / Friends as their highest motivator with 33%. Academy B selected Life Goal as their primary motivator with 40% and finally, Academy C chose Helping Others with 37%.

Job Benefits

To fully appreciate why the police trainees choose their current occupation, an analysis of potential job benefits was done. Using a likert-type scale, trainees were asked to rate the following benefits on a range from 1 to 5, 1 being not influential and 5 being very influential. The benefits were both extrinsic (salary, status, job security) and intrinsic (helping people, exciting position, arresting criminals).

The first benefit variable, salary, showed a primarily positive influence for 77% of the cases, scoring at least a 3 on the scale. Only 23% of the cases cited little to no influence from salary. Of the three academies, salary was most influential for Academy A, rated at least a 3 by 82%, and least influential for Academy C with 29% rating it a 2 or less. The benefit variable of status was also shown to be influential, scoring at least a 3 or above on 69% of responses, while 18% of responses rated status as not influential. Academy C respondents rated status as more influential than

the other academies, scoring a 3 or more by 78% of recruits. Academy B respondents valued status the least by 42% rating it a 2 or less. The last extrinsic variable, job security, had the highest percentage of influences, with 91% rating it a 3 or above, only 6% rated job security as not influential. Job security was rated the highest by Academy A respondents, scoring at least a 3 by 92% of recruits, and the lowest by Academy C respondents, with 13% scoring it 2 or less.

The intrinsic job benefit of arresting criminals was also rated as influential, scoring at least a 3 or above on the scale for 82% of the cases. Academy C respondents were the most swayed by arresting criminals, with 91% rating it a 3 or more, and Academy B respondents the least influenced with 27% rating it a 2 or less. Helping people had the most positive response with all cases rating its influence at least a 3 or above. Academy A respondents were most influenced by helping people, with 82% rating it a 5 (very influential). The influence of an exciting position was rated at least a 4 or above by 85% of the cases, with only 6% rating it not influential. Academy B and C respondents were tied in rating the influence of an exciting position, scoring it at least a 3 or more by 97% of respondents. Overall, intrinsic job benefits, such as arresting criminals, helping people, and an exciting position showed to have slightly more influence than extrinsic benefits such as salary, status, and job security. Statistical differences were not seen between the age groups.

Beyond the initial benefits of policing, there are many other aspects that employees may find appealing including the Promotion system, Retirement plans and benefits, Making your own decisions, Settling domestic problems, Prestige and respect, Working as a team, and Unpredictable assignments. The 20-year-olds

preferred the aspects of Promotion System and Teamwork. The 30 age group rated Promotion system, Retirement plans and benefits, and Unpredictable assignments high. The 40 year olds most valued Making your own decisions, Settling domestic problems, Prestige and respect, and Teamwork. Academy A respondents rated the aspects of Working as a team and Unpredictable assignments the highest over the other academies. Academy B respondents preferred the Promotion system, Prestige and Respect, and Settling domestic problems, and Academy C respondents rated Making your own decisions and Retirement plans and benefits higher than Academy A or B.

Job Aspects

Potential benefits of a job are what can lure prospective employees to a job, but also analyzing potential drawbacks can also tell a lot about why people choose an occupation. All jobs have degrees of benefits and disadvantages, and the degree to which these concern a potential employee can influence if and how long he or she stays with a field. Law enforcement is unique from most occupations in that it is a 24 hour, 7 days a week job. During their shift, officers may be asked to work traffic accidents, respond to crimes in progress, investigate crime scenes, and help with medical emergencies. However, a majority of time is spent doing mundane activities such as paperwork and patrolling.

Those who go into policing will have some concerns about their work. The recruits were asked to rate the following variables from 1 (least concern) to 5 (most concern): Work Schedule, Paperwork, Lack of public respect, Being injured on duty, Restrictions on private life, Terrorists threats, and Using lethal force. The first three

variables were rated as having low levels of concern and the remaining variables had medium levels of concern. The variable with the highest level of concern was Using lethal force, with 62% of respondents rating it a 3 or more. The table below shows the breakdown between the academies and the concern variables (highest % in bold).

Table T-2

Concern Variable rated 3 or above by percentage indicated	Academy A	Academy B	Academy C
Work Schedule	**47%**	42%	36%
Paperwork	46%	**76%**	55%
Lack of Public Respect	64%	**66%**	39%
Being Injured on Duty	63%	**83%**	46%
Restrictions on Private Life	**57%**	54%	45%
Terrorists Threats	**75%**	67%	46%
Using Lethal Force	**79%**	67%	45%

As the table shows, Academy A and B respondents have higher levels of concern over Academy C. Academy A is most concerned about the Work schedule, Restrictions on private life, Terrorists threats, and Using Lethal force. Academy B is most concerned about Paperwork, Lack of public respect, and Being injured on duty.

Job Hazards

The concern variables listed previously, with the exception of public respect and terrorists, have to do with internal policies and personal issues. However, work concerns are often rooted in larger sociological problems that society, not just police must address. Trainees were asked, "Do you think that police work is more hazardous today than it was five years ago?" The time period seemed especially relevant given that the questionnaire was administered in 2005, and five years would

have been prior to the events of September 11, 2001. A majority, 89%, felt police work is more hazardous than it was five years ago. All of Academy B respondents felt policing was more hazardous, 93% of Academy A respondents felt the same, and 83% of Academy C respondents answered similarly. Those that answered yes to the more hazardous work question were directed to rate from 1 (little affect) to 5 (great affect) the following in their influence on a more hazardous work environment: People think they can get away with more, More serious crimes, Courts do not support police, Public disrespects the law, Public is uncooperative, Public is armed, Less respect for police, and National Security Threats.

Of the potentially hazardous variables recruits were asked to rate, the following were rated with a 3 or more by a majority: People think they can get away with more (75%), More serious crimes (88%), Public disrespects the law (80%), Public is uncooperative (81%), Less respect for police (90%), and National Security Threats (81%). The variables that recruits rated as having less effect on hazardousness by rating them a 2 or less were Courts do not support police (36%) and Public is armed (32%). The 20 year olds were spread out in their rating of the above mentioned hazardous variables, but the 30 year olds and 40 year olds primarily rated the variables as hazardously affecting police work.

Between the academies, Academy A respondents felt a more hazardous environment was created by the Public thinks they can get away with more, More serious crime, Courts do not support police, the Public is armed, and National security threats. Academy B respondents felt most strongly about the Public disrespecting the law, the Public is uncooperative, and Less respect for police causing a more

hazardous environment. Academy C respondents, while agreeing that the environment for police is more hazardous, did not feel as strong about any one variable as Academy A or B.

Policing Skills

Once recruits have chosen policing, weighing the potential benefits and possible hazards, success at their career will depend on the skills they bring to policing and the skills they learn during training. Recruits were asked to rate the following in their importance to being a police officer from 1 (not important) to 5 (very important): Common Sense, Understand people, Intelligence, Ability to make decisions, Hard-working, Interest in the work, Good physical condition, Open mind, Courageous, and Dedication to work. The first six variables were all rated as important, scoring a 3 or more for all age groups. The remaining four variables were also primarily seen as important with only 1% of cases deeming them as having little to no importance. The skills rated most important by Academy A respondents were Understanding people, Ability to make decisions, Hard-working, Courageous, Interest in the work, and Dedication. Academy C respondents valued most the skills of Common sense, an Open-mind, Intelligence, Hard-working, and Good physical condition. Academy B respondents did not feel as strong about the above skills as Academy A or C, but did feel most of the skills were important to policing.

Police Training

The rigorous training police recruits go through involves many hours of study in various area including but not limited to: Firearms, Defensive Tactics, Physical Training, Legal Training, Defensive Driving, Community Policing, and Report

Writing. Recruits were asked to choose their favorite training from the above-mentioned categories to gauge their opinions on the training they receive. Among the 20 year age group the favorite training section was divided among firearms (42%) and defensive driving (47%). The 30 year olds also choose firearms (37%) and defensive driving (42%). The 40 year olds were spread out in their choices. Overall, only 2 cases were missing responses from this section. There were no differences between the academies on their favorite training section. Recruits were also asked to choose their least favorite training, and overwhelmingly report writing was voted least favorite by 65% of respondents. The second least favorite was legal training with 12% of respondents. As with the favorite training, there were no statistical differences between the academies on least favorite. There were 5 cases missing responses from this section.

Socialization Attitudes

In an attempt to gauge recruits' orientation and acceptance of the police mission, they were asked to respond to a series of statements about policing and its socialization. Respondents were asked if they strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) to numerous statements about rank, policing as a profession, chain of command, off-duty time, teamwork, income, and dedication. The table below indicates which academy agreed the strongest to each statement. The following statements are positive in nature regarding policing. Highest percentages are marked bold.

Table T-3

Statements	Academy A	Academy B	Academy C
Rank is earned by police officers who have superior law enforcement skills.	64.4	**66.6**	65.6
The police mission cannot succeed unless officers obey the chain-of-command	**89.3**	83.3	84.4
Not anyone can be a police officer – you really need to have a heart for it.	100	100	93.7
Superior officers have earned their rank through hard work and devotion to duty	**85.7**	68.8	50
Police officers are highly dedicated to their jobs.	100	100	96.9
Police officers should be team players.	100	100	96.9
Police officers should be ready to put their fellow officers' interests above their own.	**89.3**	58.3	81.3
Police officers should be ready to put public interests above their own.	92.9	83.3	**93.8**
When off-duty, police officers should act in a way that keeps up their reputations as police officers.	100	100	96.9
Most police officers would remain in the occupation even if their incomes were reduced.	67.9	58.3	**67.7**
I think that the occupation of law enforcement, more than any other, is essential to society.	96.4	100	87.5
People in police work have a real "calling" to their work.	100	100	87.5
The dedication of police officers to their work is most gratifying.	96.4	100	**100**

Negatively skewed statements about policing were also included to reduce agreement bias. The following table shows which academy disagreed the strongest with the statements about policing, the highest percentages are marked in bold.

Table T-4

Statements	Academy A	Academy B	Academy C
Police work is really like any other kind of work – it is just a job.	89.3	83.3	**93.8**
Other professions are actually more vital to society than policing	**96.4**	83.3	87.5
A police officer's time while off-duty is his or hers alone to do what he or she wishes.	28.6	**41.7**	40.6
The importance of being a police officer is sometimes overstressed by society.	57.1	58.3	**65.6**

Recruits were also asked if they agree or disagree with statements about their academy experience. Academy A respondents agreed the strongest with the following statements: "I feel I work well with other recruits at the academy", "I am able to take responsibility for my mistakes", "I am able to take criticism well", and "I often help other recruits when they are in need." Academy B respondents disagreed the strongest about the following statements: "I prefer to work independently than as part of a team" and "My success is more important to me than the team's success." Academy C respondents disagreed strongest with the statement "When my team does not perform well, it is usually one of the other recruit's fault, no my own." Academy C respondents felt similarly to Academy A respondents in the statement about taking responsibility for mistakes.

Career Goals

The final question in the questionnaire was open-ended and exploratory, that asked recruits to describe their most prestigious position in the criminal justice field. Responses were categorized into the following types of positions: Administrative, Investigative, SWAT / Tac Team, Higher Rank, Current Position, and Legal. One

response was unable to be categorized and one respondent did not know. A total of 11 cases (16%) were missing information from this variable. Between the academies, the most responses from Academy A indicated a preference to an investigative position. A large number of Academy B respondents chose an administrative position, and Academy C respondents mostly favored a higher-ranking position.

Chapter V

Chapter V

Conclusion

Discussion

Of interest to this study were the differences, or lack there of, between the regional academies (A and B) and the State Police (Academy C). This researcher hypothesized that given the differences between the length of training and local versus state departments that the State Police would rate higher in their opinions on the policing profession. In actuality the regional academy respondents from Academy A and C rated slightly higher in their consensus with statements referencing the police mission than respondents from State Academy C.

Age was also a variable examined due to complaints from law enforcement personnel that the latest generation of recruits entering the academy are less team oriented. No significant differences were seen between those recruits that were in their 20s versus those 30 and older with respect to attitudes about teamwork.

An interesting aspect that was uncovered analyzing law enforcement career influences and reasons why respondents did not stay in their previous jobs was the responses to job security. Job security was rated as a strong influence by respondents for choosing a career in policing. However, the lack of job security was not significant enough a reason for why respondents left their last job. This may be simply because their previous job, many came from law enforcement or security, was secure and they were not in need of a more secure job. Possibly respondents were looking for a job that offered the same amount of job security, therefore they would not be leaving their previous job because of no job security.

Policing is not a job that most people get into for the money. Most civil service jobs promote what you can give back to the community and often do not feature large salaries or bonuses. That being said, law enforcement officers still need to be paid. As this research shows, salary is still an important factor to police, and while not a main motivating factor, salary does influence a career choice in policing. This researcher expected salary to be lower on the list of influences for respondents, and was surprised that a majority rated it as having a positive influence on their career choice.

Any discussion of the findings previously mentioned also has to address the lack of diversity among the participants. As stated earlier, a large majority of respondents were white males. There were only a few African-Americans, even less Hispanics, and an extremely small number of females. This was by no means meant to be a study on minorities in policing, or female police officers, but the lack of their representation does make one wonder how true is this ratio for the population? How many other law enforcement departments have similar employee ratios? For this study, data on sworn employees of the Virginia State Police was obtained to compare the current findings with an actual department. The State Police has 1,877 sworn law enforcement employees. Of those sworn employees 187 of them are minorities, which accounts for 9.96%. Sworn minorities in the state are primarily Black with 159 employees of that race (which includes Jamaicans, Bahamians, and Caribbeans). There are 13 Hispanic or Spanish sworn, 7 Asian or Asian American, and 8 American Indian or Alaskan native sworn employees (Virginia State Police 2006b).

Female law enforcement officers make up 5.22% of the total sworn employees for the State Police, with 98 members. It should also be noted that on the civilian side of the State Police, females make up 69% of the work force, with 460 females to 207 male employees. Civilians in the State Police are often in a variety of support positions including dispatchers, office assistants, engineers, and technicians (Virginia State Police 2006b).

In the current study, the minority percentage (15.5%) and female percentage (8.5%) were a little less than two times the employee ratio of the State Police. With these figures in hand, one can conclude that perhaps the minority and female findings in the current study are not that far off from what is found in the population of law enforcement employees. However, this is only a comparison to one department; more research would have to be done to show the gender and race findings in this study were true for the population. More interestingly though, would be to study why female and minorities are in such low numbers in policing. Further study in this area is needed to see why these two groups are not being selected for, or vice versa, not being attracted to law enforcement.

A discussion of this research would not be complete without dissecting the questionnaire, to see what questions worked and which questions fell short of their intended purpose. Though this researcher was hesitant to include several open-ended exploratory questions, they ended up being beneficial. Allowing the participants more freedom in their responses by using the open-ended format broke up the monotony of the many fixed-answer questions. These questions also gave a more causal and personal approach to the impersonal self-administered questionnaire.

Some parts of the questionnaire, after having been administered and responses evaluated, seemed repetitive and redundant. Upon review, it seemed unnecessary to ask both how concerned respondents were about various aspects in policing and in a separate question how much they liked these same aspects. Variables that were repeated in these two questions were: work schedule, paperwork, and restrictions on private life. Also repetitive was asking how influential the benefits of helping people, job security, and salary were to career choice and later asking how much respondents liked the aspects of helping people, job security, and the pay.

After a review of the cases, the section on skills important to policing turned out to be the least revealing. Almost all skills listed were rated as important or very important to policing and there was very little variance in responses. In hindsight, different variables should have been used, potentially more controversial variables pertaining to skills. Another alternative, would be to re-work the question, to where respondents would have to rate the skills on their level of importance. This alternative would have perhaps been more revealing than the current question.

Due the number of missing cases from the section on reasons why respondents did not remain in their previous job, leads this researcher to believe the question, or organization thereof, to be flawed. Perhaps it would have been better to let participants answer an open-ended question about why they left.

Also found during analysis of cases was a double-barreled question, one that asks two questions but only allows for one answer. Respondents were asked to say whether they strongly agree, agree, disagree, or strongly disagree with the statement "Not anyone can be a police officer – you really have to have a heart for it." Though

the statement flows together, respondents are really been asked to respond to two different statements. Respondents may agree with the part of the statement "Not anyone can be a police officer" but not agree with "you have to have a heart for it."

Policy Implications

This study, although it has limitations, is still a valuable study and has policy implications. First of all, opinions of the trainees at the academy can be used to shape future recruitment efforts. Respondents cited job security as a very important influence for choosing a job in policing. This aspect could be promoted more when police departments are advertising for positions. Helping people was cited as a primary motivator for respondents and this also could be played up more in recruitment campaigns.

The academies may also benefit from doing a needs' assessment questionnaire before training begins. This may help academies identify problem areas that academy staff can focus on to help the new recruits. A needs' assessment may also help ease any anxiety recruits have about their upcoming training.

Another possible policy implication could be higher education standards. A majority of recruits had at attended college, with some having a two and four-year degree. Many students believe the only way to move up the ladder in their future careers is to have their degree, and prospective police officers are no difference. Officers who have an associate's or bachelor's degree have an advantage when promotion time rolls around for positions in administration and investigation. Departments also benefit from police officers having higher education degrees because it gives the impression of a more professional staff.

Conclusion

The current study, even with its small sample size, has helped broaden the limited body of research on police trainees. Future research on this topic could include a longitudinal study. Several respondents reported that they would be willing to be contacted in a year after they had graduated from the academy and were in the field. This follow up could be done as a face-to-face interview rather than a self-administered questionnaire. This second study would elaborate on the current one, providing further detail on the continuing socialization process that happens once new police officers are placed with their departments. New police officers would be able to offer perspective on how much the academy prepared them for policing versus how much they had to learn in the real world of law enforcement.

Future directions of research could also include comparing the attitudes of those officers in specialized teams such as SWAT / Tact Teams to those who are patrol officers. Another interesting comparison would be attitude differences between recent academy graduates and 20-year veteran police officers.

Though the body of police research has grown, there are still many uncharted areas. The lack of research has a lot to do with the hesitation of officers to talk with those outside policing. The blue wall or thin blue line is still in affect and causes many in law enforcement to be cautious when taking to researchers, the media, or the general public about their job. Though very visible, police are very guarded, not wanting to be perceived as vulnerable in a position that calls for them to be authoritative.

The study of the occupation of policing questions "does the uniform make the person, or does the person make the uniform?" More than likely, it is a little bit of both, the academy does its part to socialize the new officers but socialization begins way before the academy gets a hold of them. Many recruits in the current study have family in the criminal justice system and many cited family as a strong influence for entering the field of law enforcement. Even those who do not have a family background in law enforcement will have been exposed to the field in some way. It is hard to avoid the many law enforcement type television shows out there that offer a perception of policing, though not always one based on reality. Many shows such as *COPS, Law and Order, NYPD Blue,* and *CSI* showcase the exciting and dramatic world of law enforcement. This perception, however, is not the complete picture of law enforcement, and those that base their opinions on what they see on television will be in for a wake-up call.

The socialization process that occurs at the academy is a necessary one due to all the many facets of law enforcement. The lengthy training period that most recruits go through provides basic instruction in firearms, traffic and criminal law, patrol techniques, and many hours of lecture and simulation of the potential dangers police can and will face during their career. The training police officers go through is getting longer rather than shorter and more complex rather than simplified. Training does not stop at the academy in fact many new officers have several weeks of field training. Even veteran officers must have so many hours of in service training every year to make sure they stay current on new laws, techniques, and policies of their department.

The socialization process has been accomplished at the academy if recruits are imparted with the values of open and honest communication, trust and respect, and above all loyalty to the organization. These values are the basic tenets of being a law enforcement officer.

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Appendices

Appendices

Appendix 1
Academy

	Frequency	Percent
Academy A	28	39.4
Academy B	11	15.5
Academy C	32	45.1

Appendix 2
Age

	Frequency	Percent
21	3	4.3
22	4	5.8
23	9	12.7
24	10	14.1
25	7	9.9
26	5	7.0
27	4	5.6
28	1	1.4
29	2	2.8
30	5	7.0
31	3	4.2
32	1	1.4
34	5	7.0
36	4	5.6
39	1	1.4
41	1	1.4
42	1	1.4
43	1	1.4
44	1	1.4

Appendix 3
Race

	Frequency	Percent
Caucasian	59	83.1
Hispanic	2	2.8
African-American	9	12.7

Appendix 4
Gender

	Frequency	Percent
Male	63	88.7
Female	6	8.5

Appendix 5
Primary Motivator

	Frequency	Percent
Family/Friends	20	28.2
Life Goal	13	18.3
Help Others	22	31.0
Teamwork	2	2.8
Job Security	5	7.0
Prestige	1	1.4

Appendix 6
Training Section

	Favorite	Percent	Least Favorite	Percent
Defensive Tactics	5	7.0	7	9.9
Physical Training	2	2.8	5	7.0
Firearms	26	36.7	0	0
Legal Training	3	4.2	8	11.3
Defensive Driving	31	43.7	0	0
Community Policing	1	1.4	3	4.2
Report Writing	0	0	43	60.6

Appendix 7
Previous Employment

	Frequency	Percent
Law Enforcement/ Security	23	32.4
Service Industry	17	23.9
Military	7	9.9
Construction/ Mechanical	10	14.1
Industrial	4	5.6
Education/Student	5	7.0
Health Care	2	2.8

Appendix 8
Education

	Frequency	Percent
High school/ GED	18	25.4
Some College	16	22.5
2 Year Degree	15	21.1
4 Year Degree	16	22.5
Master's Degree	3	4.2

Appendix 9
Prestigious Position

	Frequency	Percent
Administrative	19	26.8
Investigative	15	21.1
Tact Team	5	7.0
Higher Rank	8	11.3
Current Position	6	8.5
Legal Position	1	1.4
Other	1	1.4
Don't Know	3	4.3

Virginia General Assembly Code of Virginia Section 9.1-102.

Powers and duties of the Board and the Department.

The Department, under the direction of the Board, which shall be the policy-making body for carrying out the duties and powers hereunder, shall have the power and duty to:

1. Adopt regulations, pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), for the administration of this chapter including the authority to require the submission of reports and information by law-enforcement officers within the Commonwealth. Any proposed regulations concerning the privacy, confidentiality, and security of criminal justice information shall be submitted for review and comment to any board, commission, or committee or other body which may be established by the General Assembly to regulate the privacy, confidentiality, and security of information collected and maintained by the Commonwealth or any political subdivision thereof;

2. Establish compulsory minimum training standards subsequent to employment as a law-enforcement officer in (i) permanent positions, and (ii) temporary or probationary status, and establish the time required for completion of such training;

3. Establish minimum training standards and qualifications for certification and recertification for law-enforcement officers serving as field training officers;

4. Establish compulsory minimum curriculum requirements for in-service and advanced courses and programs for schools, whether located in or outside the Commonwealth, which are operated for the specific purpose of training law-enforcement officers;

5. Establish (i) compulsory minimum training standards for law-enforcement officers who utilize radar or an electrical or microcomputer device to measure the speed of motor vehicles as provided in § 46.2-882 and establish the time required for completion of the training and (ii) compulsory minimum qualifications for certification and recertification of instructors who provide such training;

6. Establish compulsory training courses for law-enforcement officers in laws and procedures relating to entrapment, search and seizure, evidence, and techniques of report writing, which training shall be completed by law-enforcement officers who have not completed the compulsory training standards set out in subdivision 2, prior to assignment of any such officers to undercover investigation work. Failure to complete the training shall not, for that reason, constitute grounds to exclude otherwise properly admissible testimony or other evidence from such officer resulting from any undercover investigation;

7. Establish compulsory minimum entry-level, in-service and advanced training standards for those persons designated to provide courthouse and courtroom security pursuant to the provisions of § 53.1-120, and to establish the time required for completion of such training;

8. Establish compulsory minimum entry-level, in-service and advanced training standards for deputy sheriffs designated to serve process pursuant to the provisions of § 8.01-293, and establish the time required for the completion of such training;

9. Establish compulsory minimum entry-level, in-service, and advanced training standards for persons employed as deputy sheriffs and jail officers by local criminal justice agencies and for correctional officers employed by the Department of Corrections under the provisions of Title 53.1, and establish the time required for completion of such training;

10. Establish compulsory minimum training standards for all dispatchers employed by or in any local or state government agency, whose duties include the dispatching of law-enforcement personnel. Such training standards shall apply only to dispatchers hired on or after July 1, 1988;

11. Consult and cooperate with counties, municipalities, agencies of the Commonwealth, other state and federal governmental agencies, and with universities, colleges, community colleges, and other institutions, whether located in or outside the Commonwealth, concerning the development of **police training** schools and programs or courses of instruction;

12. Approve institutions, curricula and facilities, whether located in or outside the Commonwealth, for school operation for the specific purpose of training law-enforcement officers; but this shall not prevent the holding of any such school whether approved or not;

13. Establish and maintain **police training** programs through such agencies and institutions as the Board deems appropriate;

14. Establish compulsory minimum qualifications of certification and recertification for instructors in criminal justice training schools approved by the Department;

15. Conduct and stimulate research by public and private agencies which shall be designed to improve police administration and law enforcement;

16. Make recommendations concerning any matter within its purview pursuant to this chapter;

17. Coordinate its activities with those of any interstate system for the exchange of criminal history record information, nominate one or more of its members to serve upon the council or committee of any such system, and participate when and as deemed appropriate in any such system's activities and programs;

18. Conduct inquiries and investigations it deems appropriate to carry out its functions under this chapter and, in conducting such inquiries and investigations, may require any criminal justice agency to submit information, reports, and statistical data with respect to its policy and operation of information systems or with respect to its collection, storage, dissemination, and usage of criminal history record information and correctional status information, and such criminal justice agencies shall submit such information, reports, and data as are reasonably required;

19. Conduct audits as required by § 9.1-131;

20. Conduct a continuing study and review of questions of individual privacy and confidentiality of criminal history record information and correctional status information;

21. Advise criminal justice agencies and initiate educational programs for such agencies with respect to matters of privacy, confidentiality, and security as they pertain to criminal history record information and correctional status information;

22. Maintain a liaison with any board, commission, committee, or other body which may be established by law, executive order, or resolution to regulate the privacy and security of information collected by the Commonwealth or any political subdivision thereof;

23. Adopt regulations establishing guidelines and standards for the collection, storage, and dissemination of criminal history record information and correctional status information, and the privacy, confidentiality, and security thereof necessary to implement state and federal statutes, regulations, and court orders;

24. Operate a statewide criminal justice research center, which shall maintain an integrated criminal justice information system, produce reports, provide technical assistance to state and local criminal justice data system users, and provide analysis and interpretation of criminal justice statistical information;

25. Develop a comprehensive, statewide, long-range plan for strengthening and improving law enforcement and the administration of criminal justice throughout the Commonwealth, and periodically update that plan;

26. Cooperate with, and advise and assist, all agencies, departments, boards and institutions of the Commonwealth, and units of general local government, or combinations thereof, including planning district commissions, in planning, developing, and administering programs, projects, comprehensive plans, and other activities for improving law enforcement and the administration of criminal justice throughout the Commonwealth, including allocating and subgranting funds for these purposes;

27. Define, develop, organize, encourage, conduct, coordinate, and administer programs, projects and activities for the Commonwealth and units of general local government, or combinations thereof, in the Commonwealth, designed to strengthen and improve law enforcement and the administration of criminal justice at every level throughout the Commonwealth;

28. Review and evaluate programs, projects, and activities, and recommend, where necessary, revisions or alterations to such programs, projects, and activities for the purpose of improving law enforcement and the administration of criminal justice;

29. Coordinate the activities and projects of the state departments, agencies, and boards of the Commonwealth and of the units of general local government, or combination thereof, including planning district commissions, relating to the preparation, adoption, administration, and implementation of comprehensive plans to strengthen and improve law enforcement and the administration of criminal justice;

30. Do all things necessary on behalf of the Commonwealth and its units of general local government, to determine and secure benefits available under the Omnibus Crime Control and Safe Streets Act of 1968 (P.L. 90-351, 82 Stat. 197), as amended, and under any other federal acts and programs for strengthening and improving law enforcement, the administration of criminal justice, and delinquency prevention and control;

31. Receive, administer, and expend all funds and other assistance available to the Board and the Department for carrying out the purposes of this chapter and the Omnibus Crime Control and Safe Streets Act of 1968, as amended;

32. Apply for and accept grants from the United States government or any other source in carrying out the purposes of this chapter and accept any and all donations both real and personal, and grants of money from any governmental unit or public agency, or from any institution, person, firm or corporation, and may receive, utilize and dispose of the same. Any arrangements pursuant to this section shall be detailed in the annual report of the Board. Such report shall include the identity of the donor, the nature of the transaction, and the conditions, if any. Any moneys received pursuant to this section shall be deposited in the state treasury to the account of the Department. To these ends, the Board shall have the power to comply with conditions and execute such agreements as may be necessary;

33. Make and enter into all contracts and agreements necessary or incidental to the performance of its duties and execution of its powers under this chapter, including but not limited to, contracts with the United States, units of general local government or combinations thereof, in Virginia or other states, and with agencies and departments of the Commonwealth;

34. Adopt and administer reasonable regulations for the planning and implementation of programs and activities and for the allocation, expenditure and subgranting of funds available to the Commonwealth and to units of general local government, and for carrying out the purposes of this chapter and the powers and duties set forth herein;

35. Certify and decertify law-enforcement officers in accordance with §§ 15.2-1706 and 15.2-1707;

36. Establish training standards and publish a model policy for law-enforcement personnel in the handling of family abuse, domestic violence, sexual assault and stalking cases, including standards for determining the predominant physical aggressor in accordance with § 19.2-81.3;

37. Establish training standards and publish a model policy for law-enforcement personnel in communicating with and facilitating the safe return of individuals diagnosed with Alzheimer's disease;

38. Establish compulsory training standards for basic training and the recertification of law-enforcement officers to ensure sensitivity to and awareness of cultural diversity and the potential for biased policing;

39. Review and evaluate community-policing programs in the Commonwealth, and recommend where necessary statewide operating procedures, guidelines, and standards which strengthen and improve such programs, including sensitivity to and awareness of cultural diversity and the potential for biased policing;

40. Publish and disseminate a model policy or guideline that may be used by state and local agencies to ensure that law-enforcement personnel are sensitive to and aware of cultural diversity and the potential for biased policing;

41. [Expired.]

42. Establish a Virginia Law-Enforcement Accreditation Center. The Center shall, in cooperation with Virginia law-enforcement agencies, provide technical assistance and administrative support, including staffing, for the establishment of voluntary state law-enforcement accreditation standards. The Center may provide accreditation assistance and

training, resource material, and research into methods and procedures that will assist the Virginia law-enforcement community efforts to obtain Virginia accreditation status;

43. Promote community policing philosophy and practice throughout the Commonwealth by providing community policing training and technical assistance statewide to all law-enforcement agencies, community groups, public and private organizations and citizens; developing and distributing innovative policing curricula and training tools on general community policing philosophy and practice and contemporary critical issues facing Virginia communities; serving as a consultant to Virginia organizations with specific community policing needs; facilitating continued development and implementation of community policing programs statewide through discussion forums for community policing leaders, development of law-enforcement instructors; promoting a statewide community policing initiative; and serving as a statewide information source on the subject of community policing including, but not limited to periodic newsletters, a website and an accessible lending library;

44. Establish, in consultation with the Department of Education and the Virginia State Crime Commission, compulsory minimum standards for employment and job-entry and in-service training curricula and certification requirements for school security officers, which training and certification shall be administered by the Virginia Center for School Safety pursuant to § 9.1-184. Such training standards shall include, but shall not be limited to, the role and responsibility of school security officers, relevant state and federal laws, school and personal liability issues, security awareness in the school environment, mediation and conflict resolution, disaster and emergency response, and student behavioral dynamics. The Department shall establish an advisory committee consisting of local school board representatives, principals, superintendents, and school security personnel to assist in the development of these standards and certification requirements;

45. Establish training standards and publish a model policy and protocols for local and regional sexual assault response teams;

46. License and regulate property bail bondsmen and surety bail bondsmen in accordance with Article 11 (§ 9.1-185 et seq.) of this chapter;

47. (Effective October 1, 2005) License and regulate bail enforcement agents in accordance with Article 12 (§ 9.1-186 et seq.) of this chapter; and

48. Perform such other acts as may be necessary or convenient for the effective performance of its duties.

(1981, c. 632, § 9-170; 1982, c. 473; 1984, cc. 515; 779; 1986, c. 128; 1988, cc. 46, 560; 1990, c. 632; 1991, c. 345; 1994, cc. 850, 905; 1996, cc. 154, 866, 952; 1998, cc. 31, 471, 523; 1999, cc. 307, 495; 2000, c. 561; 2001, cc. 162, 210, 434, 458, 844; 2002, cc. 490, 810, 818, 836, 868; 2004, cc. 397, 460, 972, 980, 1016; 2005, cc. 868, 881.)

LONGWOOD
U N I V E R S I T Y

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June 22, 2005

Dear Madam or Sir,

Please allow me to introduce myself. My name is Ken Perkins and I am a professor at Longwood University, interested in research on academy recruits and their chosen profession. Police work is one of the most important occupations in our society and knowing something about the view of police work is important. For this reason, I am working with four graduate students at the university to collect some data on this subject. The graduate students whom I am working with are Teresa George, Jessica Whirley, Misty Zaryczny, and Jennifer Willoughby. We would greatly appreciate about 25 minutes of your time to complete the attached survey. This questionnaire asks a number of questions about police recruits' attitudes toward their occupation, and it very easy to complete.

Please know that your participation in this survey is voluntary, and you may stop your participation at any time.

At the end of the survey you will find a space to give permission to be contacted in the future, after you have been in the law enforcement field. If you give permission by printing and signing your name, your responses will be strictly confidential. This means that any of your responses will not be publicly linked to your identity, including to any member of the Academy. If you do not give us permission to contact you in the future, do not put your name on the form. This will make your responses anonymous. Either way, your participation in this survey is very important to all of us.

If you have any questions about this project, please feel free to contact me at either 434-395-2243 or kperkins@longwood.edu. This project is under the auspices of the Department of Sociology, Anthropology and Criminal Justice Studies at Longwood University.

Thank you in advance for your help.

Cordially,

Ken Perkins
Professor of Sociology

College of Arts and Sciences

Department of Sociology, Anthropology &
Criminal Justice Studies

The survey consists of a number of questions about how you feel about issues relating to police work. It also includes questions about your occupational and personal background. Most questions ask you to **mark the single answer that best fits** how you feel. A few questions ask you to write short responses. If you do not feel comfortable answering any question, please leave it blank and move on to the next question.

1. We would like to begin by asking what motivated you to become a police officer? For instance, some people have listed such motivators as having family or friends in police work, civic duty, or economic reasons. Please tell us what motivated you into this career.

_____

_____

_____

_____

_____

2. The following are possible benefits of a job in law enforcement. To what extent did these variables influence you. **Please rate from 1 to 5, <u>1 being Not Influential and 5 being Very Influential</u>. (Please circle the number that fits you best for the following statements)**

	Not influential				Very influential
I wanted to make a decent salary.	1	2	3	4	5
I wanted to have status in the community.	1	2	3	4	5
I wanted to arrest criminals.	1	2	3	4	5
I sought job security.	1	2	3	4	5
I sought a position where I can help people.	1	2	3	4	5
I sought an exciting position.	1	2	3	4	5

3. About how many more years do you have until you retire? **(Please fill in the blank)** _____

4. Of those years answered in question 3, how many do you plan to spend in the criminal justice field? **(Please fill in the blank)** _____

5. What is your greatest concern about police work? For each of the following questions **please rate your attitudes from 1 to 5, <u>1 causing the Least Concern and 5 causing the Most Concern for you</u>. Please circle the number that fits you best.**

	Least Concern				Most Concern
Hours or work schedule	1	2	3	4	5
Being injured on duty	1	2	3	4	5
Paperwork	1	2	3	4	5
Lack of public respect	1	2	3	4	5
Restrictions on your private life	1	2	3	4	5
Terrorists/security threats	1	2	3	4	5
Using lethal force	1	2	3	4	5

6. Do you think that police work is more hazardous today that it was five years ago?
(Please check yes or no)

       [ ] yes, **continue to the next question**
       [ ] no, **please skip to question 8**

7. What has created a more hazardous environment for police work? **Rate the following from 1 to 5, 1 having Little Affect and 5 having Great Affect.** Please circle the number that fits you best.

	Little Affect				Great Affect
Public thinks they can get away with more	1	2	3	4	5
More serious crimes	1	2	3	4	5
Courts do not support police	1	2	3	4	5
Public disrespects the law	1	2	3	4	5
Public is uncooperative	1	2	3	4	5
Public is armed	1	2	3	4	5
Less respect for police	1	2	3	4	5
National security threats	1	2	3	4	5

8. The following are a list of skills that could be important to police work. **Please rate their importance to being a police officer from 1 to 5, 1 being Not Important to 5 being Very Important.** Please circle the number that fits you best.

	Not important				Very important
Common sense	1	2	3	4	5
Ability to understand people	1	2	3	4	5
Open-mindedness	1	2	3	4	5
Intelligence	1	2	3	4	5
Ability to make decisions	1	2	3	4	5
Hard-working	1	2	3	4	5
Courageous and brave	1	2	3	4	5
Good physical condition	1	2	3	4	5
Interest in the work	1	2	3	4	5
Dedication to work	1	2	3	4	5

9. The following are various aspects of policing, **please rate each from 1 to 5, 1 being an aspect you Like Least about policing and 5 being an aspect you would Like Best.** Please circle the number that fits you best.

	Like Least				Like Best
Helping people	1	2	3	4	5
Hours or work schedule	1	2	3	4	5
The pay	1	2	3	4	5
Making your own decisions	1	2	3	4	5
Promotion system	1	2	3	4	5
Job security	1	2	3	4	5
Settling domestic problems	1	2	3	4	5
Prestige and respect	1	2	3	4	5
Retirement plans and benefits	1	2	3	4	5
Working as a team	1	2	3	4	5
Paper work	1	2	3	4	5
Restrictions on private life	1	2	3	4	5
Unpredictable assignments	1	2	3	4	5

10. Here are a few more opinion questions. **Please circle whether you Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD) with the following statements.**

Rank is earned by police officers who have superior law enforcement skills.
SA   A   D   SD

Police work is really like any other kind of work - it is just a job.
SA   A   D   SD

Other professions are actually more vital to society than policing.
SA   A   D   SD

The police mission cannot succeed unless officers obey the chain-of-command.
SA   A   D   SD

Not anyone can be a police officer - you really need to have a heart for it.
SA   A   D   SD

Superior officers have earned their rank through hard work and devotion to duty.
SA   A   D   SD

A police officer's time while off-duty is his or hers alone to do what he or she wishes.
SA   A   D   SD

Police officers are highly dedicated to their jobs.
SA   A   D   SD

Police officers should be team players.
SA   A   D   SD

Police officers should be ready to put their fellow officers' interests above their own.
SA   A   D   SD

Police officers should be ready to put public interests above their own.
SA   A   D   SD

The importance of being a police officer is sometimes overstressed by society.
SA   A   D   SD

When off-duty, police officers should act in a way that keeps up their reputations as police officers.
SA   A   D   SD

Most police officers would remain in the occupation even if their incomes were reduced.
SA   A   D   SD

I think that the occupation of law enforcement, more than any other, is essential to society.
SA   A   D   SD

People in police work have a real "calling" to their work.
SA   A   D   SD

The dedication of police officers to their work is most gratifying.
SA   A   D   SD

11. **Here are a list of questions about how you see yourself as a recruit at the academy. Please circle whether you Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD).**

I feel I work well with the other recruits at the academy.
SA   A   D   SD

I prefer to work independently than as part of a team.
SA   A   D   SD

I am able to take responsibility for my mistakes.
SA   A   D   SD

I am able to take criticism well.
SA   A   D   SD

When my team does not perform well, it is usually one of the other recruit's fault, not my own.
SA   A   D   SD

My success is more important to me than the team's success.
SA   A   D   SD

I often help other recruits when they are in need.
SA   A   D   SD

Here are a few general questions about the academy.

12. My **favorite** training section so far is
(Please check only one):

        [ ] firearms training
        [ ] defensive tactics
        [ ] physical training
        [ ] legal training
        [ ] defensive driving (EVOC)
        [ ] community policing
        [ ] report writing

13. My **least favorite** training section so far is
(Please check only one):

        [ ] firearms training
        [ ] defensive tactics
        [ ] physical training
        [ ] legal training
        [ ] defensive driving (EVOC)
        [ ] community policing
        [ ] report writing

Now, we will finish with a few background questions.

14. What was the last type of job you held before attending the academy? **Please describe in detail the type of work you did.**

_____

_____

_____

_____

15. What are the main reasons you did not remain in your last job? **Please circle yes or no for each:**

No promotional opportunities	yes	no
Tedious or boring work	yes	no
Low pay	yes	no
No job security	yes	no
Other Reason _____		

16. What is your highest level of education? **Please check only one:**

        [ ] high school diploma/GED
        [ ] some college
        [ ] 2 year degree
        [ ] 4 year degree
        [ ] Master's degree

17. Do you have family members who are currently employed in or retired from the criminal justice field?

[ ] Yes, **continue with the next question**
[ ] No, **skip to question 19**

18. Who are the family members? **Please check all that apply:**

[ ] father
[ ] mother
[ ] siblings
[ ] in-laws
[ ] aunts or uncles
[ ] grandparents
[ ] other _____

19. Your Age:
Please write the number of years only _____

20. Gender:
[ ] male   [ ] female

21. Race/Ethnicity **(Please check one):**
[ ] Caucasian   [ ] African-American
[ ] Hispanic   [ ] Asian-American
[ ] Other _____

22. Now, for our final question we would like you to pause for a moment and think about what would be the most prestigious position which you would aspire to in the criminal justice field. Please use the space below to describe the position, tell us why it is attractive, and what agency this position would take place with.

_____

_____

_____

_____

_____

Please add anything you would like about your Academy experience, or comment on any other issue you would like. (Use the back of any sheet if you need.)

Permission for Follow-up Contact

It would be helpful to this research project if you could be contacted a year or so after you have been in the field. If you would give your permission, please print your name, employing department, and give your signature below. Please remember that all of your responses to any part of our research project will be held in the strictest of confidence, your name in no way will be publicly linked to your responses.

Name printed _____

Employing Department _____

Signature_____

Thank you very much.