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<https://dx.doi.org/doi:10.21220/s2-h1v4-c131>

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SOCIAL CONTROL AND MORALE
WITHIN THE VIRGINIA DEPARTMENT OF STATE POLICE

A Thesis
Presented to
The Faculty of the Department of Sociology
The College of William and Mary in Virginia

In Partial Fulfillment
Of the Requirements for the Degree of
Master of Arts

by

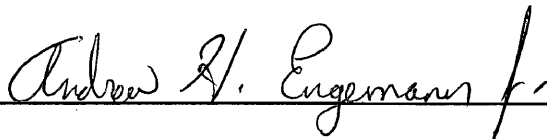
Andrew H. Engemann, Jr.

1994

APPROVAL SHEET

This thesis is submitted in partial fulfillment of
the requirements for the degree of

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Author

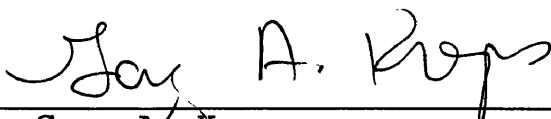
Approved, November 1994



David P. Aday, Jr.



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ACKNOWLEDGEMENTS

The author wishes to express his appreciation to Professor David P. Aday, Jr., for his patience and guidance which ultimately resulted in the completion of this research project. The author is also indebted to Professors Satoshi Ito and Gary A. Kreps for their careful reading and criticism of the manuscript.

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ABSTRACT

Social control is normally considered at the individual and societal levels; relatively little consideration has been given to the effects of social control in the workplace. Management texts acknowledge that negative discipline has a strong impact on employee integration and morale.

This research examines the self-reported disciplinary experiences of 343 Virginia State Police sworn employees. The respondents are compared in terms of morale and integration in order to determine the effects of negative discipline experienced in the workplace. The respondents also report their opinion of an alternative disciplinary procedure that is intended to maximize re-integration of the offender.

The data reveal that experienced negative discipline is associated with lower morale and integration scores. The respondents reported general disapproval of the current disciplinary and grievance procedures. The alternative disciplinary procedure was overwhelmingly preferred over the current procedure.

SOCIAL CONTROL AND MORALE
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CHAPTER ONE

Statement Of The Question

The consideration of social control generally centers around two specific areas of interest: informal social control exercised by family, friends and others; and formal social control that official agencies exercise over violations of rules and statutory laws. Included but seldom considered is social control within the workplace, which can be formal or informal in nature. Organizations researchers are concerned about morale and commitment that employees demonstrate in relation to the goals of the employer or agency. What effect does social control in the workplace have on the morale of employees who are disciplined?

Most will agree that disciplinary actions are sometimes necessary to manage the work efforts of employees. Most managers will agree that highly motivated workers are committed to the needs of the organization and that some disciplinary actions undermine the commitment of disciplined employees and their co-workers. What is the relationship between morale and social control? In order to answer that question, worker morale will be conceptualized as a form of attachment. The relationship between attachment and

integration is the subject of a general theory that provides the conceptual foundation for this research. This general theory of social control (Aday, 1990) states that social control reinforces attachment, and more broadly, the integration of an organization. This research paper is dedicated to exploring the relationships between integration, social control, morale, and attachment. It is not possible to specify the direction of linkages that will be probed, but the theoretical concern is with the effects of social control (discipline) on morale, with morale understood as an element of integration. A complete examination of relevant issues would consider the relationships among and between all combinations of variables. The usual concern in sociological research is with the effects of integration (low levels) on deviance. A brief discussion of general theories of deviance and integration will introduce the general conceptual framework. The primary question of the research is summarized as follows: Do sworn employees who have been disciplined experience lowered morale?

Theoretical Framework

Durkheim(1895) wrote that deviance is functional because it helps delineate the boundaries of acceptable conduct and promotes integration among those who witness punishment for deviance. Durkheim(1966:65-70) viewed deviance as a normal part of society. He noted that punishment contributes to the survival of the society in a Darwinian sense. It is not clear from his discussion whether the positive effects come from the violation of norms and rules, or the social control response to violations.

Reckless(1973) developed a model that details dual levels of resistance to deviant behavior. He describes outer containment as a process very similar to that of integration described by Durkheim, Aday(1990) and others. His description of inner containment refers to intrapersonal variables that are not considered further.

<u>Inner Containment</u>	<u>Outer Containment</u>
1. Favorable Self-concept	1. Family and other
2. Orientation toward approved goals	groups supporting norms
3. Frustration tolerance	
4. Ability to retain and identify with norms	

Aday(1990) argues that social control is selective. His general causal theory asserts that "As integration decreases, attachment decreases; violation and social control increase. As social control increases, integration

increases". Aday points to the subtle, yet important, distinction between integration and attachment. Attachment refers to the social bonds and relationships that people have with one another, and the corresponding constraining effect that those relationships have on individual behavior. Integration is described, from the Durkheimian perspective, as a characteristic of structural arrangements.

Durkheim(1964:19) suggested that the relationship between integration and punishment(social control) is inverse(Aday, 1990:26). Integration refers to macro-social arrangements and can be described, in complex societies, as the interdependence among diverse social niches. Integration refers to both formal and informal arrangements that unite groups in a society. Attachment refers to more micro-social arrangements of interpersonal bonds that unite people within groups and associations and through those to the society.

Durkheim(1897) proposed that the degree of normative integration was variable and that suicides would differ quantitatively as a result. He identified anomic suicide as one of four types of suicide. Anomic suicide differed from the three other types in that it was specifically related to low levels of integration with the larger society.

McCaghy(1980) refers to integration and attachment as bonds to society. He does not distinguish between attachment and integration, but he notes that Matza(1964) and Reckless(1973) argue that individuals must be rid of moral constraints before they can engage in deviance.

Matza(1964) argues that the concept of neutralization best explains deviance. He states that juveniles are not yet fully integrated into the larger society and therefore are not substantially attached. Instances of juvenile deviance result from a drift between the realms of legal and illegal behavior. In short, these individuals are in the process of negotiating their commitment to societal norms. Illegal behavior is possible because their definitions neutralize the constraining norms.

McCaghy points out the support offered by Hirschi (1969): "We assume ... that there is variation in the extent to which people believe they should obey the rules of society, and furthermore, that the less a person believes he should obey the rules, the more likely he is to violate them." McCaghy reasons that individuals' bonds to society are matters of degree. McCaghy develops this point further by stating, "The degree to which the bonds are weakened or broken is roughly equivalent to the degree of violation of society's rules. Thus crime is not a matter of persons' ignoring or neutralizing rules they know to be right; rather, it is a matter of persons' varying in their beliefs about obeying the rules."

Hindelang(1973) offers a very insightful summation of Hirschi's position when he states:

[Hirschi's] control theory postulates that delinquent behavior becomes more probable as the individual's bond to society weakens. The bond has several components: attachment (caring about others, their opinions, and

expectations), commitment (time, energy, and self invested in conventional behaviors), involvement (engrossment in conventional activities), and belief (attribution of moral validity to conventional norms). Hirschi views these components as generally positively associated and as having some independent effects on the likelihood that an individual will engage in delinquent behavior. His general argument, then, is that as elements of the bond become weakened, delinquency becomes possible, although not necessary.

Hirschi's and Aday's descriptions of attachment are essentially the same. Aday's description of integration is also very similar to that offered by Hirschi; however, Hirschi used the narrower descriptors of commitment, involvement, and belief.

Conklin(1989) successfully ties the debate into a neat package with the following statement, "People who violate the law are often only weakly attached to it and to people and institutions that support the law, including parents, teachers, and peers. Being unconcerned about the opinion of others who are committed to a conventional way of life makes it easier to neutralize the constraints of the law."

Neither Durkheim nor Aday consider relationships among attachment, integration, and social control in the workplace. Similarly, a review of organizational and management literature reveals that social control, attachment, and integration are not commonly used terms. It seems likely that management effectiveness is affected by these factors, but organizational researchers focus on concepts such as employee morale. The concept of morale refers to employee identification with the workplace and job

satisfaction. However, researchers have not examined the relationship between morale and discipline. Employee discipline can be seen as a form of social control. Both social control and discipline can be positive or negative, formal or informal.

Champagne(1989) notes that punishment may have negative effects for the organization. These effects can include anxiety for the employee and the delivering manager, hostility, sabotage, restriction of output, less effective employee-employer communication, and a reduction in the innovation of employees due to their fear of failure. He also notes that punishment never really eliminates the undesirable behavior but merely temporarily suppresses it or causes it to change in form. Aday(1990:126) reached the same conclusion when discussing the effects of social control on deviance. He noted that social control may change the form and fashion of deviance, but generally it does not stop the acts from occurring.

Nathan F. Iannone and O.W. Wilson are considered by the Virginia Department of State Police and other police agencies to be authorities in the field of police organization and management. Their textbooks are used by the agency as sources of reference for promotional examinations and in college classrooms.

Iannone(1987) writes that punishment may produce some undesirable effects but must be administered because there is no appropriate alternative for dealing with misbehavior.

He also noted that reactions could include hostility, frustration, and childlike behavior. Iannone states that such reactions are especially likely if the employee considers the action to be arbitrary or unfair. He also notes that the fear of punishment may be less effective in changing behavior than positive methods of motivation.

Wilson(1977) suggests that the consequences of lax discipline impair the effectiveness of the organization. Specifically, employees will suffer from low esprit de corps, damaged morale, and a lackadaisical attitude toward their work, superiors, organization, and the public. He notes that the disciplinary action taken is seldom constructive for the affected employee, but frequently has a salutary effect on other employees.

Both Iannone and Wilson reached conclusions that are consistent with Durkheim's functional analysis of deviance. A review of more general workplace studies reveals similar patterns. Braithwaite(1985) studied the enforcement of coal mine safety regulations and laws in an effort to determine the most effective method for gaining voluntary compliance. His work focused on deterrence, but he found that integration played a major role in the prevention of violations. Braithwaite concludes that norm internalization is the key to preventing violations.

Braithwaite(1989) later developed his findings into a theory of reintegrative shaming. Shaming as social control is heavily dependent on the complete internalization of

social group norms. Braithwaite's approach stresses that the moral righteousness of the individual is a function of the degree to which norms have been internalized. He notes that societies with low crime rates shame potently and that those individuals who resort to crime were somehow insulated from shaming. Braithwaite argues that we may suffer from a lack of moral concern due to the professionalization of modern societies. He explains that we may tend to avoid our moral responsibilities because we believe that the experts are in control of the problem. Braithwaite extends his argument by pointing out that reintegrative shaming allows the offender the positive feeling of self-determination, which is reintegrative. The offender's reluctance to accept punishment is generally overcome when the offender is involved in the creation of a solution to the deviance concerned. Oppressive social control removes the agency of self-determination and is disintegrative. Reintegrative shaming can be effective only in a society that is highly communitarian and interdependent.

Braithwaite's theory, if correct, could prove invaluable in the United States. It is not difficult to imagine the amount of public funds that could be saved if offenders agreed with the sanctions imposed and were willing to suffer sanctions without need of a monitoring program. Similar benefits could be achieved in the workplace if managers were able to control and direct their workforce with maximum efficiency without regard for the negative

effects caused by the imposition of social control.

Miller(1964:705-33) has devoted a great deal of effort to the study of morale. He has noted that morale is an individual and collective phenomenon indicative of the general emotional state. His proposed definitions of morale demonstrate a connection to attachment and integration:

1. Morale is the sum of satisfactions which the individual(or group members) experiences because of his membership and involvement in an organization.
2. Morale is the state of motivational drives through which the individual(or group members) experiences confidence in his ability to achieve goals and to cope with future challenges.
3. Morale is the consensus or *esprit de corps* exhibited by a group in pursuit of group goals.

Miller also notes that previous morale research indicates that the occupation itself largely determines employee attitudes because the job specifies the majority of working conditions.

Wilson(1977) and Iannone(1987) describe discipline as a means of controlling undesirable behavior. Their description of the possible negative effects resulting from imposed discipline clearly connects with social control. Wilson and Iannone recognize that controlling employee misconduct often entails paying a price in terms of employee morale.

Braithwaite(1989), by comparison, stresses that re-integrative techniques may serve to lessen or remove the

negative effects of imposing discipline in the workplace. In other words, controlling employee conduct in the workplace does not necessarily require that employee morale be adversely affected.

It therefore appears that social control has an effect on attachment and integration, and in parallel fashion, affects morale and workplace integration. The extent and direction of this effect is not so clear. A better understanding of these concepts and their relationships may lead to a revision in our methods of imposing social control in the workplace to reduce negative effects on attachment and integration, while maximizing any possible positive effects.

It seems theoretically likely that social control in the workplace can enhance attachment and integration -- but must it be at the cost of lowered morale and integration for those who are the object of control?

The Research Problem

My review of the empirical literature concerning organizational management and worker morale has failed to reveal research related to the effects of social control on attachment, or attachment and integration in the workplace. Exploratory research will be conducted in an attempt to assess empirically relationships among these variables. The following are examined in an effort to discover those relationships.

1. Current levels of attachment and integration within the agency
2. Differences in attachment and integration by race, gender, rank, geographic assignment, years of service, experienced discipline, and performance evaluation rating
3. Self-reported history of instances of experienced formal and informal social control
4. Differences in experienced social control by race, gender, rank, geographic assignment, years of service, and performance evaluation rating.

CHAPTER TWO

Research Design

The complexity of the research questions, the relatively large sample size, geographic dispersion of potential respondents, lack of funding and lack of available labor resources dictated that this research be conducted by mailed survey. The Minnesota Survey of Opinions "long form" provides a model for indexes used primarily to measure attachment and integration. The Minnesota Survey of Opinions contains 132 questions designed to produce indexes of morale, inferiority, family, law, economic conservatism, and education. Selected law index questions are used to measure integration. Selected family index questions have been reworded to describe relationships between respondents and the Department of State Police. The focus here is on attachment. Selected morale index questions are used as supplemental measures of attachment and integration. A separate section of the questionnaire asks questions related specifically to issues of experienced formal and informal social control and respondents' sense of fairness of the social control imposed. Respondents were asked to provide some general demographic data. A final section of the

instrument was designed to measure respondents' attitudes toward the existing disciplinary system, grievance procedure, and involvement in the disciplinary procedure. A copy of the questionnaire is included in Appendix C.

It is crucial to note here that the questionnaire measures only formal social control. True informal social control is not measured. The measurement of formal social control is divided into the categories of formal disciplinary action and informal disciplinary action. The categories were defined in the questionnaire as follows:

For the purposes of the following questions, formal disciplinary action is defined as the issuance of a Group I, Group II, or Group III written notice. Such notices may have been accompanied by demotion, suspension, or disciplinary transfer. All other actions would be considered informal. Examples of informal disciplinary actions include letters of reprimand, letters of instruction, and sustained complaint investigations where a written notice is not issued.

The method of data collection allowed a relatively large random sample. The size of the sample and the response rate (87 percent) thereby increase confidence in the generalizability of the findings. All respondents were assured that responses would be kept anonymous and confidential through a letter of introduction and assurance. A copy is included in Appendix D.

Those individuals who have experienced disciplinary action could not be identified in advance because of privacy rules. Accordingly, a general sample was drawn. The sample consists of a stratified random selection, by rank, of twenty five per cent of the target population. The

Department of State Police had 1772 sworn employees on April 29, 1994. Three hundred and two of these are considered supervisors. There are different categories of supervisors and some are occupied by small numbers of employees. I collapsed employee categories to supervisor and non-supervisor in order to avoid sub-samples of insufficient size. Once the sample was drawn I reviewed it to determine that important demographic variables were represented sufficiently. A roster of sworn employees by class, race and gender is included in Appendix A. The final sample was 394 employees.

Data Analysis

Three hundred and ninety-four respondents were identified. Each received a cover letter(Appendix D) signed by the researcher and the thesis director, detailed instructions(Appendix E) for completing the survey, a scantron answer sheet, and a postage-paid return envelope. Approximately 10 days after the survey packets were sent, a follow-up postcard(Appendix F) was sent to all respondents. A total of 343 completed questionnaires were returned, yielding a response rate of 87 percent. All survey instruments were hand delivered to the office address of each respondent. Each reply was numbered consecutively upon receipt.

Frequency Distributions

A careful review revealed a small number of invalid responses. These responses appear to have resulted from respondent error. These errors were deleted and recoded as missing data.

The survey instrument includes four distinguishable parts:

- Part One - General Demographic Information
- Part Two - Self-Report of Experienced Social Control
- Part Three - Index Measures of Key Independent Variables
 - A. Collective Morale
 - B. Individual Morale
 - C. Integration
- Part Four - Alternative Disciplinary Procedure Opinions

Part One of the survey consists of eleven questions that provide social, occupational, and demographic descriptions of the respondents. An examination of frequencies reveal that the sample is very similar to the general population. The exceptions are race and gender characteristics. All minority groups are over-represented as a result of over-sampling. The descriptive variables and frequencies are summarized in Appendix B.

Beyond comparisons of sample and population characteristics, these variables were entered into analyses that pertain to the central research questions. For example, gender is used as a control variable in various analyses of

social control experience and morale.

Part Two of the survey consists of 12 questions numbered 12 through 23. These questions were designed to produce descriptions of the respondents' experiences with formal and informal social control. The specific questions and responses are presented in Appendix B. Almost 35 percent(119) of the sample has experienced formal disciplinary action some time during their employment in the agency. Most(67 percent) of those who report having been formally disciplined had that experience two or more years before the survey.

The majority(77:65.8 percent) of respondents who reported that they had been formally disciplined felt that the action was unfair. These respondents were evenly split (49.6 vs. 50.4 percent)in considering whether to use the grievance procedure. It may be that respondents do not believe that the grievance procedure is effective in seeking redress. This possibility is supported by responses in Part Four of the survey. Only 25 percent of the respondents who experienced formal disciplinary action used the grievance procedure. Thirty percent of those who used the grievance procedure prevailed, and 42 percent were successful in having the penalty severity reduced. Only 27 percent of the appealed decisions were upheld with no change in disposition. None of the respondents reported a more severe disposition as a result of using the grievance procedure. This finding supports the general wisdom that an employee

has nothing to lose and everything to gain when using the grievance procedure.

Part Three of the questionnaire consists of 27 questions. These items are intended to measure collective morale, individual morale, and integration. Responses to these items are closed-ended, with the following Likert scale responses: strongly agree, agree, undecided, disagree and strongly disagree.

The direction of items was randomized to avoid response set bias. After reviewing the raw frequencies, the index items were recoded so that all responses were coded in the direction implied by the concept. Nine items were selected to create a collective morale index(COLMOR). The items are listed below:

24. The future is too uncertain for people to plan on marrying.

25. After being caught in a mistake, it is hard for sworn employees to do good work for a while.

27. Most sworn employees see the future as very bleak.

30. For most people, life is just one worry after another.

33. Times are getting better for most sworn employees.

35. It is hard for most sworn employees to keep a pleasant disposition at work.

39. These days most sworn employees are inclined to give up hope of amounting to something.

40. The satisfactions of police work are much overrated, according to most sworn

employees.

45. Most sworn employees believe that working relationships between supervisors and subordinates are good.

An individual morale index(INDMOR) was created using nine items. The items are listed below:

26. My work environment is pleasant.

31. In plans for the future, I give the Department primary consideration.

32. As a sworn employee I should be willing to make sacrifices for the Department.

41. The Department usually treats me fairly and sensibly.

43. I am very contented with my job.

44. I have good friends within the Department.

48. I feel confident in making plans for my professional future.

49. My duties as a sworn employee have a negative effect on my family life.

50. It is easy to lose confidence in oneself.

Finally, an integration index(INTEG) was created using the remaining nine items in Part Three. The items are listed below:

28. The Department discusses important plans with sworn employees.

29. It is all right to evade the law if you do not actually violate it.

34. Supervisors are generally sympathetic with the problems of sworn employees.

36. Sworn employees with ability and willingness to work hard have a good

chance of being successful in the Department.

37. The sworn employees of this Department can be trusted.

38. Sworn employees confide in each other.

42. The Department should confide more fully in sworn employees.

46. Supervisors are not sufficiently aware of the realities facing sworn employees today.

47. Sworn employees are concerned about the personal lives of other sworn employees.

Part Four of the questionnaire consists of nine questions focused on respondents' opinions about alternative disciplinary processes. This section asks respondents to imagine that they are involved in a serious disciplinary action and to answer each item from that perspective.

More than 88 percent (299) of the respondents would engage in a non-binding discussion in order to reach agreement on the disciplinary action to be imposed (see Appendix B). This finding suggests that those who are disciplined would prefer to be involved in the process (i.e. self-determination). Seventy seven percent of the respondents believe that the non-binding discussion would reduce the number of grievances filed over disciplinary actions and 72 percent believe that non-binding discussions would lessen hostility on the part of the disciplined employee. On this issue, there were no differences between the respondents who had been and those who had not been

formally disciplined.

Forty nine percent believe such a system would not be abused. The data clearly indicate that the respondents are unhappy with and negatively affected by the current means of disciplinary action. Considering the general lack of faith in the grievance procedure expressed by many sworn employees and the evidence of support for an alternative system, the results of the final question are not surprising. Eighty one percent of the sample reported that they believe discipline was not being administered uniformly and fairly within the agency. Only slightly more than seven percent reported that discipline was fair and uniform. The responses given by those who had experienced formal discipline were compared to responses from those who had not experienced formal discipline. No significant differences were noted.

Correlations

Each index was examined using item to index correlations. The correlations are presented in Tables 1 through 4. The analyses suggest that the indexes collect variables that are correlated sufficiently to reflect common domains of variance. At the same time, the correlations do not suggest problems of collinearity.

The criterion for inclusion of an item within an index is a item-to-index correlation of 0.40 or greater. Most correlations are significantly higher. One exception was

allowed: Question #44, which had a correlation value of 0.3401.

The collective morale index(COLMOR) was designed to measure the respondents' morale beyond the individual level. In effect, the collective morale index measures respondents' reports of organizational morale. The collective morale index differs significantly from the individual morale index. The individual morale index(INDMOR) was designed to measure the respondents' individual morale. The integration index(INTEG) was designed to measure the degree of attachment of respondents to the agency.

The indexes were examined to determine the extent of inter-index correlation. The findings are presented in Table 5.

TABLE 5
CORRELATION MATRIX
INTER-INDEX CORRELATION

	COLMOR	INDMOR	INTEG
COLMOR	1.0000	.5964	.6516
INDMOR		1.0000	.5728
INTEG			1.0000

Index values for each respondent were created by adding the value of responses to each question. This resulted in the morale indexes having values between the absolute low of nine and the absolute high of 45. There were no cases involving scores of nine or 45. The integration index had a range of seven to 35. There were no cases of scores of seven or 35.

Index measures of morale and integration were used to explore substantive questions about the effects of organizational discipline. I examined variations in individual and collective morale and integration through comparisons across theoretically relevant social and demographic characteristics.

Males reported higher average scores on all three indexes, but the difference was significant only for the individual morale index. Table 6 presents the relevant comparisons.

TABLE 6
GENDER BY INDEX MEAN

	COLMOR	INDMOR	INTEG
MALE	27.6926	30.8209	20.3514
FEMALE	27.3500	28.5250	19.4750
INDEX MEAN	27.6518	30.5476	20.2470
F RATIO	0.1248	6.3079	1.4780
F PROBABILITY	.7241	.0125	.2249

Supervisors reported significantly higher mean scores on all three indexes. Table 7 presents the comparisons.

TABLE 7
SUPERVISORY STATUS BY INDEX MEAN

	COLMOR	INDMOR	INTEG
SUPERVISOR	31.7321	32.1071	23.6429
NON-SUPERVISOR	26.8357	30.2357	19.5679
INDEX MEAN	27.6518	30.5476	20.2470
F RATIO	37.5590	5.5376	48.2204
F PROBABILITY	.0000	.0192	.0000

Mean scores on all indexes are relatively low in the years around the career mid-point. The values are higher in the early stages of careers and highest for those with 25 or more years of service. The relevant comparisons are detailed in Table 8.

TABLE 8
TENURE BY INDEX MEAN

	COLMOR	INDMOR	INTEG
UNDER 6 YEARS	27.5429	31.3143	20.5286
6 TO 12 YEARS	27.0631	29.9640	19.7297
13 TO 18 YEARS	26.4921	29.7143	19.4762
19 TO 24 YEARS	27.7083	29.8542	20.2917
25 YEARS OR MORE	31.1860	32.7442	22.2791
INDEX MEAN	27.6776	30.5403	20.2567
F RATIO	5.2786	3.0162	3.5110
F PROBABILITY	.0004	.0182	.0080

There are significant differences on index values across levels of education. With one minor exception, the index mean values tend to increase as the level of educational achievement increases. However, differences were significant only on the integration index. See Table 9.

TABLE 9
EDUCATIONAL ACHIEVEMENT BY INDEX MEAN

	COLMOR	INDMOR	INTEG
HIGH SCHOOL DIPLOMA OR GED	25.9333	29.9500	19.3167
LESS THAN 60 SEMESTER HOURS	27.4742	30.0928	19.9175
61 TO 90 SEMESTER HOURS	28.0758	30.3485	20.0909
91 TO 120 SEMESTER HOURS	28.0769	31.1538	19.9487
OVER 120 SEMESTER HOURS	28.6757	31.4865	21.7297
INDEX MEAN	27.6518	30.5476	20.2470
F RATIO	2.1220	1.0340	3.2223
F PROBABILITY	.0778	.3896	.0129

Respondents who currently are working on a degree or who have earned a graduate degree generally report higher values on the morale and integration indexes. The means differences were significant on collective morale and integration indexes. See Table 10.

TABLE 10
EARNED COLLEGE DEGREES BY INDEX MEAN

	COLMOR	INDMOR	INTEG
NONE/ NOT WORKING TOWARD	26.7688	29.8000	19.4938
WORKING TOWARD	28.3158	31.8947	20.8947
ASSOCIATE DEGREE	28.0968	30.5968	19.9516
BACHELORS DEGREE	28.3768	31.2609	21.5507
GRADUATE DEGREE	33.1429	32.8571	23.7143
INDEX MEAN	27.6518	30.5476	20.2470
F RATIO	3.1117	1.9523	4.4516
F PROBABILITY	.0156	.1015	.0016

With several minor exceptions, the index values generally tend to increase with performance evaluation ratings. The data reveal that the highest individual morale index mean was reported by those respondents who were rated "Exceeds Expectations". The collective morale and integration indexes differ in that those respondents who were rated "Exceptional" reported the highest index mean. The differences are significant on all three indexes. The data is presented in Table 11.

TABLE 11
PERFORMANCE EVALUATION RATING BY INDEX MEAN

	COLMOR	INDMOR	INTEG
DOES NOT MEET EXPECTATIONS	17.0000	18.0000	12.0000
FAIR BUT NEEDS IMPROVEMENT	25.3333	25.0000	19.6667
MEETS EXPECTATIONS	26.4344	29.4918	19.3279
EXCEEDS EXPECTATIONS	28.4144	31.4365	20.7459
EXCEPTIONAL	28.8929	30.4286	21.3571
INDEX MEAN	27.6716	30.5463	20.2448
F RATIO	3.5813	4.5993	3.5245
F PROBABILITY	.0071	.0013	.0078

Respondents who have experienced formal disciplinary action report lower average values for each of the three indexes. The difference of means is significant on all three indexes. See Table 12 for the relevant comparisons.

TABLE 12
EXPERIENCED FORMAL DISCIPLINARY ACTION
BY INDEX MEAN

	COLMOR	INDMOR	INTEG
DISCIPLINED	26.3534	29.3103	19.0862
NOT DISCIPLINED	28.3364	31.2000	20.8591
INDEX MEAN	27.6518	30.5476	20.2470
F RATIO	9.2618	9.2907	13.5058
F PROBABILITY	.0025	.0025	.0003

The data reveal that those who felt the formal disciplinary action had a substantially negative effect reported the lowest values on the indexes. With one exception, those respondents reporting a neutral effect reported the highest index means. The means were significantly different on the individual morale and integration indexes. The comparison is presented in Table 13.

TABLE 13
EFFECT ON DESIRE BY INDEX MEAN

	COLMOR	INDMOR	INTEG
SUBSTANTIALLY POSITIVE	25.4444	31.2222	19.3333
SLIGHTLY POSITIVE	27.6667	32.6667	19.5556
NEUTRAL	28.1282	31.4359	20.2821
SLIGHTLY NEGATIVE	25.9032	28.9032	19.4516
SUBSTANTIALLY NEGATIVE	24.5172	25.3103	17.0345
INDEX MEAN	26.4017	29.3248	19.1282
F RATIO	2.0587	6.4276	2.9922
F PROBABILITY	.0910	.0001	.0217

Respondents who reported that disciplinary actions were fair reported significantly higher mean values on all three indexes. The comparisons are presented in Table 14.

TABLE 14
PERCEPTION OF FAIRNESS BY INDEX MEAN

	COLMOR	INDMOR	INTEG
FAIR	29.2963	32.1111	20.9630
NOT FAIR	25.1892	28.3378	18.5000
UNDECIDED	26.5385	28.6154	18.7692
INDEX MEAN	26.3158	29.2632	19.1140
F RATIO	5.7852	4.1357	3.8973
F PROBABILITY	.0041	.0185	.0231

Respondents who considered using the grievance procedure reported lower values on all three indexes. The mean differences are significant for the collective and individual morale indexes. See Table 15.

TABLE 15
CONSIDERATION OF USING THE GRIEVANCE PROCEDURE
BY INDEX MEAN

	COLMOR	INDMOR	INTEG
CONSIDERED	24.8246	28.1404	18.5789
NOT CONSIDERED	27.7049	30.3770	19.3934
INDEX MEAN	26.3136	29.2966	19.0000
F RATIO	8.3876	4.2461	1.1638
F PROBABILITY	.0045	.0416	.2829

The data reveal that those who use the grievance procedure reported significantly lower mean values on the collective morale and integration indexes. See Table 16.

TABLE 16
USE OF THE GRIEVANCE PROCEDURE BY INDEX MEAN

	COLMOR	INDMOR	INTEG
USED	23.6786	27.4643	17.5714
NOT USED	27.2584	29.9213	19.5730
INDEX MEAN	26.4017	29.3333	19.0940
F RATIO	9.3113	3.6499	5.4499
F PROBABILITY	.0028	.0586	.0213

Those respondents reporting the effect of informal disciplinary action as negative reported the lowest index values. Those respondents reporting a neutral effect reported the highest index values. The means differences are significant on all three indexes. The comparisons of mean values are presented in Table 17.

TABLE 17
EFFECT ON DESIRE BY INDEX MEAN

	COLMOR	INDMOR	INTEG
SUBSTANTIALLY POSITIVE	23.2000	29.8000	17.2667
SLIGHTLY POSITIVE	27.4667	30.9333	20.6667
NEUTRAL	29.9118	32.2059	20.9706
SLIGHTLY NEGATIVE	26.4857	28.6286	19.4000
SUBSTANTIALLY NEGATIVE	23.2000	23.6667	16.0667
INDEX MEAN	27.4932	30.1216	19.6959
F RATIO	8.3417	9.3579	6.3500
F PROBABILITY	.0000	.0000	.0001

Those who believe that discipline was fair reported higher values on all three indexes. The means differences are significant on all three indexes. See Table 18.

TABLE 18
PERCEPTION OF FAIRNESS BY INDEX MEAN

	COLMOR	INDMOR	INTEG
FAIR	29.2097	31.8710	20.8226
NOT FAIR	25.9063	28.9375	18.9219
UNDECIDED	27.4286	28.5714	18.7619
INDEX MEAN	27.5170	30.1224	19.7007
F RATIO	5.0974	5.2349	3.7378
F PROBABILITY	.0073	.0064	.0261

CHAPTER THREE

Conclusion

The original intent of this research was to explore the relationships between social control, morale/attachment, and integration. The determination of causal order is problematic with research of this type. However, there is little reason to believe that low levels of morale and integration lead to discipline being experienced.

The research findings generally were expected. Those who have experienced discipline reported lower morale and integration scores. One exception can be seen in Tables 13 and 17. I did not expect to find that those who had experienced discipline(formal or informal), and reported the effect as neutral, would also report the highest morale and integration index values. This unexpected finding may reflect the respondents' belief that discipline is not administered uniformly and fairly. A portion of those disciplined may be able to insulate themselves from the negative effects of discipline that is viewed as arbitrary and unfair. Such an effect could be related to the substantial commitment of individuals who choose police service as a career. It is also possible that the unexpected finding is more general among sworn employees. Additional

research may determine that the individuals reporting a neutral effect were disciplined fairly and therefore reported no effect on their morale and integration scores.

Future research may be able to untangle the complex relationships that exist among discipline, morale, and the desire to perform one's job at the highest level. A longitudinal study, utilizing police academy classes as cohorts, may be the best way to pursue these questions.

The implications of this research are not entirely clear. The data reveal that disciplinary actions are a major concern of sworn employees. The need for change is also clear. Sworn employees are not satisfied with the current procedure of imposing discipline. The alternative procedure presented in Part Four of the questionnaire appears to satisfy the concerns of many sworn employees. Those who report the lowest levels of morale and integration may not be satisfied by the proposed alternative procedure, or any other. The continued existence of employee misconduct suggests that the current disciplinary procedure is not entirely effective. It may be time to consider alternatives that could benefit all concerned.

APPENDIX A

The Department of State Police Personnel Division reported that on April 29, 1994, the following figures represent the gender and race of all sworn employees.

NON-SUPERVISORY PERSONNEL

CLASS	TOTAL	W/M	W/F	B/M	B/F	A/M	I/M	H/M
CVEO	53	44	4	4	1	0	0	0
TROOPER I	71	57	8	4	1	1	0	0
TROOPER II	584	490	18	66	2	0	3	5
SENIOR TROOPER	299	284	1	13	1	0	0	0
MASTER TROOPER	89	89	0	0	0	0	0	0
TROOPER PILOT	13	13	0	0	0	0	0	0
SPECIAL AGENT	270	250	6	12	2	0	0	0
SURVEILLANCE AGENT	10	10	0	0	0	0	0	0
SENIOR SPECIAL AGENT	56	56	0	0	0	0	0	0
SPECIAL AGENT ACCOUNTANT	23	23	0	0	0	0	0	0
LEGAL SPECIALIST	2	2	0	0	0	0	0	0
SUBTOTAL	1470	1318	37	99	7	1	3	5

SUPERVISORY PERSONNEL

CLASS	TOTAL	W/M	W/F	B/M	B/F	A/M	I/M	H/M
SERGEANT	128	119	2	7	0	0	0	0
ASSISTANT SPECIAL AGENT IN CHARGE	47	45	1	1	0	0	0	0
FIRST SERGEANT	62	60	0	1	0	0	0	1
LIEUTENANT	42	41	0	1	0	0	0	0
CAPTAIN	14	14	0	0	0	0	0	0
MAJOR	4	4	0	0	0	0	0	1
LT. COLONEL	3	3	0	0	0	0	0	0
DEPUTY SUPERINTENDENT	1	1	0	0	0	0	0	0
SUPERINTENDENT	1	1	0	0	0	0	0	0
SUBTOTAL	302	288	3	10	0	0	0	1

TOTAL PERSONNEL

CLASS	TOTAL	W/M	W/F	B/M	B/F	A/M	I/M	H/M
NON-SUPERVISORY	1470	1318	37	99	7	1	3	5
SUPERVISORY	302	288	3	10	0	0	0	1
TOTAL	1772	1606	40	109	7	1	3	6

LEGEND

CVEO Commercial Vehicle Enforcement Officer

LT. Lieutenant

W/M White Male

W/F White Female

B/M Black Male

B/F Black Female

A/M Asian Male

I/M Indian(North American) Male

H/M Hispanic Male

NOTES

There were no Asian, Indian, or Hispanic females employed by the Virginia Department of State Police at the time this project was undertaken.

APPENDIX B

FREQUENCY DISTRIBUTIONS

PART ONE

1. Race/Ethnicity

	N	VALID %
WHITE	244	(71.3)
BLACK	90	(26.3)
HISPANIC	5	(1.5)
ASIAN	0	(0.0)
INDIAN	3	(0.9)
MISSING	1	(0.0)
TOTAL	343	(100.0)

2. Gender

	N	VALID %
MALE	303	(88.3)
FEMALE	40	(11.7)
MISSING	0	(0.0)
TOTAL	343	(100.0)

3. Area of Assignment

	N	VALID %
ENTIRELY URBAN	69	(20.2)
PRIMARILY URBAN	39	(11.4)
EVENLY MIXED URBAN AND RURAL	89	(26.1)
PRIMARILY RURAL	96	(28.2)
ENTIRELY RURAL	48	(14.1)
MISSING	2	(0.0)
TOTAL	343	(100.0)

4. Type of area where you grew up

	N	VALID %
ENTIRELY URBAN	56	(16.5)
PRIMARILY URBAN	45	(13.2)
EVENLY MIXED URBAN AND RURAL	54	(15.9)
PRIMARILY RURAL	98	(28.8)
ENTIRELY RURAL	87	(25.6)
MISSING	3	(0.0)
TOTAL	343	(100.0)

5. Rank

	N	VALID %
SUPERVISOR	58	(16.9)
NON-SUPERVISOR	285	(83.1)
MISSING	0	(0.0)
TOTAL	343	(100.0)

6. Years of service

	N	VALID %
LESS THAN 6 YEARS	70	(20.5)
6 YEARS TO 12 YEARS	114	(33.3)
13 YEARS TO 18 YEARS	64	(18.7)
19 YEARS TO 24 YEARS	50	(14.6)
25 YEARS OR MORE	44	(12.9)
MISSING	1	(0.0)
TOTAL	343	(100.0)

7. Where are you assigned

	N	VALID %
BUREAU OF FIELD OPERATIONS	252	(74.8)
BUREAU OF CRIMINAL INVESTIGATION	54	(16.0)
BUREAU OF ADMINISTRATIVE SUPPORT SERVICES	15	(4.5)
OTHER	16	(4.7)
MISSING	6	(0.0)
TOTAL	343	(100.0)

8. Please indicate your level of educational achievement.

	N	VALID %
HIGH SCHOOL DIPLOMA OR EQUIVALENT	60	(17.5)
LESS THAN 60 SEMESTER HOURS CREDIT	101	(29.4)
61 TO 90 SEMESTER HOURS CREDIT	66	(19.2)
91 TO 120 SEMESTER HOURS CREDIT	40	(11.7)
OVER 120 SEMESTER HOURS CREDIT	76	(22.2)
MISSING	0	(0.0)
TOTAL	343	(100.0)

9. Please indicate the highest college degree awarded to you.

	N	VALID %
NONE AND NOT WORKING TOWARD A DEGREE AT THIS TIME	163	(47.5)
CURRENTLY WORKING TOWARD A DEGREE	39	(11.4)
ASSOCIATE DEGREE	62	(18.1)
BACHELORS DEGREE	72	(21.0)
GRADUATE DEGREE	7	(2.0)
MISSING	0	(0.0)
TOTAL	343	(100.0)

10. Considering only those brothers and sisters who were raised in your household, were you the:

	N	VALID %
OLDEST OR ONLY CHILD	126	(36.7)
SECOND OLDEST	103	(30.0)
THIRD OLDEST	32	(9.3)
FOURTH OLDEST	29	(8.5)
FIFTH OLDEST OR OTHER	53	(15.5)
MISSING	0	(0.0)
TOTAL	343	(100.0)

11. What was your last overall performance evaluation rating

	N	VALID
DOES NOT MEET EXPECTATIONS	1	(0.3)
FAIR BUT NEEDS IMPROVEMENT	3	(0.9)
MEETS EXPECTATIONS	125	(36.5)
EXCEEDS EXPECTATIONS	185	(54.1)
EXCEPTIONAL	28	(8.2)
MISSING	1	(0.0)
TOTAL	343	(100.0)

PART TWO

12. Has any formal disciplinary action been taken against you?

	N	VALID %
YES	119	(34.7)
NO	224	(65.3)
MISSING	0	(0.0)
TOTAL	343	(100.0)

NOTE: THOSE RESPONDENTS ANSWERING NO WERE INSTRUCTED TO GO TO QUESTION 20 NEXT.

13. How long ago was the last formal disciplinary action taken?

	N	VALID %
LESS THAN 3 MONTHS	14	(10.6)
3 MONTHS OR MORE; BUT LESS THAN 6 MONTHS	12	(9.1)
6 MONTHS OR MORE; BUT LESS THAN 1 YEAR	3	(2.3)
1 YEAR OR MORE; BUT LESS THAN 2 YEARS	14	(10.6)
2 YEARS OR LONGER	89	(67.4)
MISSING	211	(0.0)
TOTAL	343	(100.0)

14. Did the formal action have any effect on your desire to do the best possible job that you could do?

	N	VALID %
YES, SUBSTANTIAL POSITIVE EFFECT	10	(8.3)
YES, SLIGHT POSITIVE EFFECT	10	(8.3)
NO POSITIVE OR NEGATIVE EFFECT	39	(32.5)
YES, SLIGHT NEGATIVE EFFECT	32	(26.7)
YES, SUBSTANTIAL NEGATIVE EFFECT	29	(24.2)
MISSING	223	(0.0)
TOTAL	343	(100.0)

15. Did you feel that the formal action taken against you was fair?

	N	VALID %
YES	27	(23.1)
NO	77	(65.8)
UNDECIDED	13	(11.1)
MISSING	226	(0.0)
TOTAL	343	(100.0)

16. Did you consider using the grievance procedure in response to the formal action?

	N	VALID %
YES	60	(49.6)
NO	61	(50.4)
MISSING	221	(0.0)
TOTAL	343	(100.0)

17. Did you use the grievance procedure?

	N	VALID %
YES	30	(25.0)
NO	90	(75.0)
MISSING	223	(0.0)
TOTAL	343	(100.0)

NOTE: THOSE RESPONDENTS ANSWERING NO WERE INSTRUCTED TO GO TO QUESTION 20 NEXT.

18. What was the result of using the grievance procedure?
The disciplinary action taken against me was :

	N	VALID %
ELIMINATED	10	(30.3)
REDUCED IN SEVERITY	14	(42.4)
UPHELD WITH NO CHANGE	9	(27.3)
INCREASED IN SEVERITY	0	(0.0)
MISSING	310	(0.0)
TOTAL	343	(100.0)

19. After having used the grievance procedure, would you consider using it again?

	N	VALID %
YES	23	(69.7)
NO	3	(9.1)
UNSURE	7	(21.2)
MISSING	310	(0.0)
TOTAL	343	(100.0)

20. Has any informal disciplinary action been taken against you?

	N	VALID %
YES	148	(43.4)
NO	193	(56.6)
MISSING	2	(0.0)
TOTAL	343	(100.0)

NOTE: THOSE RESPONDENTS ANSWERING NO WERE INSTRUCTED TO GO TO QUESTION 24 NEXT.

21. How long ago was the last informal disciplinary action taken?

	N	VALID %
LESS THAN 3 MONTHS	18	(11.5)
3 MONTHS OR MORE; BUT LESS THAN 6 MONTHS	9	(5.8)
6 MONTHS OR MORE; BUT LESS THAN 1 YEAR	14	(9.0)
1 YEAR OR MORE; BUT LESS THAN 2 YEARS	21	(13.5)
2 YEARS OR LONGER	94	(60.3)
MISSING	187	(0.0)
TOTAL	343	(100.0)

22. Did the informal action have any effect on your desire to do the best possible job that you could do?

	N	VALID %
YES, SUBSTANTIAL POSITIVE EFFECT	16	(10.5)
YES, SLIGHT POSITIVE EFFECT	15	(9.9)
NO POSITIVE OR NEGATIVE EFFECT	69	(45.4)
YES, SLIGHT NEGATIVE EFFECT	37	(24.3)
YES, SUBSTANTIAL NEGATIVE EFFECT	15	(9.9)
MISSING	191	(0.0)
TOTAL	343	(100.0)

23. Did you feel that the informal action taken against you was fair?

	N	VALID %
YES	63	(41.2)
NO	67	(43.8)
UNDECIDED	23	(15.0)
MISSING	190	(0.0)
TOTAL	343	(100.0)

PART THREE

24. The future is too uncertain for people to plan on marrying.

	N	VALID %
STRONGLY AGREE	10	(2.9)
AGREE	24	(7.0)
UNDECIDED	29	(8.5)
DISAGREE	157	(45.8)
STRONGLY DISAGREE	123	(35.9)
MISSING	0	(0.0)
TOTAL	343	(100.0)

25. After being caught in a mistake, it is hard for sworn employees to do good work for a while.

	N	VALID %
STRONGLY AGREE	25	(7.3)
AGREE	83	(24.2)
UNDECIDED	31	(9.0)
DISAGREE	166	(48.4)
STRONGLY DISAGREE	38	(11.1)
MISSING	0	(0.0)
TOTAL	343	(100.0)

26. My work environment is pleasant.

	N	VALID %
STRONGLY AGREE	36	(10.5)
AGREE	183	(53.5)
UNDECIDED	24	(7.0)
DISAGREE	70	(20.5)
STRONGLY DISAGREE	29	(8.5)
MISSING	1	(0.0)
TOTAL	343	(100.0)

27. Most sworn employees see the future as very bleak.

	N	VALID %
STRONGLY AGREE	41	(12.0)
AGREE	128	(37.3)
UNDECIDED	53	(15.5)
DISAGREE	108	(31.5)
STRONGLY DISAGREE	13	(3.8)
MISSING	0	(0.0)
TOTAL	343	(100.0)

28. The Department discusses important plans with sworn employees.

	N	VALID %
STRONGLY AGREE	4	(1.2)
AGREE	31	(9.0)
UNDECIDED	26	(7.6)
DISAGREE	139	(40.5)
STRONGLY DISAGREE	143	(41.7)
MISSING	0	(0.0)
TOTAL	343	(100.0)

29. It is all right to evade the law if you do not actually violate it.

	N	VALID %
STRONGLY AGREE	4	(1.2)
AGREE	15	(4.4)
UNDECIDED	30	(8.8)
DISAGREE	156	(45.6)
STRONGLY DISAGREE	137	(40.1)
MISSING	1	(0.0)
TOTAL	343	(100.0)

30. For most people, life is just one worry after another.

	N	VALID %
STRONGLY AGREE	11	(3.2)
AGREE	98	(28.7)
UNDECIDED	39	(11.4)
DISAGREE	156	(45.7)
STRONGLY DISAGREE	37	(10.9)
MISSING	2	(0.0)
TOTAL	343	(100.0)

31. In plans for the future, I give the Department primary consideration.

	N	VALID %
STRONGLY AGREE	21	(6.1)
AGREE	123	(35.9)
UNDECIDED	61	(17.8)
DISAGREE	115	(33.5)
STRONGLY DISAGREE	23	(6.7)
MISSING	0	(0.0)
TOTAL	343	(100.0)

32. As a sworn employee I should be willing to make sacrifices for the Department.

	N	VALID %
STRONGLY AGREE	14	(4.1)
AGREE	178	(51.9)
UNDECIDED	49	(14.3)
DISAGREE	75	(21.9)
STRONGLY DISAGREE	27	(7.9)
MISSING	0	(0.0)
TOTAL	343	(100.0)

33. Times are getting better for most sworn employees.

	N	VALID %
STRONGLY AGREE	6	(1.8)
AGREE	61	(17.8)
UNDECIDED	83	(24.3)
DISAGREE	134	(39.2)
STRONGLY DISAGREE	58	(17.0)
MISSING	1	(0.0)
TOTAL	343	(100.0)

34. Supervisors are generally sympathetic with the problems of sworn employees.

	N	VALID %
STRONGLY AGREE	5	(1.5)
AGREE	107	(31.2)
UNDECIDED	55	(16.0)
DISAGREE	119	(34.7)
STRONGLY DISAGREE	57	(16.6)
MISSING	0	(0.0)
TOTAL	343	(100.0)

35. It is hard for most sworn employees to keep a pleasant disposition at work.

	N	VALID %
STRONGLY AGREE	24	(7.0)
AGREE	117	(34.1)
UNDECIDED	38	(11.1)
DISAGREE	155	(45.2)
STRONGLY DISAGREE	9	(2.6)
MISSING	0	(0.0)
TOTAL	343	(100.0)

36. Sworn employees with ability and willingness to work hard have a good chance of being successful in the Department.

	N	VALID %
STRONGLY AGREE	29	(8.5)
AGREE	121	(35.3)
UNDECIDED	46	(13.4)
DISAGREE	79	(23.0)
STRONGLY DISAGREE	68	(19.8)
MISSING	0	(0.0)
TOTAL	343	(100.0)

37. The sworn employees of this Department can be trusted.

	N	VALID %
STRONGLY AGREE	47	(13.7)
AGREE	160	(46.8)
UNDECIDED	67	(19.6)
DISAGREE	55	(16.1)
STRONGLY DISAGREE	13	(3.8)
MISSING	1	(0.0)
TOTAL	343	(100.0)

38. Sworn employees confide in each other.

	N	VALID %
STRONGLY AGREE	32	(9.3)
AGREE	172	(50.1)
UNDECIDED	58	(16.9)
DISAGREE	76	(22.2)
STRONGLY DISAGREE	5	(1.5)
MISSING	0	(0.0)
TOTAL	343	(100.0)

39. These days most sworn employees are inclined to give up hope of amounting to something.

	N	VALID %
STRONGLY AGREE	19	(5.5)
AGREE	92	(26.8)
UNDECIDED	66	(19.2)
DISAGREE	149	(43.4)
STRONGLY DISAGREE	17	(5.0)
MISSING	0	(0.0)
TOTAL	343	(100.0)

40. The satisfactions of police work are much overrated, according to most sworn employees.

	N	VALID %
STRONGLY AGREE	29	(8.5)
AGREE	155	(45.2)
UNDECIDED	47	(13.7)
DISAGREE	98	(28.6)
STRONGLY DISAGREE	14	(4.1)
MISSING	0	(0.0)
TOTAL	343	(100.0)

41. The Department usually treats me fairly and sensibly.

	N	VALID %
STRONGLY AGREE	19	(5.5)
AGREE	205	(59.8)
UNDECIDED	39	(11.4)
DISAGREE	56	(16.3)
STRONGLY DISAGREE	24	(7.0)
MISSING	0	(0.0)
TOTAL	343	(100.0)

42. The Department should confide more fully in sworn employees.

	N	VALID %
STRONGLY AGREE	98	(28.6)
AGREE	209	(60.9)
UNDECIDED	28	(8.2)
DISAGREE	7	(2.0)
STRONGLY DISAGREE	1	(0.3)
MISSING	0	(0.0)
TOTAL	343	(100.0)

43. I am very contented with my job.

	N	VALID %
STRONGLY AGREE	41	(12.0)
AGREE	177	(51.6)
UNDECIDED	51	(14.9)
DISAGREE	59	(17.2)
STRONGLY DISAGREE	15	(4.4)
MISSING	0	(0.0)
TOTAL	343	(100.0)

44. I have good friends within the Department.

	N	VALID %
STRONGLY AGREE	103	(30.1)
AGREE	201	(58.8)
UNDECIDED	20	(5.8)
DISAGREE	14	(4.1)
STRONGLY DISAGREE	4	(1.2)
MISSING	1	(0.0)
TOTAL	343	(100.0)

45. Most sworn employees believe that working relationships between supervisors and subordinates are good.

	N	VALID %
STRONGLY AGREE	7	(2.0)
AGREE	107	(31.2)
UNDECIDED	69	(20.1)
DISAGREE	116	(33.8)
STRONGLY DISAGREE	44	(12.8)
MISSING	0	(0.0)
TOTAL	343	(100.0)

46. Supervisors are not sufficiently aware of the realities facing sworn employees today.

	N	VALID %
STRONGLY AGREE	68	(19.8)
AGREE	137	(39.9)
UNDECIDED	42	(12.2)
DISAGREE	82	(23.9)
STRONGLY DISAGREE	14	(4.1)
MISSING	0	(0.0)
TOTAL	343	(100.0)

47. Sworn employees are concerned about the personal lives of other sworn employees.

	N	VALID %
STRONGLY AGREE	28	(8.2)
AGREE	155	(45.3)
UNDECIDED	69	(20.2)
DISAGREE	77	(22.5)
STRONGLY DISAGREE	13	(3.8)
MISSING	1	(0.0)
TOTAL	343	(100.0)

48. I feel confident in making plans for my professional future.

	N	VALID %
STRONGLY AGREE	32	(9.3)
AGREE	152	(44.3)
UNDECIDED	91	(26.5)
DISAGREE	54	(15.7)
STRONGLY DISAGREE	14	(4.1)
MISSING	0	(0.0)
TOTAL	343	(100.0)

49. My duties as a sworn employee have a negative effect on my family life.

	N	VALID %
STRONGLY AGREE	27	(7.9)
AGREE	90	(26.2)
UNDECIDED	45	(13.1)
DISAGREE	135	(39.4)
STRONGLY DISAGREE	46	(13.4)
MISSING	0	(0.0)
TOTAL	343	(100.0)

50. It is easy to lose confidence in oneself.

	N	VALID %
STRONGLY AGREE	27	(7.9)
AGREE	91	(26.6)
UNDECIDED	31	(9.1)
DISAGREE	148	(43.3)
STRONGLY DISAGREE	45	(13.2)
MISSING	1	(0.0)
TOTAL	343	(100.0)

PART FOUR

For the purposes of Questions 51 -59, assume the following facts. It has been determined that you have committed a major violation of Departmental policy for which you will be disciplined. Assume that the possible range of disciplinary action does not include termination.

51. If you were allowed to participate in a non-binding discussion of the disciplinary action to be taken, with the purpose of the discussion being to reach a mutually agreed upon penalty for the violation, would you participate?

	N	VALID %
YES	299	(88.5)
NO	23	(6.8)
UNDECIDED	16	(4.7)
MISSING	5	(0.0)
TOTAL	343	(100.0)

52. Do you believe that such a discussion would reduce the number of grievance filed over disciplinary actions?

	N	VALID %
YES	261	(77.2)
NO	47	(13.9)
UNDECIDED	30	(8.9)
MISSING	5	(0.0)
TOTAL	343	(100.0)

53. Do you believe that such a discussion would lessen hostility on the part of the disciplined employee?

	N	VALID %
YES	244	(72.2)
NO	47	(13.9)
UNDECIDED	47	(13.9)
MISSING	5	(0.0)
TOTAL	343	(100.0)

54. Do you believe that such a system would be abused?

	N	VALID %
YES	90	(26.6)
NO	166	(49.1)
UNDECIDED	82	(24.3)
MISSING	5	(0.0)
TOTAL	343	(100.0)

NOTE: THOSE RESPONDENTS ANSWERING NO WERE INSTRUCTED TO GO TO QUESTION 56 NEXT.

55. Who would abuse it?

	N	VALID %
SWORN EMPLOYEE BEING DISCIPLINED	13	(7.3)
SUPERVISOR(S) IMPOSING DISCIPLINE	32	(17.9)
BOTH	87	(48.6)
UNDECIDED	47	(26.3)
MISSING	164	(0.0)
TOTAL	343	(100.0)

56. Do you believe that the grievance procedure is currently being abused?

	N	VALID %
YES	155	(45.9)
NO	125	(37.0)
UNDECIDED	58	(17.2)
MISSING	5	(0.0)
TOTAL	343	(100.0)

NOTE: THOSE RESPONDENTS ANSWERING NO WERE INSTRUCTED TO GO TO QUESTION 58 NEXT.

57. Who abuses it?

	N	VALID %
SWORN EMPLOYEE BEING DISCIPLINED	46	(21.0)
SUPERVISOR(S) IMPOSING DISCIPLINE	38	(17.4)
BOTH	93	(42.5)
UNDECIDED	42	(19.2)
MISSING	124	(0.0)
TOTAL	343	(100.0)

58. Do you believe that the current grievance procedure works well?

	N	VALID %
YES	74	(21.9)
NO	174	(51.5)
UNDECIDED	90	(26.6)
MISSING	5	(0.0)
TOTAL	343	(100.0)

59. Do you believe that discipline is administered uniformly and fairly within the Department?

	N	VALID %
YES	26	(7.7)
NO	275	(81.4)
UNDECIDED	37	(10.9)
MISSING	5	(0.0)
TOTAL	343	(100.0)

COMPARISONS OF THE SAMPLE TO THE POPULATION

STATUS	SAMPLE		POPULATION	
	N	PERCENT	N	PERCENT
NON-SUPERVISORY	285	83.1%	1470	83.0%
SUPERVISORY	58	16.9%	302	17.0%
TOTAL	343	100.0%	1772	100.0%

GENDER	SAMPLE		POPULATION	
	N	PERCENT	N	PERCENT
MALE	303	88.3%	1725	97.3%
FEMALE	40	11.7%	47	2.7%
TOTAL	343	100.0%	1772	100.0%

ETHNICITY	SAMPLE		POPULATION	
	N	PERCENT	N	PERCENT
WHITE	244	71.1%	1646	92.89%
BLACK	90	26.2%	116	6.55%
HISPANIC	5	1.5%	6	0.33%
AMERICAN INDIAN	3	0.9%	3	0.17%
ASIAN	0	0.0%	1	0.06%
MISSING	1	0.3%	0	0.00%
TOTAL	343	100.0%	1772	100.00%

NOTES

1. All minorities were intentionally oversampled.
2. Missing refers to data that was not provided by the respondent.
3. Some minority employees were not included in the sample due to their assignment to the Training Academy and lack of experience. All such employees were classified as Trooper I.

APPENDIX C

SELECT THE APPROPRIATE ANSWER AND DARKEN THE CORRESPONDING OVAL ON THE ANSWER SHEET USING A NUMBER TWO PENCIL

PART ONE

GENERAL INFORMATION

1. Race/Ethnicity

A. White B. Black C. Hispanic D. Asian E. Indian

2. Gender

A. Male B. Female

3. Area of assignment

A. Entirely urban
B. Primarily urban
C. Evenly mixed urban and rural
D. Primarily rural
E. Entirely rural

4. Type of area where you grew up

A. Entirely urban
B. Primarily urban
C. Evenly mixed urban and rural
D. Primarily rural
E. Entirely rural

5. Rank

A. Supervisor B. Non-supervisor

6. Years of service

A. Less than 6 years
B. 6 years to 12 years
C. 13 years to 18 years
D. 19 years to 24 years
E. 25 years or more

7. Where are you assigned? Consult the organizational chart in your State Police Manual to determine this if necessary.
- A. Bureau of Field Operations (BFO)
 - B. Bureau of Criminal Investigation (BCI)
 - C. Bureau of Administrative Support Services (BASS)
 - D. Other
8. Please indicate your level of educational achievement. Select one response only.
- A. High school diploma or equivalent
 - B. Less than 60 semester hours college credit
 - C. 61 to 90 semester hours college credit
 - D. 91 to 120 semester hours college credit
 - E. Over 120 semester hours college credit
9. Please indicate the highest college degree awarded to you. Select one response only.
- A. None and not working toward a Degree at this time
 - B. Currently working toward a Degree
 - C. Associate Degree
 - D. Bachelors Degree
 - E. Graduate Degree
10. Considering only those brothers and sisters who were raised in your household, were you the
- A. Oldest or only child
 - B. Second oldest
 - C. Third oldest
 - D. Fourth oldest
 - E. Fifth oldest or other
11. What was your last overall performance evaluation rating
- A. Does not meet expectations
 - B. Fair but needs improvement
 - C. Meets expectations
 - D. Exceeds expectations
 - E. Exceptional

PART TWO

For the purposes of the following questions, formal disciplinary action is defined as the issuance of a Group I, Group II, or Group III written notice. Such notices may have been accompanied by demotion, suspension, or disciplinary transfer. All other actions would be considered informal. Examples of informal disciplinary actions include letters of reprimand, letters of instruction, and sustained complaint investigations where a written notice is not issued.

12. Has any formal disciplinary action been taken against you?
 - A. Yes
 - B. No - Go to Question 20 next

13. How long ago was the last formal disciplinary action taken?
 - A. Less than three months
 - B. Three months or more; but less than six months
 - C. Six months or more; but less than one year
 - D. One year or more; but less than two years
 - E. Two years or longer

14. Did the formal action have any effect on your desire to do the best possible job that you could do?
 - A. Yes, substantial positive effect
 - B. Yes, slight positive effect
 - C. No positive or negative effect
 - D. Yes, slight negative effect
 - E. Yes, substantial negative effect

15. Did you feel that the formal action taken against you was fair?
 - A. Yes
 - B. No
 - C. Undecided

16. Did you consider using the grievance procedure in response to the formal action?
 - A. Yes
 - B. No

17. Did you use the grievance procedure?
- A. Yes
 - B. No - Go to Question 20 next
18. What was the result of using the grievance procedure?
The disciplinary action taken against me was:
- A. Eliminated
 - B. Reduced in severity
 - C. Upheld with no change
 - D. Increased in severity
19. After having used the grievance procedure, would you consider using it again?
- A. Yes
 - B. No
 - C. Unsure
20. Has any informal disciplinary action been taken against you?
- A. Yes
 - B. No - Go to Question 24 next
21. How long ago was the last informal disciplinary action taken?
- A. Less than three months
 - B. Three months or more; but less than six months
 - C. Six months or more; but less than one year
 - D. One year or more; but less than two years
 - E. Two years or longer
22. Did the informal action have any effect on your desire to do the best possible job that you could do?
- A. Yes, substantial positive effect
 - B. Yes, slight positive effect
 - C. No positive or negative effect
 - D. Yes, slight negative effect
 - E. Yes, substantial negative effect
23. Did you feel that the informal action taken against you was fair?
- A. Yes
 - B. No
 - C. Undecided

PART THREE

Read each of the following statements carefully and select the phrase that best expresses your feeling about the statement.

The phrases listed below apply to statements 24 through 50.

- A. Strongly agree
- B. Agree
- C. Undecided
- D. Disagree
- E. Strongly disagree

- 24. The future is too uncertain for people to plan on marrying.
- 25. After being caught in a mistake, it is hard for sworn employees to do good work for a while.
- 26. My work environment is pleasant.
- 27. Most sworn employees see the future as very bleak.
- 28. The Department discusses important plans with sworn employees.
- 29. It is all right to evade the law if you do not actually violate it.
- 30. For most people, life is just one worry after another.
- 31. In plans for the future, I give the Department primary consideration.
- 32. As a sworn employee I should be willing to make sacrifices for the Department.
- 33. Times are getting better for most sworn employees.
- 34. Supervisors are generally sympathetic with the problems of sworn employees.
- 35. It is hard for most sworn employees to keep a pleasant disposition at work.
- 36. Sworn employees with ability and willingness to work hard have a good chance of being successful in the Department.

- A. Strongly agree
- B. Agree
- C. Undecided
- D. Disagree
- E. Strongly disagree

- 37. The sworn employees of this Department can be trusted.
- 38. Sworn employees confide in each other.
- 39. These days most sworn employees are inclined to give up hope of amounting to something.
- 40. The satisfactions of police work are much overrated, according to most sworn employees.
- 41. The Department usually treats me fairly and sensibly.
- 42. The Department should confide more fully in sworn employees.
- 43. I am very contented with my job.
- 44. I have good friends within the Department.
- 45. Most sworn employees believe that working relationships between supervisors and subordinates are good.
- 46. Supervisors are not sufficiently aware of the realities facing sworn employees today.
- 47. Sworn employees are concerned about the personal lives of other sworn employees.
- 48. I feel confident in making plans for my professional future.
- 49. My duties as a sworn employee have a negative effect on my family life.
- 50. It is easy to lose confidence in oneself.

PART FOUR

Consider the following hypothetical situation. It has been determined that you have committed a major violation of Departmental policy for which you will be disciplined. Assume that the possible range of disciplinary action does not include termination.

51. If you were allowed to participate in a non-binding discussion of the disciplinary action to be taken, with the purpose of the discussion being to reach a mutually agreed upon penalty for the violation, would you participate?
- A. Yes
 - B. No
 - C. Undecided
52. Do you believe that such a discussion would reduce the number of grievances filed over disciplinary actions?
- A. Yes
 - B. No
 - C. Undecided
53. Do you believe that such a discussion would lessen hostility on the part of the disciplined employee?
- A. Yes
 - B. No
 - C. Undecided
54. Do you believe that such a system would be abused?
- A. Yes
 - B. No - Go to Question 56 next
 - C. Undecided
55. Who would abuse it?
- A. Sworn employee being disciplined
 - B. Supervisor(s) imposing discipline
 - C. Both
 - D. Undecided

56. Do you believe that the grievance procedure is currently being abused?
- A. Yes
 - B. No - Go to Question 58 next
 - C. Undecided
57. Who abuses it?
- A. Sworn employee being disciplined
 - B. Supervisor(s) imposing discipline
 - C. Both
 - D. Undecided
58. Do you believe that the current grievance procedure works well?
- A. Yes
 - B. No
 - C. Undecided
59. Do you believe that discipline is administered uniformly and fairly within the Department?
- A. Yes
 - B. No
 - C. Undecided

APPENDIX D

Dear Sworn Employee,

You have been selected to participate in a survey designed to assess the opinions of sworn employees. This research project is being conducted by First Sergeant Andrew H. Engemann in order to fulfill the thesis requirements of The College of William and Mary for a Master of Arts Degree. Colonel M. Wayne Huggins has approved this questionnaire for distribution to selected sworn employees. This research project is being supervised by the faculty of the Department of Sociology at the College of William & Mary.

Your opinions as recorded during this survey will be combined with the opinions of many of your coworkers. It is important that you answer each item in accordance with only your own opinion and experience.

A copy of the questionnaire is attached. It is relatively brief and should require no more than thirty minutes to complete. After completing the questionnaire, please return the answer sheet in the enclosed self-addressed envelope at your earliest convenience.

No effort of any type will be made to identify any sworn employee responding to this questionnaire for any reason. Our promise of confidentiality is attested by our signatures at the close of this letter. Additionally, the faculty members at William & Mary are bound by ethical standards that prohibit any attempt to identify a respondent participating in a confidential survey.

A summary of the results of this survey will be provided to the Department of State Police, for whatever purposes may be deemed appropriate. A copy of the completed thesis will be placed in the Department's library at the Training Academy. All information released as a result of this survey will be in the form of summaries and no individual response will be identifiable.

We appreciate your willingness to help us in our research effort. We believe that you will find the questionnaire to be interesting and look forward to receiving your reply.

Sincerely yours,

First Sergeant Andrew H. Engemann

Professor David P. Aday, Jr.
Chair of the Sociology Department
College of William and Mary

APPENDIX E
GENERAL INFORMATION

This questionnaire is absolutely confidential. No attempt of any kind will be made to identify anyone responding to this survey.

Approximately 25% of all sworn employees will receive a questionnaire package such as you have received. Each respondent was selected at random.

It is essential that you answer this survey in accordance with your own opinion and experience. Please don't try to answer from another's point of view.

You may notice that some of the questions do not seem to apply to you. Please remember that every response is valuable in one way or another. Please finish the questionnaire and return it to me. I anticipate that the conclusions developed as a result of this survey will prove valuable to all sworn employees.

Please review your answer sheet before returning it to ensure that all items were answered. Please be sure that each answer corresponds to the correct question number.

The enclosed Scantron answer sheet can be optically scanned directly into a computer. Data entry will be much easier if you will follow these suggestions:

1. Use a #2 pencil.
2. Avoid making any stray pencil marks on the answer sheet.
3. Do not fold the answer sheet. The return envelope is large enough to allow the answer sheet to be returned unfolded.
4. Do not fill in any blocks other than the numbered answer blocks.
5. Use blocks 1 through 59 to record your answers.

Please return only the answer sheet in the return envelope. All other material may be retained or destroyed.

Please feel free to contact me directly if you have any questions, need an additional answer sheet, or find that a page is missing from your questionnaire. My office phone number is 804-494-2434. My home phone number is 804-930-0542.

Thank You,

FSGT Andrew H. Engemann
Division 5 Area 47

APPENDIX F

Approximately 10 days ago, I sent a questionnaire to you which focused on the disciplinary practices of the Department. If you have completed the questionnaire, you may disregard this reminder notice. If you have not yet completed the questionnaire, please take a few minutes to complete it and return it to me.

This research project cannot accurately reflect the consensus of all sworn employees without your participation. You have my assurance that your participation is strictly confidential. Everyone who was selected for this survey will receive this reminder notice.

Please contact me if you have lost, misplaced, or never received the questionnaire. Additionally, I would be more than happy to answer any questions that you may have about this research project. Your assistance is greatly appreciated.

Thanks.

FSGT Andrew H. Engemann

Office address - P.O. Box 6870, Chesapeake VA 23323-6870

Home phone 804-930-0542

Office phone 804-494-2434

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VITA

ANDREW HERBERT ENGEMANN, JR.

Born in Jacksonville, Florida, April 7, 1955. Attended Princess Anne High School in Virginia Beach, Virginia. B.A., Saint Leo College, 1991. M.A. candidate, The College Of William And Mary In Virginia, 1991-94, with a concentration in Sociology. The course requirements for this degree have been completed, but not the thesis: Social Control and Morale Within the Virginia State Police.

Employed by the Virginia State Police, January, 1980. Currently holds the rank of First Sergeant.