

POLICE: A PROFILE OF SELECTED ATTITUDES  
AND OCCUPATIONAL SOCIALIZATION

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## PREFACE

The research act, in most instances, is never a perfect process. The same can be stated for the present study. The limitations of this study are basically confined to the size of the population sample, the number of police departments observed, and the error present in the instruments used to collect and analyze the data.

As with all research, the individual doing the research must accept the responsibility for the limitation and deficiencies of his work. While I fully accept responsibility for all the limitations and deficiencies associated with the present study, grateful appreciation must be extended to those who assisted in the development and completion of this project.

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The field of police work represents one of the most difficult, demanding and complex occupations devised by man in organized society designed to control human behavior and protect human life and property. As Newman (1975:148) has pointed out:

Policing is often a thankless task; many police officers are disliked for doing their jobs effectively, for few people like to be questioned or to be given traffic citations even when such intervention is reasonable and warranted. [Although most national polls show that most citizens have a high opinion of the work of police, members of racial, ethnic, and economic minorities who have the most contact with police tend to view them with a high degree of hostility and lack of confidence.]

Although several studies have been done by sociologists concerning the areas of occupations and careers, few sociologists prior to 1960 have focused and concentrated their specific research on the police as an occupational form of behavior.

However, Reiss has pointed out:

The police in America belong to one of the few occupations that include all of the essential elements to qualify as a profession. They possess the power of coercive authority, and through their power to arrest and book for offenses, they control the fate of 'clients.' Furthermore, the code of ethics for law enforcement officers is the same as

for any profession . . . . Like clergymen, they serve others in matters of moral crisis and dilemma. But, as in the military, they must be prepared to follow orders and give their lives in the line of duty (Newman, cited in 1975:148).

This lack of research on police work has been due in part to the nature of the occupation and the fact that the police have traditionally represented a closed organizational system which has resisted scrutiny by outsiders, and specifically from those in the areas of behavior and social sciences.

### Background Information

In considering research on occupations, Wilber E. Moore has indicated that occupational socialization as a concept has not been an extensive topic for sociologists to research. However, the concept is important to understand if one is to grasp the full measure of the impact of the work environment upon the individual participant as that environment relates to perception, attitude formation and behavior patterns. As Moore (1971:81) has pointed out:

Of the many role constellations that the modern adult is called upon to perform, few exceed in importance the acquisition of requisite skills and attitudes for occupations. In modernized society, occupations represent a central place in life organization for a vast majority of adult males and a substantial minority of adult females. In temporal terms, occupation is challenged only by the family as a major determinant and locus of behavior; where we limit our comparison to the waking hours, occupation would appear to be a clear winner.

[However,] occupational socialization appears not to have excited scholarly interest proportional to its importance. One possible reason for relative

neglect is that until fairly recently almost all studies of socialization concerned infancy and childhood, whereas occupation, almost by definition, is an adult position in the contemporary world.

The implications of Moore's statement is that sociologists have apparently overlooked the continued importance of socializing factors throughout one's life, and especially as this socializing process applies to the world of work.

Although the police have not been a favorite area for sociologists to investigate in the past, in more recent years, specifically during the sixties and into the seventies, the police have attracted the attention of some researchers who have attempted to break down and strip away the traditional organizational secrecy that has cloaked police work. For those researchers, the field of police work represents a fertile field for investigating such topics as attitude formation, role behavior, socialization as it relates to the work environment, organizational structure and individual police encounters with the public during their work shift. This research, although limited, has begun to provide a framework whereby a better understanding of the police, their practices and their world of work can be viewed and analyzed.

This interest in the police by various researchers, including some sociologists, began to develop, at least in part, with the rise of court decisions both at the Federal and State levels which dealt with the question of civil rights and individual civil liberties, and what appeared to be inadequacies of performance and abuses of power by the

police community. As a result of societal interest in civil rights and individual civil liberties and the problems associated with the police process, some attention began to be directed towards the role of the police in a democratic society and what factors are associated with the development of police roles in relation to their work environment.

Another factor which contributed to the national interest concerning police activity was that during the 1960's, the police were forced into the public arena as never before, due to the fact that they were called upon to quell domestic disturbances on a grand scale from coast to coast. All one has to do is reflect back to what one saw on television during the Watts riot in Los Angeles, California, during the summer of 1965, the subsequent rioting in Chicago, Illinois, during the 1968 National Democratic Convention, and other major confrontations of police with the public to begin to understand the growing interest and fascination with the police and what they do. This interest was picked up by behavioral and social scientists who began to intensify their research activities in the field of police behavior.<sup>1</sup>

As a result of televised police encounters with rioters and other citizens, the American public began to

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<sup>1</sup>It should be noted that the Watts and Chicago riots represent only two major events out of several other major events of similar nature that brought close investigation of police behavior during the 1960's.

react to the police with shock, alarm, disbelief and anger. The public reaction, both in defense and criticism of police activities and conduct, generated several full scale investigations of police activities, one of which was directed specifically at the Chicago Police Department.

On November 18, 1968, a report was published under the title of "Rights in Conflict," which detailed the confrontation between the police and demonstrators in Chicago (Walker, 1968). The report attempted to present an objective and factual chronology of events which took place concerning the police and demonstrators and leaves the conclusions to be drawn by the individual reader. Whatever conclusions individual readers of "Rights in Conflict" might have drawn regarding the propriety of police action in Chicago, during the 1968 National Democratic Convention, from that time on police activity in America has been scrutinized and dissected by journalists, professional commissions, research groups and academic researchers on what appears to be a more intensified scale.<sup>2</sup>

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<sup>2</sup> Some research on police activity in our society had always been carried on by a few select individuals concerned with such activity, but the literature begins to proliferate around 1968 and onward to the present.

### Direction of the Study

Much of the research that has been done on the police has either been straight quantitative research focused on a limited area of police activity, such as job function or the organizational dimensions of police work, or journalistic as well as popular sociological accounts of police encounters with the public in their day-to-day activity.<sup>3</sup>

The basic thrust of this study on police has been to combine both quantitative and qualitative research in an effort to project a more complete, if selected, profile of police attitudes and police occupational socialization. Specifically, the research has concentrated on discovering a number of attitudes held by working police officers gathered through standardized attitude scales; the conducting of open-ended interviews with police officers to more fully ascertain their feelings about their work and the public they serve; and by directly observing the police in action as they go about putting into practice the skills they have learned from their police training and from their formal education, and how they operate in "real life" crisis situations.

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<sup>3</sup>The following authors have contributed significantly to the study of police activity: Asch, 1971; Daley, 1973; Chevigny, 1972; Cray, 1972; Leinw, 1972; Radano, 1968; Sterling, 1972; Turner, 1973; Watson and Sterling, 1969; Whittemore, 1969.

Although the study is limited by the selected aspects of the study--the attitude scales chosen for testing, the number of interviews and the number of "ride-a-long" observations--the researcher believes that the study has extended and contributed to the existing knowledge, both substantive and theoretical, in the area of police attitudes and the occupational socialization of the working police officer.

## CHAPTER II

### REVIEW OF LITERATURE

#### The Policing Process

In considering the police process in American society, attention has been drawn to such areas as the structure and function of the police organization; police officer selection, training and formal education; occupational development of the police officer; the role of police in a democratic society; and the professional and personal development of the individual police officer with respect to his working environment.

In dealing with the scope of police activity in America, Blumberg (1979:54-55) has stated:

Any systematic examination of workings of the criminal justice system must begin with the police who have become the most critical and perhaps even the most powerful subsystem in the enforcement and adjudication structure.

The police--with limited formal training and minimal qualifications--are granted more latitude and discretion in dealing with the lives and welfare of people than any other professional group. In 1966 there were more than 400,000 police officers in the United States with a median level of 12.4 years of formal education.

In further profiling police activity in our society, Blumberg (1979:55) has pointed out that in 1966 the minimum

training hours required for police officers was less than 200 hours. By 1975 there were 500,000 police officers in our society and by 1978 the number had jumped to 664,000 police personnel operating within 40,000 units. Although numerous police officers had entered college over this period of time, primarily to study police science and criminal justice, by 1978 the equivalent of high school training was still the standard for employment in most local police organizations.<sup>1</sup>

In attempting to understand the police process in American society, it is important to realize that there is limited standardization for police activity, both organizationally and individually, and that the police service is as divergent as the communities served. Addressing this divergency, Blumberg (1979:57) states:

To speak of the police as a unified entity is a misnomer; policing is a multidimensional institution, consisting of widely disparate sets of job skills, functions, organizations, jurisdictions, levels of expertise, prestige and rewards.

Further, these divergent occupational roles are to be found in an array of departments and organizations ranging from a five-person village force to forces and agencies that resemble an army such as the New York City police force, 30,000 strong . . .

The most fundamental concept one must face when studying the police in American society is that policing is a "local

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<sup>1</sup>At the present time in Oklahoma, the educational requirements for employment in most local police departments is the high school diploma or its equivalent.

matter." All factors that make up the culture of a given community will, in one way or the other, have an impact on police activity and service.

In considering the police profession in our society, one is struck by the complexities and ambiguities of the profession with respect to both internal and external factors. Questions begin to emerge such as: who are the police; what do the police really do; what kinds of people go into police work and stay with it as a career; what kind of attitudes, values and beliefs do police officers hold; what impact does the police occupation have on the individual officer over an extended period of time; what personal and professional conflicts do police officers face in the day-to-day performance of their duties; and, how does the police organization increase or ease the potential for personal and professional conflicts of the individual officer? These questions are but a few of the many questions that have been addressed over the last few years regarding the police service.

In considering the complexities and ambiguities of police work, the National Advisory Commission on Criminal Justice Standards and Goals has pointed out:

The attitudes of the American people toward the police service often are inconsistent. The police are appreciated when they are needed but are often feared because they represent authority. They are ridiculed in low humor of situation comedies, and idealized in police television drama. In some cases, political ideology dictates attitudes of respect or hatred toward the police. Only rarely is the real nature of the police service broadcast; rarely is the man inside the uniform known, or his true role appraised. Yet,

his role is critical. Every day of his professional life he is met with conflicts and situations that are too painful or too frightening for many Americans to confront (Davis, 1973:1).

The Commission goes on to state that while the police role is often misunderstood by the general public, there are also organizational strains which put pressure on the individual police officer to conform with administrative policy. Further, there are peer group pressures which are generated by the police profession that often create stressful situations regarding individual performance in the work environment. Given the organizational and administrative pressures of police work, the peer group pressures relative to individual performance and the external perceptions about the police, which may be unrealistic, it is not surprising that police work is often defined as a "high risk" occupation.

### The Police Personality

In exploring the literature produced in recent years by writers and researchers, one finds varying opinions and conclusions drawn relative to the personality of the individual police officer, the organizational and administrative structure that will provide direction for job activity and the overall work environment. In addressing the question of the police personality, Tifft (1977:223) has pointed out:

Numerous studies on the attitudes of policemen have characterized them as having negative attitudes toward youths and the public in general.

Studies which have focused on personality traits have found that policemen feel isolated, and are quite suspicious and cynical. There is also some evidence that policemen have values which stress the importance of obedience and self-control, while deemphasizing individual spontaneity, tolerance and lenience.

It is difficult to determine whether these attitudes, personality traits and values are due to the selection of persons with specific class backgrounds, a combination of this background selection and the selection of specific personality types, or a further combination of these selection processes and the socialization of policemen into an occupational subculture.

Tifft's work tends to further indicate that probably the most reasonable answer to the development of the policeman's personality can be found in varying degree, relative to a combination of factors rather than any single factor. McInness (1962:74), in his research on police, has fostered the idea that the police personality reflects a high degree of conservatism. He states:

The true copper's dominant characteristic, if the truth be known, is neither those daring nor vicious qualities that are sometimes attributed to him by friend or enemy, but an ingrained conservatism, an almost desperate love of the conventional. It is untidiness, disorder, the unusual, that a copper disapproves of most of all; far more, even, than of crime which is merely a professional matter.

Blumberg and Neiderhoffer (1976) reinforces this idea of police conservatism by stressing that one of the ways the police must improve themselves is through what they call "embourgeoisement." Their concept means that intellectuality, restraint, tolerance, planning and development of skills must be consistently made a part of the police role and

development. This is necessary because:

Many a policeman at the time of his recruitment is already possessed of well defined perspectives characterized by simplistic views of the world. He tends to see the society he lives in through the lens of very limited experience, meager education, and in terms of his knowledge of people very much like himself. He has very little real knowledge or experience of other contrasting life styles. If anything, he is likely to revere authority and mistrust the new, the strange, the different, the intellectual, the "arty." His tolerance, if any, for sexual misconduct, atheism, extreme styles in clothing or hair, or radical political views is rather low.

Although Blumberg and Neiderhoffer are concerned with the personality types of the individual at the time of recruitment, other researchers have been more concerned with the police work environment and the impact it has on personality development and attitude formation.

In regards to the policeman's working environment, as that environment relates to perceptions and behavior, Freed (1969:267) has suggested:

The policemen see crime in the raw. They are exposed first hand to the agony of the victims, danger of the streets, the violence of lawbreakers. A major task of the police officer is to track down and arrest persons who have committed serious crimes. It is often discouraging for such officers to see courts promptly release defendants on bail, or prosecutors reduce charges in order to induce pleas of guilty to lesser offenses, or judges exclude incriminating evidence, or parole officers accept supervision of released prisoners but check on them only a few minutes each month.

From Freed's point of view, other elements and factors within the total criminal justice system are impacting upon the perceptions and resultant attitudes of the police.

Throughout the literature on police, there is speculation that police officers are transformed into dogmatic cynical and authoritarian personalities by virtue of the job they do and the role they play in society. Because police officers must come into contact, by virtue of the nature of their work, with corrupt and dishonest people, they often come to believe that everyone is corrupt and dishonest. Such beliefs tend to make police officers suspicious of otherwise law abiding citizens.

### Occupational Socialization Theory

The study of occupations and professions have received considerable attention from several sociologists and other behavioral researchers. Some of the researchers have attempted to show how the occupation one engages in impacts upon the individual relative to attitude formation, personality development and outlook on life.<sup>1</sup>

The concept socialization has extensive use throughout the sociological literature. Elkins (1960:4) has defined socialization as "the process by which someone learns the ways of a given society or social group well enough so that he can function within it." A more detailed explanation of

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<sup>1</sup>For detailed descriptions of occupational socialization and attitude development, see such researchers as: Becker, 1961; Bloom, 1965; Fichter, 1961; Hall, 1948; Kadushin, 1972; Merton, 1957; Moore, 1971; Simpson, 1972; Shibutani, 1955; and Wright, 1967, to name a few. All of the aforementioned authors in one way or another approached the question of socialization of the individual into the group or culture.

socialization is offered by Merton (1957:287) when he states:

The process by which people selectively acquire the values and attitudes, the interests, skills and knowledge--in short, the culture--current in groups to which they are or seek to become a member. It refers to the learning of social rules.

The socialization process is generally recognized as a socio-psychological process whereby the individual, at birth and throughout life, is taught, persuaded or compelled to conform to the normative structure of the group. Although the concept has been applied in a general sense to personality development, it has now become used in a more specific sense, such as occupational socialization.

The concept of occupational socialization is not necessarily confined to high-status professions such as law, medicine, teaching or engineering. The concept has also been applied to a variety of service occupations such as social work and law enforcement. As Harris (1979:223) has pointed out:

The precise meaning of the term 'profession' has long been the subject of debate among students of occupations. On the one hand, the term has been applied to a select group of occupations such as law, medicine, and theology. Taking these occupations as models, students have abstracted qualities that can serve as criteria to determine whether or not an occupation is a profession. On the other hand, so many occupational groups claim the status of profession that the term is virtually meaningless--except to occupational members themselves. Morticians, realtors, nurses, engineering technicians, journalists, librarians, druggists, and chiropractors are some of the occupations that have entered or are trying to enter the professional ranks.

Whatever the nature of the profession or occupation, Harris goes on to suggest that socialization becomes a process where the new recruit is both formally and informally introduced to the role requirements of the organization. The extent to which most individuals advance within an organization depends upon their successful socialization with respect to the role requirements prescribed by the organization.

In discussing how the process of occupational socialization works, Kadushin (1972:152) has suggested:

Studies on the socialization of professionals have generally assumed that, in addition to learning technical skills, a student physician or lawyer acquires values, attitudes, and self-concept of a professional. These aspects of the professional role are acquired through participation in the formal social structure of the professional school, but especially through informal interaction with instructors and students.

Through the research of individuals such as Kadushin (1972), Simpson (1972), Pease (1972), Davis and Olesen (1972), Slocum (1974), and others, a body of information has been developed which strongly suggests that occupational socialization is an important concept relative to understanding the behavior of individuals. Thus, occupational socialization can best be described as that process whereby the individual within a given occupational category internalizes the roles, codes of behavior, cultural symbols, ideological framework and normative system in such a way that he is recognized as a productive and functional unit within the occupation. Such recognition is bestowed upon

the individual both by the formal and hierarchical structure, as well as the informal peer groups within the organization.

Although the persuasive nature of occupational activity has an important influence upon the individual in socializing him to perform satisfactorily within a given occupational framework, the process is by no means simple. The dynamics of occupational socialization and attitude formation are subject to numerous variables, controllable and uncontrollable, operating with varying degrees of impact upon the individual within the work environment.<sup>3</sup>

In addressing the dynamics of occupational socialization, Pavalko (1971:93) has pointed out:

While the function of occupational socialization is to change persons--to instill in them skills, knowledge, attitudes, values peculiar to their future occupation and work group--each occupation may have a readily distinguishable if not entirely unique idea of what its future members ought to be moving toward and what the end product of the training process ought to look, think, and feel like.

At the same time, there is always selectivity of some sort operating to determine the characteristic--skills, beliefs, etc.--of those who present themselves as aspirants to the occupation. This selectivity may be affected by a host of correct or incorrect assumptions about ease of entry, rewards the occupation offers, and conceptions of what the work involves.

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<sup>3</sup>In considering the police profession relative to socialization and attitude formation, it is important to remain aware of the dynamic interplay of both the internal and external work environment. The internal work environments can be represented by the police bureaucracy, while the external work environment relates to the nature of the service to be delivered, and client contact.

These two factors, what members of the occupation would like to produce as the end result of the training process and what would-be members of the occupation bring with them to their training, combine to create relatively unique socialization problems and conflict.

Pavalko (1971) has further pointed out that several researchers who have studied the process of occupational socialization have been concerned with the evolutionary process of socialization and the stages of its development. For an example, Simpson (1972:169-170) has developed a general hypothesis about the process of socialization into a professional role. He states:

. . . socialization into a profession takes place in three analytically distinct phases, each involving some learning of the cultural content of the role and some self-identification with it. During the first phase, the person shifts his attention from the broad, socially devised goals which led him to choose the profession to the goals of proficiency in specific work tasks. During the second, certain significant others in the work milieu become his main reference group. Third, he internalizes the values of the occupational group and adopts the behavior it prescribes. These three phases may overlap, but in general they constitute a sequence.

Although Simpson developed his general hypothesis about socialization into professionalization with one basic study, there is evidence within the literature to demonstrate its validity.

#### Police Socialization and Attitudes

In attempting to understand the socialization process and attitude of the police officer, we must not only look to specific roles and other criteria associated with role

development, but we must also consider the organizational structure within which the roles are being defined. Further, not only must the formal organizational structure be considered as it relates to occupational socialization, but the informal structure must also be taken into account.

In American society, police departments of medium size, and larger, normally represent what is commonly referred to as bureaucracies. Their organizational structure is such that it tends to support the concepts of specialization, merit appointment, job tenure, formalistic dealings with the client, and chain of command. In fact, most police departments, in one form or another, carry the appearance of being para-military bodies organizationally designed to coordinate the work of several individuals in pursuit of specifically defined departmental goals.

In addressing specific factors of police socialization, Lundman (1980:17) has called attention to the fact that police socialization is a continuous process and can be broken down into three basic stages of "selection, academy training, and early street experience." He further points out that the socialization process in police work has begun to change somewhat from the traditional para-military orientation to one that is less stressful for the new recruit. This change, however, has been very uneven and ununiform in that most of the working police officers today are a product of the traditional para-military model.

In describing the traditional para-military approach to police training still found in the majority of police academies, Lundman (1980:77) states:

Police academies rarely treat recruits as special. Instead, they almost immediately inform them that they will be watched constantly and that they can be dismissed for even minor infractions of the rules. They encourage recruits to eliminate signs of individuality and to identify with the department generally and the recruit class specifically. During the long classroom hours, which take up most of the student's time, the academies treat them like recalcitrant high school dropouts. They tell them where and how to sit, what they can and cannot have on top of their desks, and, if it proves necessary, as it likely will, how to yawn properly. Lastly, elaborate rules govern the interaction between recruits and their superiors.

Recruit training for the new police officer, therefore, becomes an important stage of his socialization process into the police profession. This is so because it sets the stage for how he will generally be treated by the department after graduation. The relationship between the department and the new officer will represent one more associated with parent-child relationships rather than adult-adult relationships. This departmental parent-child relationship has been considered by some researchers as a major factor in attempting to understand police officer behavior.

In dealing with the personality development of the police officer as it relates to his occupational environment, several researchers have attempted to develop a framework within which the process can be understood. Skolnick (1974:103) has suggested:

. . . the policeman's role contains two principle variables, danger and authority, which should be interpreted in the light of a 'constant' pressure to appear efficient. The element of danger seems to make the policeman especially attentive to signs indicating a potential for violence and law breaking. As a result, the policeman is generally a 'suspicious' person. Furthermore, the character of the policeman's work makes him less desirable as a friend, since norms of friendship implicate others in his work. Accordingly, the element of danger isolates the policeman socially from the segment of the citizenry which he regards as symbolically dangerous and also from the conventional citizenry with whom he identifies.

The elements of authority reinforce the element of danger in isolating the policeman. Typically, the policeman is required to enforce laws representing puritanical morality, such as those prohibiting drunkenness, and also laws regulating the flow of public activity, such as traffic laws. In these situations the policeman directs the citizenry, whose typical response denies recognition of his authority, and stresses his obligation to respond to danger. The kind of man who responds well to danger, however, does not normally subscribe to codes of puritanical morality. As a result, the policeman is usually libel to the charge of hypocrisy. That the whole civilian world is an audience for the policeman further promotes police isolation and, in consequence, solidarity.

In his research, Skolnick suggests the development of the police officer's "working personality" is a reflection of both the eternal and internal faces operating in the total work environment. In this regard, police isolation; the development of the police sub-culture; the police bureaucracy; informal peer pressures; types of client contact; and a host of other factors contribute to the ongoing socialization process that forms attitudes and perceptions of the police officer.

In further considering the areas of police isolation and the police culture which have an impact upon the police socialization process, Moore (1972:136) has pointed out:

Another characteristic which soon reveals the officer as a real member of the police culture is his personal isolationism. Again, through his exposure to 'people,' the so-called 'real' people, and through the very influential encouragement of his peers, he is taught that the only persons who understand and support him are other policemen. I have often thought that the police officer's reference to other persons who are not members of some law enforcement agency as 'civilians,' or just simply 'citizen,' was somewhat of a reaction to the para-military structure and rank stratification of all police departments. However, perhaps what the officer really is implying when he refers to other persons in this means, in some cases, is that the other person is an outsider and, hence, not a member of the police culture. This isolationism is manifested in many ways. One of the first things that the new officer does is to promptly lose his nonpolice friends and acquaintances. Often you will hear an officer lament, 'I've lost all of my old friends since I've become a police officer. That proves it--people just don't like cops.'

Whatever the causes of police isolationism, the end result usually is that police officers tend socially, as well as professionally, to associate with each other more than with those outside their profession. This close association tends to be an important factor when considering peer group pressure and its relation to police socialization.

In reality, the police occupation does represent a "closed shop" environment where the officers are continually

reinforcing their own concepts about the external world in which they work.

In considering additional areas associated with the development of the police officer's personality, Rubin (1974) suggests the major constitutions associated with police socialization are bound up in such factors as developing a police identity; developing a sense of professionalization; police role conflicts; the frustrations of community service and crime fighting; and dealing with the police establishment itself. All of these areas are associated with the fact that:

. . . a policeman's job is not a casual nine-to-five experience, his work will become a major, persuasive aspect of his identity as a man (122).

In developing the self-image, the police officer is confronted with many different perceptions and role conflicts. Harris (1978:273) has stated:

Police work seems to be an example of dirty work. The low prestige of police work stems partly from the 'dirty' facet of policing: enforcing laws that support interest groups, but becoming scapegoats when things go wrong. That is, the respectables hire the police to do their dirty work for them. Although respectables ask the police to enforce the laws, they become indignant when they are asked to obey them.

Harris goes on to point out that this type of work environment produces problems for the police officer in developing a sense of professionalism. Further, such perceptions often drive a wedge between the police profession and the community which it is to serve.

In further describing this problem, Maanen (1978: 292) has pointed out:

Policemen generally view themselves as performing society's dirty work. As such, a gap is created between the police and the public. Today's patrolman feels cut off from the mainstream culture and unfairly stigmatized. In short, when the policeman dons his uniform, he enters a distinct sub-culture governed by norms and values designed to manage the strain created by the outsider role in the community.

In Maanen's view, such a working environment, over a period of time, conditions the police officer in such a way that his attitudes may become negative toward the community he is sworn to serve.

#### Conclusion

In concluding the review of literature, it should be noted that the concepts of police socialization and police attitude formation have been viewed from several different perspectives. Researchers have tried to view these concepts from psychological perspectives; situational perspectives; role conflict factors; subcultural approaches; departmental characteristic approaches; and socio-cultural approaches.

With the research that has been accomplished in recent years concerning the police occupation and police attitudes, there has not emerged a totally clear and concise picture of what the police officer is as an individual, what he does during his working hours, what he does during his

leisure or off hours, and how he really feels about himself and the community he serves. There are a number of reasons for this lack of a concise picture of the police occupation in American society. One reason for an unclear picture of police activity in the American society has been suggested by Westley (1970:11-12) where he has stated:

The difficulties in obtaining access to the police are immense. The importance of secrecy among the police and their sensitivity to public criticism make them very reluctant to cooperate with anyone. The political entanglements and possible graft involvements of the police make it dangerous for them to have a stranger in their midst. Access to the police is therefore only made with the reluctant permission of the Chief of Police, and exceedingly great care must be taken in interviewing the men. The time consumed in just getting the data is enormous.

Throughout the literature it is suggested by several researchers, in addition to Westley, that this is why much of the information concerning the police service remains fragmented and incomplete.

## CHAPTER III

### METHODOLOGY

#### Research Design

The research design for this study is divided into three parts. First, a research instrument was developed which identified five demographic variables that were considered as independent variables. The independent variables were then tested against six professionally developed attitude scales which were considered as dependent variables for the study.

After the statistically measurable data had been collected, the researcher conducted 10 tape recorded personal interviews from police officers, from each of the three police departments studied. A total of 30 personal interviews were conducted utilizing 14 separate open ended questions developed by the researcher.<sup>1</sup>

In addition to the 30 interviews collected, the researcher conducted 10 ride-a-long observations covering the three work work shifts in each of the three police departments studied, for a total of 30 ride-a-long

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<sup>1</sup>The interview form and interview schedules are found in Appendix B and C of this study.

observations. In order to give continuity to the observations made by the researcher during the ride-a-long activity, an observational evaluation form was developed by the researcher which covered six specific areas of concern with three sub-areas in each of the six categories. Throughout the ride-a-long activity, the researcher scored each of the police officers on the observational evaluation form relative to such factors as the police officer's manner, speech, language used, temperament, conversation, and encounters with the public and specific clients. Although the scoring process was impressionistic on the part of the researcher, a conscious effort was made to remain objective while recording the observation.<sup>2</sup>

After all the data had been collected, statistical analysis was applied, and interpretations made relative to the information reflected on the attitude scales. In addition, recordings and evaluations were made concerning the interviews and ride-a-long observations.

#### Data Base

Three police departments in Oklahoma County served as the data base for the study. Two of the police departments are of medium size, consisting of up to 80 police personnel.

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<sup>2</sup>The observational form and ride-a-long schedules are found in Appendix D and E of this study.

One police department is classified as large, with over 80 personnel.

The medium size police departments are represented by the numerical code classification of one and three, and the large department by the number two.<sup>3</sup> In all three departments only uniform patrol personnel, up to and including the rank of sergeant, participated in the study.

### Departmental Profiles

Department number one is located in the northern part of Oklahoma County, and serves a population of approximately 39,000 inhabitants covering 87.3 square miles. At the time of the study, 27 personnel comprised the patrol division of the department.

Department one operates with three basic rotating work shifts for the patrol personnel. The shift time frames are designated as the day shift (7:00 a.m.-3:00 p.m.), the evening shift (3:00 p.m.-11:00 p.m.), and the midnight or "back shift" (11:00 p.m.-7:00 a.m.). The average number of calls per shift per week for Department one are 251 for the day shift, 357 for the evening shift, and 293 for the midnight shift. Most of the day calls are taking reports from activity of the previous night, while the other two shifts deal with such routine activity as bar

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<sup>3</sup> Edmond and Midwest City represent departments numbered one and three respectively, and Oklahoma City represents department number two.

checks, alarms, domestic disturbances, house checks, people driving under the influence of some kind of intoxicant, and burglary.

Generally, there is a very low incidence of serious crime that Department one has to deal with. Murder, rape, armed robbery, arson, and other serious felony offenses are unusual occurrences for the department.<sup>4</sup>

Of the 27 patrol personnel in the department at the time of the study, 25 responded to a research instrument used to gather demographic data and attitude responses. A personnel profile of the department is shown in Table I, and reflects a young white male population with advanced education that has been in police work for only a few years.

Department number two is located in the center of Oklahoma County and serves a population of approximately 350,000 inhabitants covering 649.5 incorporated square miles. At the time of the study, 300 uniform personnel comprised the patrol division of the department.

Department two operates with three basic rotating work shifts for the patrol personnel. The shift time frames are designated as the day shift (7:00 a.m.-3:00 p.m.), the evening shift (3:00 p.m.-11:00 p.m.), and the midnight or "back shift" (11:00 p.m.-7:00 a.m.). The average

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<sup>4</sup>Based on the researcher's observation, a conclusion was reached that Department one is capable of handling any criminal investigation associated with any serious offense.

TABLE I  
PERSONNEL PROFILE OF DEPARTMENT ONE  
(N=25)

Variable	Categories	Percent
Age	21-30	76.0
	31-40	24.0
	Over 40	<u>0.0</u>
	Total	100.0
Sex	Male	84.0
	Female	<u>16.0</u>
	Total	100.0
Race	White	100.0
	Other Than White	<u>0.0</u>
	Total	100.0
Education	H.S.D.	12.0
	AA Degree	48.0
	BA/BS Degree	36.0
	MA/MS Degree	<u>4.0</u>
	Total	100.0
Major Area of Study	Social Science	76.0
	Physical Science	4.0
	Other	<u>20.0</u>
	Total	100.0
Marital Status	Single	24.0
	Married	48.0
	Divorced	<u>28.0</u>
	Total	100.0
Years as an Officer	0-5	96.0
	6-10	4.0
	Over 10	<u>0.0</u>
	Total	100.0
Present Rank	Sergeant	16.0
	Below Sergeant	<u>84.0</u>
	Total	100.0

TABLE I (Continued)

Variable	Categories	Percent
Professional Law	None	4.0
Enforcement Courses	1-5	68.0
Taken Beyond Basic	6-10	12.0
Police Academy	Over 10	<u>16.0</u>
	Total	100.0
Work Shift	7-3	40.0
	3-11	32.0
	11-7	<u>28.0</u>
	Total	100.0

number of calls per shift per week for Department two are 1,330 for the day shift, 1,442 for the evening shift, and 1,407 for the midnight shift. Although most of the day shift calls are associated with taking reports from activity of the previous night, there are many occasions for direct police officer involvement in serious felony offenses. Most of the activity for the other two shifts is associated with domestic disturbances, vehicle accidents, drunk and disorderly conduct, fights, and, on numerous occasions, serious felony offenses such as murder, rape, armed robbery, and burglary. Overall, Department two deals with a considerable amount of activity that can be defined as "social service" in nature, but they also must stand ready to respond to the most violent of criminal acts since such acts are not uncommon events within the department's enforcement jurisdiction.

Of the 300 research questionnaires distributed in Department two, 162 were completed and returned to the researcher. A demographic profile of the respondents in Department two is shown in Table II. It reflects a relatively young white male population with advanced education that has been in police work for 10 years or less.

Department number three is located in the mid eastern quadrant of Oklahoma County, and serves a population of approximately 62,000 inhabitants covering 26 square miles. At the time of the study, approximately 45 personnel comprised the patrol division of the department.

TABLE II  
PERSONNEL PROFILE OF DEPARTMENT TWO  
(N=162)

Variable	Categories	Percent
Age	21-30	49.4
	31-40	40.8
	Over 40	<u>9.8</u>
	Total	100.0
Sex	Male	95.7
	Female	<u>4.3</u>
	Total	100.0
Race	White	91.4
	Other Than White	<u>8.6</u>
	Total	100.0
Education	H.S.D.	46.9
	AA Degree	35.8
	BA/BS Degree	14.2
	MA/MS Degree	<u>3.1</u>
	Total	100.0
Major Area of Study	Social Science	83.9
	Physical Science	4.3
	Other	<u>11.8</u>
	Total	100.0
Marital Status	Single	9.3
	Married	75.3
	Divorced	<u>15.4</u>
	Total	100.0
Years as an Officer	0-5	44.4
	6-10	27.8
	Over 10	<u>27.8</u>
	Total	100.0
Present Rank	Sergeant	13.0
	Below Sergeant	<u>87.0</u>
	Total	100.0

TABLE II (Continued)

Variable	Categories	Percent
Professional Law	None	22.2
Enforcement Courses	1-5	44.4
Taken Beyond Basic	6-10	12.3
Police Academy	Over 10	<u>21.1</u>
	Total	100.0
Work Shift	7-3	18.5
	3-11	63.5
	11-7	<u>18.0</u>
	Total	100.0

Department three operates with three basic fixed shifts for the patrol personnel.<sup>5</sup> The shift time frames are designated as the day shift (7:00 a.m.-3:00 p.m.), the evening shift (3:00 p.m.-11:00 p.m.), and the midnight or "back shift" (11:00 p.m.-7:00 a.m.). Although statistics were not available for the numbers and types of calls made by each shift per week, the overall statistical profile for the department indicated that most of the calls were of a "social service" nature, with sporadic response to serious felony offenses. The majority of calls made by Department three dealt with domestic and other kinds of disturbances, drunks, fights, animal calls, prowlers, and vandalism. Serious offenses were represented by the categories of murder, rape, robbery, burglary, and larceny. As with the other two departments, the day shift is more involved with report taking while the other two shifts are more involved with felony and non-felony offenses.<sup>6</sup>

Of the 45 research instruments distributed in Department three, 35 were completed and returned to the researcher.

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<sup>5</sup>All three departments have different shift scheduling processes. The Edmond Police Department rotates patrol personnel over three shifts every three months. The Oklahoma City Police Department rotates patrol personnel every month. The Midwest City Police Department has fixed shifts by contract; shift rotation is predicated on shift openings available, and the officer's request to change from the shift he is presently working.

<sup>6</sup>It should be noted that the majority of police officers, with the exception of the Midwest City day shift, preferred to work evenings and nights because that is when the "action" occurs and "real" police work can be done.

A demographic profile of the respondents in Department three is shown in Table III, and reflects a relatively middle-age white male population which has less formal education than the other two departments and has been in police work for 10 years or less.

The total data base for the study is comprised of 222 patrol officers of the rank of sergeant or below. Within the three police departments studied, not all of the patrol personnel were available to respond to the research instruments. According to division heads, those research instruments that were not distributed or returned were due to patrol personnel being on sick leave, personal leave, days off, special assignments, or attending special training schools. The percentage response from each police department was 93 percent for Department one, 54 percent for Department two, and 78 percent for Department three. A demographic breakdown of all patrol personnel contained in the study is shown in Table IV.

#### Attitude Scales Used in the Study

In designing and conducting the study, the researcher relied on the generally accepted theoretical concepts of "attitudes" found in the literature, along with the professionally developed scales for measuring attitudes. Although numerous researchers, concerned with attitude development and formation, have contributed to the theoretical literature, the definition of "attitude" and the relational

TABLE III  
 PERSONNEL PROFILE OF DEPARTMENT THREE  
 (N=35)

Variable	Categories	Percent
Age	21-30	31.4
	31-40	51.4
	Over 40	<u>17.2</u>
	Total	100.0
Sex	Male	94.3
	Female	<u>5.7</u>
	Total	100.0
Race	White	94.3
	Other Than White	<u>5.7</u>
	Total	
Education	H.S.D.	68.6
	AA Degree	25.7
	BA/BS Degree	5.7
	MA/MS Degree	<u>0.0</u>
	Total	100.0
Major Area of Study	Social Science	62.9
	Physical Science	14.3
	Other	<u>22.8</u>
	Total	100.0
Marital Status	Single	8.6
	Married	77.1
	Divorced	11.4
	Other	<u>2.9</u>
	Total	100.0
Years as an Officer	0-5	42.9
	6-10	37.1
	Over 10	<u>20.0</u>
	Total	100.0
Present Rank	Sergeant	20.0
	Below Sergeant	<u>80.0</u>
	Total	100.0

TABLE III (Continued)

Variable	Categories	Percent
Professional Law	0-5	42.9
Enforcement Courses	6-10	37.1
Taken Beyond Basic	Over 10	<u>20.0</u>
Police Academy		Total 100.0
Work Shift	7-3	31.4
	3-11	34.3
	11-7	<u>34.3</u>
		Total 100.0

TABLE VI  
PERSONNEL PROFILE OF ALL THREE POLICE  
DEPARTMENTS COMBINED  
(N=222)

Variable	Categories	Percent
Age	21-30	49.5
	31-40	40.5
	Over 40	<u>10.0</u>
	Total	100.0
Sex	Male	94.1
	Female	<u>5.9</u>
	Total	100.0
Race	White	92.8
	Other Than White	<u>7.2</u>
	Total	100.0
Education	H.S.D.	46.4
	AA Degree	35.6
	BA/BS Degree	15.3
	MA/MS Degree	<u>2.7</u>
	Total	100.0
Major Area of Study	Social Science	79.6
	Physical Science	5.9
	Other	<u>14.5</u>
	Total	100.0
Marital Status	Single	10.8
	Married	72.5
	Divorced	16.2
	Other	<u>.5</u>
	Total	100.0
Years as an Officer	0-5	50.0
	6-10	26.6
	Over 10	<u>23.4</u>
	Total	100.0
Present Rank	Sergeant	14.4
	Below Sergeant	<u>85.6</u>
	Total	100.0

TABLE IV (Continued)

Variable	Categories	Percent
Professional Law	None	17.6
Enforcement Courses	1-5	46.8
Taken Beyond Basic	6-10	13.1
Police Academy	Over 10	<u>22.5</u>
	Total	100.0
Work Shift	7-3	23.0
	3-11	54.5
	11-7	<u>22.5</u>
	Total	100.0

characteristic have been adequately defined by Shaw (1967:

3-4) when he states:

An attitude is a relatively enduring system of evaluative, affective reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects.

To the extent that attitudes are considered to fall within the realm of personality, they are differentiated from other personality constructs on several bases. First, attitudes are relational; and second, their references are specific. That is, an attitude is a characteristic which implies a type of relationship between the person and specific aspects of his environment. Third, attitudes differ from many other personality constructs in their possession of an evaluative function; fourth, attitudes rather than being overt responses, serve as predispositions to respond overtly.

It should be noted that there are some arguments in the literature concerning attitudes as a predisposition to respond overtly.<sup>7</sup> However, in the area of occupational studies, attitude scales and attitude surveys continue to play important functions in attempting to arrive at some understanding of why individuals react and behave the way they do, relative to their work environment. As Herzberg (1957:104-107) has pointed out, " . . . that positive job attitudes are a tremendous asset to industry is supported by much of the experimental evidence now available."

In this study, six professionally developed attitude scales were used and considered as dependent variables. The

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<sup>7</sup>See the works of : Halbgewachs, 1965; Ehrlich, 1969; and Tarter, 1970, for a position that attitudes may not serve totally as a predisposition to act overtly.

dependent variables were measured against five independent variables taken from the demographic data gathered. The independent variables for this study are age, education, marital status, years on the force, and work shift. The dependent variables are attitudes toward the law, job satisfaction, dogmatism, civil liberties, anomie, and trust in people.

The scaling instruments used in this study are the Law Scale, The Job Satisfaction Index, The Short Dogmatism Scale, The Civil Liberties Scale, The Anomie Scale and The Trust in People Scale.<sup>8</sup> The instruments were selected after the researcher had reviewed the literature on police work and found that previous researchers had concentrated much of their work in the area of police attitude formation relative to such factors as anomie, dogmatism, authoritarianism and trust in people.

The Law Scale was developed by Rundquist and Sletto in 1936. The 22 item scale is a Likert-type scale which measures attitudes toward such factors as the law, judges, court decisions, lawyers, and juries. Based on the performance of the test in previous research, a satisfactory level of validity and reliability has been established relative to measuring attitudes toward the law.

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<sup>8</sup>All of the professionally developed attitude scales can be found in research documents developed by Robinson, 1973; and Shaw, 1967. Within these documents, detailed explanations of how the scales were developed, their levels of validity and reliability and how they have been previously used is discussed.

The Job Satisfaction Index was developed by Brayfield and Rathe in 1951. In developing the scale, the researchers sought to develop a job satisfaction index that would be applicable across all occupational categories. There are 18 items on the scale which uses a Likert scoring mode and the Thurston scale value to indicate scoring direction. Levels of validity and reliability have been established in previous testing which indicates the scale is acceptable for measuring factors associated with job satisfaction.

The Short Dogmatism Scale was developed by Schulze in 1962. This scale was designed to measure dogmatism along the same lines as the scale developed by Rokeach.<sup>9</sup> The scale comprises 10 items taken from Rokeach's original Dogmatism Scale and uses a Likert-type measure. Although this scale is much shorter than the original scale developed by Rokeach, through the use of a Guttman Scalogram Analysis and its development, acceptable levels of validity and reliability have been established.

The Civil Liberties Scale was developed by Noble and Noble in 1954. The purpose of the scale is to measure attitudes toward the protection of civil liberties. The scale uses a Likert-type scoring device and contains 20 statements. Although no test-retest reliability has been reported, and no criterion-related validity established, the

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<sup>9</sup>For a detailed explanation of dogmatism as a concept, see Rokeach, 1954 and 1960.

scale has been used repeatedly to gather information about attitudes toward civil liberties.

The scale used to measure Anomie was originally developed by Srole in 1956. A modified version of the original scale has been developed by Carr which uses both positive and negative responses. The modified scale contains nine items and uses a Likert-type scoring process. The reliability of the original Srole Scale has been satisfactorily established, but full validity of the scale is yet in question. The modified version of the scale would appear to have greater validity and reliability.<sup>10</sup>

The Trust in People Scale was developed by the Survey Research Center in 1969. The scale is a modification of Rosenberg's scale developed to measure faith in people. Although there are no test-retest data available, the scale has been used by the Survey Research Center to collect data on attitudes associated with trust in people.

All of the scales used, with the exception of the Short Dogmatism Scale, had reverse items contained in the scales relative to the scoring process. A breakdown of the scoring processes for all scales used in the study is found in Table V.

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<sup>10</sup>For a detailed explanation of the modified version of the original Srole Scale, see Carr, 1971.

TABLE V  
SCALE SCORING PROCESS FOR  
ALL SCALES USED

The following table outlines the scoring process for each of the attitude scales used in the study.

The Law Scale:

22	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	110
	1	2	3	4	5	

Positive Attitudes  
Toward the Law

Negative Attitudes  
Toward the Law

Job Satisfaction Index:

18	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	90
	1	2	3	4	5	

High Job  
Satisfaction

Low Job  
Satisfaction

Short Dogmatism Scale:

10	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	50
	1	2	3	4	5	

High Dogmatism

Low Dogmatism

Attitudes Toward Civil Liberties:

20	Agree	No Opinion	Disagree	60
	1	2	3	

Negative Attitudes  
Toward  
Civil Liberties

Positive Attitudes  
Toward  
Civil Liberties

TABLE V (Continued)

Anomie:


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27	Agree	Can't Decide	Disagree	9
	1	2	3	
Low Anomie			High Anomie	

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Trust in People:

	Positive	Negative	
6	Statements	Statements	3
	1	2	
Low Trust			High Trust

## Statistical Analysis

The statistical process used to analyze the data collected was one-way or simple analysis of variance. In describing the process of simple analysis of variance, Blacklock (1972:316-334) has stated:

The assumptions for analysis of variance are basically the same as required for the difference-of-means test, but the test itself is very different. We shall have to assume normality, independent random samples, and equal population standard deviations, and the null hypothesis will be that the population means are equal. The test itself, however, involves working directly with variances rather than means and standard errors.

The test used in analysis of variance involves a comparison of the two separate estimates of the population variance. Instead of taking the difference between the two estimates, however, we take the 'ratio' of the second estimate to the first. If the null hypothesis is correct, then both estimates will be unbiased, and the ratio should be approximately unity. If the population means actually differ, however, the second estimate will ordinarily be larger than the first and the ratio greater than unity. Since sampling fluctuations are always a factor, we have to ask ourselves how large a ratio we are willing to tolerate before we become suspicious of the null hypothesis. Fortunately, the ratio of the two estimates 'F' has a known sampling distribution, provided the two estimates of variance are actually independent of each other, and therefore a fairly simple test can be made. This, in essence, is what we do in an analysis-of-variance test.

The analysis of the data was accomplished by developing a computer program which analyzed the independent and dependent variable relationships, using the statistical test of one-way analysis of variance. A breakdown of the analyzed data is found in Chapter V.

### Hypotheses Tested

Based upon the independent and dependent variables selected by the researcher, 30 null hypotheses were developed for testing. The rationale for selecting the five independent variables from the demographic data collected was based on the number of respondents falling into the five categories. In addition, Departments one and three were combined to represent one category defined as a "medium sized" police department. Comparisons were then made with Department two which represented a "large sized" police department.

The following list of null hypotheses was analyzed for the statistically significant relationships:

#### Age

1. There is no significant difference in attitudes, of the police officers tested, towards the law scale relative to age.
2. There is no significant difference in attitudes, of the police officers tested, towards job satisfaction relative to age.
3. There is no significant difference in attitudes, of the police officers tested, towards dogmatism relative to age.
4. There is no significant difference in attitudes, of the police officers tested, towards civil liberties relative to age.
5. There is no significant difference in attitudes, of the police officers tested, towards anomie relative to age.
6. There is no significant difference in attitudes, of the police officers tested, towards trust in people relative to age.

### Education

1. There is no significant difference in attitudes, of the police officers tested, towards the law scale relative to the amount of academic education.
2. There is no significant difference in attitudes, of the police officers tested, towards job satisfaction relative to the amount of academic education.
3. There is no significant difference in attitudes, of the police officers tested, towards dogmatism relative to the amount of academic education.
4. There is no significant difference in attitudes, of the police officers tested, towards civil liberties relative to the amount of academic education.
5. There is no significant difference in attitudes, of the police officers tested, towards anomie relative to the amount of academic education.
6. There is no significant difference in attitudes, of the police officers tested, towards trust in people relative to the amount of academic education.

### Marital Status

1. There is no significant difference in attitudes, of the police officers tested, towards the law scale relative to marital status.
2. There is no significant difference in attitudes, of the police officers tested, towards job satisfaction relative to marital status.
3. There is no significant difference in attitudes, of the police officers tested, towards dogmatism relative to marital status.
4. There is no significant difference in attitudes, of the police officers tested, towards civil liberties relative to marital status.
5. There is no significant difference in attitudes, of the police officers tested, towards anomie relative to marital status.

6. There is no significant difference in attitudes, of the police officers tested, towards trust in people relative to marital status.

#### Time on the Force

1. There is no significant difference in attitudes, of the police officers tested, towards the law scale relative to the length of time on the police force.
2. There is no significant difference in attitudes, of the police officers tested, towards job satisfaction relative to the length of time on the police force.
3. There is no significant difference in attitudes, of the police officers tested, towards dogmatism relative to the length of time on the police force.
4. There is no significant difference in attitudes, of the police officers tested, towards civil liberties relative to the length of time on the police force.
5. There is no significant difference in attitudes, of the police officers tested, towards anomie relative to the length of time on the police force.
6. There is no significant difference in attitudes, of the police officers tested, towards trust in people relative to the length of time on the police force.

#### Shift Assignment

1. There is no significant difference in attitudes, of the police officers tested, towards the law scale relative to shift assignment.
2. There is no significant difference in attitudes, of the police officers tested, towards job satisfaction relative to shift assignment.
3. There is no significant difference in attitudes, of the police officers tested, towards dogmatism relative to shift assignment.
4. There is no significant difference in attitudes, of the police officers tested, towards civil liberties relative to shift assignment.

5. There is no significant difference in attitudes, of the police officers tested, towards anomie relative to shift assignment.
6. There is no significant difference in attitudes, of the police officers tested, towards trust in people relative to shift assignment.

The alternative hypotheses developed for this study are found in Chapter V. All alternative hypotheses are two-tailed, relative to the concept of "critical region."

### Interviews and Observations

In developing a framework for going into the "real world" of the police officer, and becoming "street wise" about what he does, the researcher relied on the concepts presented by Phillips (1973), Schwartz (1979), Webb (1970), and Young (1966) relative to qualitative research. All of the aforementioned authors have indicated the importance of extending sociological knowledge through direct and indirect qualitative methods.

Although sociological findings are, more often than not, generated by quantitative processes, there is a need for the development of qualitative data so that our understanding about social phenomena will be more complete. In addressing the need for a more expansive methodology, Webb (1970:172-173) has stated:

Questionnaires and interviews are probably the most flexible and generally useful devices we have for generating information. Our criticism is not against them, but against the tradition which allowed them to become the methodological sanctuary to which the myopia of operational definitionalism permitted a retreat. If one were

going to be limited to a single method, then certainly the verbal report from a respondent would be the choice. With no other device can an investigator swing his attention into so many different areas of substantive content, often simultaneously, and also gather intelligence on the extent to which his findings are hampered by population restrictions.

It was the desire of this researcher to know more about the subjects in his study than could be gained by a paper-pencil exercise, that led him on an excursion into the "real world" of police work.

### Conclusion

It should be noted that in collecting the data for this study, the researcher was given relative free access to the personnel in the police departments. However, this access was made possible as a result of personal relationships developed with police administrative personnel over several months prior to the study.

While the opportunity for quantitative research, through the use of a questionnaire, is becoming more available for those interested in police activity, direct and intimate involvement with subject personnel is still limited. This is primarily due to the "closed shop" philosophy that is still very prevalent in police departments.

## CHAPTER IV

### QUALITATIVE ASPECTS OF THE STUDY

#### The Data Collecting Process

In attempting to expand upon the quantitative aspects of the study, interviews and observations were conducted in each of the three police departments studied. In conducting the interviews, the researcher recorded on tape each of the responses provided by the patrol officers, and attempted to discover common characteristics associated with each of the interviews. In addition, extensive field notes were kept about observations that were made during the interviews as well as events that occurred during the ride-a-long periods.

Each interview was conducted in a patrol car during the observational period so that the officer would feel less threatened by the interview process, and would respond more openly. As far as can be determined by the researcher, the natural work environment of the officer did assist in breaking down interview barriers that may not have been overcome in a more sterile setting. Further, the researcher attempted to gain the confidence of the officer before the interview process began. This was accomplished by engaging in conversation with the officer over a wide

range of topics relative to his work, family, education, leisure activities, and the community he served. It was also pointed out to the officer that the researcher had himself been a patrol officer for three years, and had a "gut" feel for the problems he faced both inside and outside the police department. Some of the officers were somewhat reluctant, at first, to be recorded on tape for fear that their comments might in some way damage their police career. Once they became confident that strict anonymity would be adhered to by the researcher, they relaxed and began to talk candidly.

Throughout the interviewing process, the researcher remained conscious of considerations set forth by Young (1966:214) when he stated:

Interviewing is not a simple two-way conversation between an interrogator and informant. Gestures, glances, facial expressions, pauses often reveal subtle feelings. Voice inflections and halting statements can be as much a part of the interplay between conversing persons as their questions and answers.

In the area of dealing with focused interviews, Young (1966:219) has also stated:

Although the whole situation is carefully structured and the major areas of inquiry mapped out, the interviewee is given considerable freedom to express his definition of a situation that is presented to him.

During the interview process, close attention was paid to the "body language" and "voice inflections" expressed by the patrol officers. Further, even though the questions were structured and designed to gather specific information,

the patrol officers were allowed to expand upon the questions with whatever information they wanted to provide.

Finally, the task of going into the "real world" of the working patrol officers to gather information was generated, in part, after having read the extensive work of Terkel (1974). To see it as it "really is", as told by those who "really do it", does broaden one's research perspective.

### The Interviews

Following each of the questions, a general review of the common responses made by the patrol officers is presented.<sup>1</sup> When the term "common" or "majority" response is used, it indicates approximately 90 percent agreement of all of the officers interviewed on a given question.

1. Q: Do you believe that the general public has respect for the police profession?

A: The common response to this question was that the police are respected by the general public. Often this respect is shown more by the "silent majority", and must be viewed relative to the local conditions in each of the communities served by the police. It was also a common view that most of the public relations problems of the police are due to the

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<sup>1</sup>Anonymity of the patrol officers and police departments will be respected relative to the responses provided.

fact that most people do not know or really understand the nature of police work.

2. Q: Do you believe that most police officers have respect for the individual's rights regardless of the person's position or status in society?

A: The common response to this question was that police basically respect the rights of citizens regardless of their social status. However, there were some qualifiers to this question. A few of the officers pointed out that when they deal with the worst element of society most of the time, they sometimes have a tendency to lump everybody together--the good and the bad--and this affects their reactions to people. Also, situational factors play a role in the police officers' attitudes toward people. As one police officer put it:

If anyone lips off at me while I am trying to do my job, I will probably treat him different than if he just keeps his mouth shut and does what he is told.

A majority of the officers pointed out that the police today are much more aware of the rights of citizens. Even if they don't personally respect the rights of some individuals, they had better be careful how they treat the individual because the

department and courts will now "come down on you hard if you don't".<sup>2</sup>

3. Q: If you could find a better paying job, would you leave the police service?

A: The common response to this question by the majority of the officers was that they would not leave police work under any circumstances. There were several reasons for this response. First, most of the young police officers expressed what can be defined as a "service ideal". They want to help people, stop crime, make society safe for "decent people", and provide a "helping hand" to the needy. The older officers would not leave the police service for some of the same reasons, but, also, they have too much time committed towards retirement to quit.

Although money was a matter of concern to most of the officers, it was not an overriding concern. Several of the officers had quit better paying jobs, and some had taken large cuts in salaries and other

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<sup>2</sup>Even though the majority of the officers stated that the police respected the rights of all citizens, there were several officers who repeatedly referred to certain individuals as "dirt bags". The concept of "dirt bag" is a general stereotype developed by the police officer, and is associated with personal appearance, personal behavior, and type and condition of automobile driven. An example provided by one officer would be "a black dude, dressed to kill, driving a cool cadillac, is probably a pimp who also pushes drugs, and needs a lot of hassle".

benefits to join the police force.<sup>3</sup> For those officers interviewed, the police profession was not viewed as just a job or a place to go to work, but rather a true profession and a totally consuming one at that.

It should be noted that while there is complaining about working conditions, administrative policy, and "the rotten life" of a police officer on the street, the majority of officers stated they "loved" police work.

4. Q: Do you believe that your police department has adequately defined your job responsibilities for you?

A: The response to this question was mixed, with approximately a 50/50 split among the officers. Those officers who thought the police department had adequately defined their jobs based their opinions on the functional criteria they had learned while in the police academy, and operations and procedures manuals used in the department.

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<sup>3</sup>The pay scale, per month, for Department one is \$841.00 up to \$1,074.00 for a patrol officer, and \$975.00 up to \$1,244.00 for a sergeant. The pay scale, per month, for Department two, within two classifications of patrol officers, ranges from \$1,059.66 up to \$1,426.80. In Department three, the pay scale, per month, is \$892.00 up to \$1,244.00 for a patrol officer, and \$979.00 up to \$1,359.00 for a sergeant.

Such responses appeared to be more bureaucratically derived than "real".

Those officers who expressed some doubt about their department's definition of job responsibility talked a lot about "discretion in police work". They pointed out that while most police administrators and supervisors are reluctant to admit the "wide latitude" for decision making on the street, such, in fact, was the case. As one police officer put it:

We have a lot of power out here on the street to affect the lives of people, and much of it is at the discretion of the officer. There are a lot of gray areas, and much of your work is judgment calls based on what you think should be done--not what the department has told you to do. You just can't lay down a rule for every situation in police work.

Those police officers who expressed the "reality and need" for discretionary decision making in police work were also aware of the personal responsibility and "danger" in making such decisions. They pointed out that if you wanted to play it "safe" all the time, you probably would not get in any trouble with your supervisors but, also, you probably would not be doing much "real" police work either.<sup>4</sup>

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<sup>4</sup>One of the complicated areas of police work is associated with the fact that police are often required to make

5. Q: Which is the most important factor in you occupational advancement, strict adherence to departmental policy or getting along with your fellow officers?

A: The most common response to this question was that you had to "generally" adhere to departmental policy in order to stay on "safe" ground, but that you must get along with your fellow officers in the field. There were also qualifiers to this question. One officer pointed out that while you need to get along with your supervisors in the department to get ahead, you could not appear as a "brown nose" or "ass kisser" to your fellow officers. If you did this, they might think you were a "snitch" or an "informant" for the supervisors, and when you needed them as a "back up" in a tough situation they "just wouldn't be there".

Another officer stated:

You need your own 'rabbi' in the command structure to get ahead. You need someone who will take a personal interest in you and bring you along. You gotta be careful with this because you can piss off your fellow officers and then you got big trouble in the field.

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"spot" decisions in very emotionally charged environments that later take years for learned judges to determine if constitutional due process had been observed during the decision making process. Much of police activity is based on a legalistic concept of "probable cause".

It should be noted that all of the patrol officers in the field have a strong sense of loyalty toward each other. Much of this loyalty is a result of the potential danger of police work which requires that you must depend on your fellow officers to help you out in a "tough" situation. A "need" to stick together because they are "cops" is more important in developing unity and loyalty than personal likes or dislikes. Much of this feeling is generated in the three departments due to the fact that all officers on each shift travel and work alone. One officer summed up the situation by saying, "If you can't depend on your fellow officers working your shift, who the hell can you depend on?"<sup>5</sup>

6. Q: Do you ever experience peer group pressure to engage in activity that is otherwise against departmental policy?

A: The most common response to this question was that no peer pressure had been applied by fellow officers to engage in activity against departmental policy. However, in expanding upon the question of

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<sup>5</sup> It is not uncommon for fellow officers to put each other to the test of dependability and loyalty. If an officer fails the test, the word goes out that "we have a real turkey on the shift" and they don't count on him in a tight situation. Further, the "turkey" must then go it alone, himself, since he has demonstrated his unworthiness to be a fellow officer.

peer group pressure in general, the majority of the officers believed there was strong peer group pressure in police work from fellow officers.

Much of the peer group pressure results from the fact that police administrators and supervisors are continually measuring the worth and work performance of the police officers against each other, and they let each officer know this. An example of this is in the area of the individual officer's weekly arrest statistics. Since the police department uses the individual officer's arrest statistics as a measure of work performance, each officer feels peer pressure to keep his arrest statistics up in competition with other officers.<sup>6</sup>

There are other peer pressures that are also present in police work. How one faces danger; how "cool" one can remain in a "shoot out"; how "tough" one can be on the "dirt bags"; all contribute to police peer pressure on the street. One officer graphically pointed out police peer pressure, by his own experience, when he stated:

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<sup>6</sup>Most of the research literature tends to indicate that individual arrest statistics comprise an unreliable and unrealistic way to measure the police officer's worth to the department. Yet, the process still remains as a primary measure of work performance by police departments, and a factor of "status" among the officers.

I jumped a burglar on a building one night, and the kid was 15 years old, and he ran. I could tell he was 15 years old, and I couldn't run him down; but I for darn sure wasn't going to shoot him in the back. He was a kid, and I caught hell for a month because I didn't kill that "nigger" burglar. I still, to this day, would not shoot a 15 year old "nigger" burglar in the back. I've had opportunities since to do the same thing, but I'm just not going to do it. The other guys will tell you how they would have done it if they had been there; but, hell, I've got to live with it if I do it --they don't.

Such is the peer pressure of police work that can be strong against an officer if he does not perform in a way defined by his fellow officers as a "killin' situation".<sup>7</sup>

7. Q: Do you believe that there should be police-citizen review boards set up to monitor police activities and review citizen complaints?

A: The common response to this question was that police-citizen review boards should not be set up. The reasons why the boards should not be set up were relatively standard through all three police departments. Most of the officers believed that the average citizen does not know what goes on in police work, and, therefore, would be unable to

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<sup>7</sup>Research literature on police misconduct tends to indicate that police peer pressure may be more of an important factor in such misconduct than the actual behavior of the individual suspect with whom the officer is dealing.

make objective decisions about the officers' conduct. As one officer put it:

No citizen out here, sitting in an office building, knows what goes on in the street. They can't sympathize with our position. They've never been spit on, kicked, been in fights, or had 35 'jigs' around them in an apartment complex when you are trying to make an arrest. They've never had their back to the wall so bad you didn't know what was going to happen next--if you were going to live or die, or have to kill somebody to get out of there.

The officer's statement reflects a typical attitude found among all of the police officers interviewed.

Another reason expressed for not wanting police-citizen review boards was that the police are professional, and no professional organization allows outsiders to come in and "police" their organization. Doctors, lawyers, teachers, and other professional organizations have developed their own processes for handling complaints and dealing with the "bad apples" in their groups; so, why should police be subject to outside review and scrutiny?

It should be pointed out that several of the police officers were concerned that the people who would make up these review boards would be anti-police in their attitudes. As one officer said:

The only people who keep pushing for citizen review boards are the ones who think they are always hassled by the cops.

How the hell are you going to get a fair shake before a board that is made up of cop haters?<sup>8</sup>

8. Q: When do you think a police officer is justified in using force?

A: The most common response to this question was that force should be used only to effect an arrest or control the situation and protect human life and property. Therefore, to a great extent, the situation will dictate the degree of force used by a police officer. As was pointed out, the police officer has a range of force to be used, from a verbal command to deadly force.

In discussing this range of force available to the police officer, it was discovered that the officers interviewed did not like to be in situations where they had to use overt force to get their job done. Further, the more severe the force required, the less appealing it was for the officers to use. As one officer stated:

Force is justified when it needs to be used to control the situation if the situation cannot be controlled any other way. If the situation can be taken care of without the use of force, then, as far as I am personally concerned, it cannot be justified. I've talked my way out of a lot of fights.

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<sup>8</sup>Police-citizen review boards are basically nonexistent in American society. The police have been very effective in preventing their formation throughout the country.

Another officer commented:

I'm really not too keen on shooting at fleeing felons every chance you get. Like, technically and legally, I suppose you can; but I'm not going to shoot somebody just for breaking into a building or burglarizing.

From all that was said about the use of force, it was clear that the officers in the study were not inclined to use force just because they had the legal right or departmental right to do so.

Further, the use and amount of force which would be used is dictated more by the situation an officer finds himself in than anything else. Therefore, the use of force is, to a great extent, a discretionary judgment on the part of the police officer relative to the immediate events occurring in his work environment.

9. Q: Do you identify with any of the police programs on television? If so, which ones?

A: A unanimous response was given to this question. None of the officers identified with the police programs on television. Further, only a few of the police officers watched "cop" shows on television. Some of the officers indicated that, of all of the police programs on television, only "Police Story" and "Barney Miller" even came close to the real world of police work, and even those programs were unrealistic most of the time.

Most of the officers believed that police programs on television created unrealistic expectations, on the part of the public, about what police work is and what police officers can really do. As one police officer put it:

You know, when there is not a clear cut way to handle a situation on so many of the police shows, the cops had total disregard for the people's rights and the process that you really have to go through to make a case against somebody. It's funny that the people will accept that on television, yet if it happened to them in real life they would raise all kinds of hell.

A major problem pointed out by the officers interviewed was that police programs on television are charged with too much violence. The police are always chasing, fighting, or shooting at someone. That is not what the day-to-day activity of police work is all about. The officers resented the fact that many citizens expected them to all be like "Kojak", and personally solve their particular problem in 60 minutes.

10. Q: Do you consider yourself to be a servant of the public?

A: The most common response to this question was that the police officers did view themselves as "servants of the public". However, there were qualifiers associated with their answers. None of the officers view themselves as "subservant" to the

public. They felt that while their job was to protect life and property, and provide other services as needed, the public had no right to abuse them.

One officer summed up the attitudes of all those interviewed by stating:

I see my job as one of protecting the public and the property of the public. As a result of that, you know, I would have to be a servant of the public. At the same time, that does not say that I should allow the public to dictate to me or walk all over me. The reason I say that is that some people you have to deal with in public work have the idea that because we are public servants, and we perform services for the public, they can tell us what to do and how to do it. Even though my job is to serve them, it is not for them to tell me what to do or dictate to me how to do my job.

The prevailing attitude, of the officers interviewed, was that while they served the public, and were paid by the public for such service, they in no way were willing to be "pushed around" by those they served. The officers wanted to be treated with equality and fairness by those they were charged to serve.<sup>9</sup>

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<sup>9</sup>A major paradox in police work, which creates a dilemma for the police officer, is the fact that while he is viewed by the citizens, his own department, and the political entity as being a servant of the people, the individual officer wants equal treatment and respect from those he serves. When this does not happen, and many times it does not, the officers band together for self-esteem and self-protection. It is this condition that has often

11. Q: Do you consider police work to be a profession or just a work occupation?

A: The common response to this question was the officers considered their work to be a profession. They felt that a profession requires people to be specifically educated and trained to perform a service. You must have an attitude and philosophy that what you do is not just "another job".

The prevailing attitude was that to build a career in police work you have to want to be in it and that it takes a special type of person with unique qualities to stay in the profession for 20 years.

As one officer told me:

What I do is not just something where I get paid for doing a certain job. To me it's a service that I can provide and hopefully, at the end of the day, I have contributed to the welfare of somebody. In other words, I don't just come down here and do this work just to draw a pay check. It's something that I hope is contributing to making society a little bit better.

The officers revealed that it is important to them for the political entity and the citizens to recognize that police work is a "true" profession --a profession that is just as important to the

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separated and caused a wide chasm between the police and the public. Further, it has often caused the police to view themselves as "marginal men" in the society, and produced negative attitudes toward the public.

welfare and survival of society as any other service profession such as medicine or education.

12. Q: What attitude changes have taken place in your life since you have become a police officer?

A: The most common response to this question was that police work had changed the officers' attitudes about their general outlook on life. This change was prevalent among both the young and old officers regardless of their time on the force.

The most noticeable attitude changes were associated with family, friends, and the general public. Many of the officers indicated that they were less trusting and more suspicious of people's motives since they joined the force. One officer stated:

I would say my trust in people has diminished quite a bit since I joined the force. Since I run into the worst kinds of people, after awhile you begin to think all people are like the 'dirt bags'.

Another officer stated:

The most noticeable change in my attitude is that I have a tendency to be less compassionate than maybe I should be towards people. Maybe I've hardened a bit since I've seen so much go on. I have trouble relating to people that are really having problems. I've seen so much 'shit' on the streets that I can't feel real sorry for people like maybe I should. I've tried to guard against it, but this attitude sometimes carries over into my home life and it makes it real hard on my family.

All of the married officers indicated that the long and irregular hours they work, the fact that they can't leave their work "at the office", and the types of people they deal with on a day-to-day basis often have a negative impact on family life. Several officers believed that there was a relationship between the kind of work they did and family breakdown.

Most of the officers were convinced they had lost many of their previous friends as a result of going into police work. They pointed out that their "old friends" shied away from them "and that it was hard to make new friends outside the department once someone found out they were 'cops'".<sup>10</sup>

13. Q: What do you like most about police work?

A: The common responses to this question were that the officers liked the independence of police work; making tough decisions on their own; the excitement and thrill of the unknown; the fact you are out

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<sup>10</sup> A considerable amount of the research literature indicated that the stresses of the police officers are directly work related. High incidents of divorce, alcohol abuse, physical and emotional breakdown, and a host of other problems are related to the work environment. Further, since police officers lose their former friends, there is a natural tendency to form new friendships only within the department. This has the effect of further isolating the police officers from the community and reinforcing only the "police point of view" among the officers.

there to catch the "assholes of society"; and that you are often able to help people who are in real need.

One officer stated:

I like being out here and making decisions on my own. It's kind of like working for yourself. Most decisions, out here, you can make without having some 'turkey' hovering over you all the time as opposed to a desk job. You are outside, you are able to be with people --all types of people--and communicate with them. You really see what's happening in your community.

Another officer described it thus:

I love the excitement. The 'code three' runs, the arrest situations, it's a high. I guess this job is sort of like taking some dope, or some speed, or something like that. I know your adrenalin gets going, and you get real up, when you go into a domestic situation and you don't know what to expect. A lot of it is fear, and you gotta conquer that fear if you are going to survive on the street. Or, you get a call and it's a man with a gun. You know the guy is a complete 'asshole'. He's been to prison and was one of the leaders of the 'Big Mac' riot back in '73--all that kind of stuff. He's armed and, boy, you are going to get him; and, by God, you are going to do it. There's just nothing like it in this world.<sup>11</sup>

The feelings of all the officers may best be summed up by the officer who stated:

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<sup>11</sup>Research on police tends to indicate that the most dangerous activity a police officer engages in during patrol duty, is making a domestic disturbance call or stopping a car for a routine check.

When you come to work, it's like a new world every day. You never know what will happen, and the danger is always out there. Sure, there is a lot of routine and boredom to police work, but you always know that when you step into that car, and turn the switch-- 'shit', man--the whole world can come down around you, and you had better be able to react.

It became clear to the researcher, after spending many hours with the patrol officers, that they really enjoy the work they do. For those officers, who make it a career, are willing to put up with all the boredom and routine activity, and make all of those "shit calls" in order to have those moments of excitement, and challenge of going it alone in the face of danger.<sup>12</sup>

14. Q: What do you like least about police work?

A: The most common responses to the question were associated with the promotional system; ineffectiveness of the criminal justice system; excessive paper work; departmental politics; departmental bureaucracy; inadequate tools to get the job done; domestic and social service calls; and low pay.

Most of the officers believed that the promotional system in police work is based more on "who you know", and "ass kissing", than objective work and

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<sup>12</sup>A "shit call" is defined by most police officers as non-crime fighting calls or "social service" types of calls.

performance criteria. They indicated that true professionalism in police work would never be fully realized until the promotional system was "fair", and put the best people in positions of supervision, management and administration.

The officers felt that the criminal justice system was not very effective. "You catch the bastards and the courts turn them loose" was a common response. The officers see the courts, corrections, and the general public too willing to accept a high level of crime for the police to ever be really efficient.

The paper work in police work has become extensive. A good portion of the officers' time is spent in taking and filling out reports and compiling statistics. The majority of the officers agreed that there was just "too damn much paper work that nobody reads anyway", and that kept them from spending more time on the street doing the jobs they are paid to do.

Another area that displeased the officers was departmental politics. The officers were very aware that you had to learn to "play the game" in the department if you were going to get ahead. The negative aspect of this was the time it took to "learn the game", the fact that the "game often

changed with new department heads", and that the politics often prevented the police officers from doing their jobs professionally.

As one officer emphasized:

When you go through the academy, they give you all this crap about how you do it by the book, what procedures to follow, and how professional you gotta be. Then you hit the streets, and get into the real departmental process, and you find it's all politics. You gotta always be covering your 'ass', or 'kissing somebody's ass', to stay out of trouble or get ahead. When you have to worry about all of that --shit, man--you can't do your job. After awhile, you just reach a point where you just want to say, 'fuck it all'.

Much of the same kinds of feelings were expressed about the police bureaucracy. It keeps the police officers from doing what they consider to be "real police work".

Some of the officers complained that the department did not provide them with adequate tools to do the job. The greatest complaint was that, due to departmental budgeting constraints, most police cars were in poor condition, and often "down" or out of service.<sup>13</sup> One officer stated:

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<sup>13</sup>The police automobile is a very important item to all police officers. They see it as "their home away from home" or their "office" for eight or more hours a day. They spend the majority of their working day in the automobile, and they want it clean and serviceable when they go on duty.

We come down here to work, and the 'goddamn' cars are a pit. How would you like to spend your work day in an office that looked like a 'bag of shit'. We live in those cars; we put our lives on the line in those cars; and most of them are falling apart. What does the city say when you tell them that some of those cars are dangerous to be on the street for doing police work; they give you some 'lame dick' excuse about how good we have it compared to other departments, or how tight the money situation is.

Another officer added:

Take the crime lab--they send all these people to high powered schools to learn how to analyze and handle physical evidence. Then, they're so damn cheap they won't buy evidence bags for the street officer to use for collecting evidence. They tell us to go to the Seven Eleven store and grab a brown bag to use, and then bitch when the evidence comes in all screwed up for lack of proper handling.

Many of the officers did not like making domestic disturbance or social service calls. They felt that in many situations they were not trained properly to deal with the situation effectively. Some officers stated that the police should only respond to calls that are distinctly of a criminal nature, and leave all the other activity to social service agencies.

Low pay was also a common complaint among the officers. Most of them must hold off-duty jobs in order to meet their financial obligations. One officer stated:

How the 'hell' does the public expect us to provide a professional service to them when we are working 12 to 16 hours a day just to make ends meet. If you gotta family, or you want a few nice things, you gotta do it though. The public doesn't realize, or maybe they just don't care, you're gonna get just what you pay for. You wouldn't expect a doctor to save your life in a crisis situation for what we are paid.

### The Observations

In developing a style for conducting the observations, the researcher relied primarily on the work of Young (1966), relative to field observations in social research. Consideration was given to the types of observations; insights that needed to be developed in order to conduct reliable observations; aids that assist in the observational process; and the scheduling process for conducting observations.

Throughout the observations, the researcher continually reflected over the following statements made by Young (1966: 161-183):

Observations may be defined as systematic viewing, coupled with the consideration of the seen phenomena. That is, consideration must be given to the larger unit of activity in which the specific observed phenomena occur.

Viewing or observing must be accompanied by perceiving, that is, apprehending with the mind, if the observing is to be fruitful.

It may be suggested that the observer take stock of himself and discover what prejudices and biases will prevent impartial study and disinterested points of view. At times, emotional reactions are so deeply imbedded and so subtly expressed that they are difficult to detect even by the most conscientious self-critics.

Persistent self-observation and criticism by others may ultimately overcome prejudice and biases.

The observer should constantly keep in mind that it is easy to become attacked by the conspicuous, dramatic, and interesting factors. He should safeguard himself against observing merely the unique and striking fragments, torn from their cultured context and habitual modes of life.

In discussing the observations made during the ride-a-long periods with the three police departments, the researcher presents what he considers to be the most important aspects of the observations relative to the study.

#### Specific Observations

The observations in Department one revealed that the patrol officers were very conscientious about their observance of the law. At no time did the researcher detect the officers engaging in behavior that would be considered a violation of the law. Although the officers did not always make an arrest in every situation where they technically could, and used discretion in settling many disputes, they demonstrated a basic respect for the law and the need to uphold the law in order that lives and property would be protected.

During informal discussions with the officers, which were not taped, it was discovered that not all officers believed that court decisions were fair or just. Further,

there was a doubt expressed about the "honesty" of lawyers in general.

In the area of job satisfaction, all of the officers reflected a devotion to duty and a willingness to "work hard" during their shift assignment. It was obvious that the officers were anxious and enthusiastic to get out on the "streets" and discover what unknown adventure would occur.

While the officers came to work prior to shift change, for supervisor briefings, then usually spent time after shift change discussing the events which occurred during the shift, they were somewhat divided concerning the prospect of being required to "work" overtime without pay.

Considering dogmatism as a factor in police behavior, the officers in Department one did not exhibit such behavior to any significant degree. Although they were "firm" in handling crisis situations, they also showed a high degree of flexibility and understanding in reaching a resolve about the outcomes.

In handling arrest situations, the officers showed a high concern for the civil liberties of the individuals involved. At no time were the officers in Department one observed violating the rules of search and seizure, and they did inform individuals of their rights under the law when appropriate.

There was, however, disagreement among the officers concerning Supreme Court decisions. Most of the officers

were not sure how "soft" the court had been on criminals, but there was feeling that the Court's decisions had prevented the police from being effective in "fighting" crime.

The anomie level of the officers appeared to be relatively low. The behavior of the officers was one of concern and helpfulness toward the community they served. The officers demonstrated that they were concerned about their fellow man by the way they handled situations to which they were called upon to respond. Although the officers showed caution in dealing with specific individuals, in crisis situations, there did not appear to be a deep seated distrust of people in general. Further, the officers were very aware that they had to depend on each other, and members of the community, if they were going to be effective in the performance of their duties.

In considering trust in people as a specific category, the officers demonstrated a fairness and a willingness to listen to both sides of an issue before making a decision. It was obvious that they were very concerned about how they treated individuals regardless of the intensity of the situation.<sup>14</sup>

The observations in Department two revealed results similar to those found in Department one. The officers were

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<sup>14</sup>For a detailed breakdown of the observational scoring of Department one, see Table VI.

TABLE VI  
OBSERVATIONAL EVALUATION BY THE  
RESEARCHER ON POLICE  
DEPARTMENT ONE  
(N=10)

Areas of Observational Evaluation	Categories	Percent
<u>Law:</u>		
Officer obeys the law and upholds the law.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100
Officer believes court decisions are always just.	Agree	0
	Undecided	50
	Disagree	<u>50</u>
	Total	100
Officer believes that lawyers are basically honest.	Agree	10
	Undecided	30
	Disagree	<u>60</u>
	Total	100
<u>Job Satisfaction:</u>		
Officer appears to enjoy police work.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100
Officer behaves with enthusiasm while on the job.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100
Officer never minds working overtime without pay.	Agree	30
	Undecided	60
	Disagree	<u>10</u>
	Total	100

TABLE VI (Continued)

Areas of Observational Evaluation	Categories	Percent
<u>Dogmatism:</u>		
Officer behaves as though a person who thinks primarily of his own happiness is beneath contempt.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
Officer behaves as though most people don't know what's good for them.	Agree	0
	Undecided	10
	Disagree	<u>90</u>
	Total	100
Officer behaves as though the world we live in is a pretty lovely place.	Agree	60
	Undecided	40
	Disagree	<u>0</u>
	Total	100
<u>Civil Liberties:</u>		
Officer violates the rules of search and seizure while making an arrest.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
Officer does not inform individuals of their rights under the law.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
Officer believes that Supreme Court decisions have hurt the police and helped the criminal.	Agree	20
	Undecided	80
	Disagree	<u>0</u>
	Total	100
<u>Anomie:</u>		
Officer behaves as though he doesn't care what happens to the next fellow.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100

TABLE VI (Continued)

Areas of Observational Evaluation	Categories	Percent
<u>Anomie (Continued):</u>		
Officer behaves with distrust when dealing with people.	Agree	30
	Undecided	40
	Disagree	<u>30</u>
	Total	100
Office behaves as though he can't count on anyone but himself.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
<u>Trust:</u>		
Officer behaves as though most people can be trusted.	Agree	30
	Undecided	40
	Disagree	<u>30</u>
	Total	100
Officer exhibits helpful behavior when dealing with people.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100
Officer tries to be fair when dealing with people.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100

The observational evaluation form was devised by the researcher from the attitude scales administered. The form was used by the researcher to assist him as a guide in making judgments about the police officer's behavior during ride-a-long activity. Judgments were made on the basis of of the police officer's manner, speech, language used, temperament, conversation, and observed encounters with the public and specific clients. The researcher attempted at all times to be objective, while recording his impressions during the observational period.

not found violating the law in the performance of their duties, and they also were divided over the issues concerning court decisions and the "honesty" of lawyers.

The officers, by the way they talked and behaved while on duty, appeared to have high job satisfaction. There was an eagerness and a willingness to perform whatever tasks they were called to do with enthusiasm and professionalism.

The officers in Department two did not appear to be overly dogmatic. They realized the level of discretion they had in decision making, and handled crisis situations with flexibility. They were conscious of the different cultural factors that made up their community, and were aware of how those differences were reflected through human behavior. As a result, they took those cultural differences into consideration while attempting to resolve various problems.

On no occasion were the officers seen violating the civil liberties of the individuals they came in contact with. They were very conscious of Supreme Court decisions; although they did not agree with all of the decisions, they understood their responsibility to abide by them.

The officers in the department did not appear to be highly anomic. They expressed feelings of caring for their fellow man and demonstrated this while handling difficult situations. They discussed the need for help and support in getting their duties accomplished, and the fact that no officer could really "go it alone".

The officers reflected a general trust in people but were cautious in handling individuals in specific situations. They did not behave as though everyone they came in contact with was a "con man", and they tried to be fair and helpful when dealing with complaints.<sup>15</sup>

The observations in Department three also revealed similar characteristics found in the other two police departments. There was a general respect of the law, and a need to uphold it. This was observed as the officers went about their duties of enforcement. Like the other departments, there was divided and undecided opinion about court decisions and the "honesty" of lawyers.

Job satisfaction appeared to be basically high as the officers were observed performing their duties. Although the officers expressed strong positive feelings about their job, in general, they too were divided over the issue of overtime work without pay.

The officers did not demonstrate a high degree of dogmatism in handling situations that occurred during their work shift. As with the other departments, decisions were made, and situations handled with discretion and flexibility.

In dealing with the public, the officers were very conscious of civil liberties, and respected those rights under the most trying of circumstances. However, the

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<sup>15</sup>For a detailed breakdown of the observational scoring of Department two, see Table VII.

TABLE VII  
OBSERVATIONAL EVALUATION BY THE  
RESEARCHER ON POLICE  
DEPARTMENT TWO  
(N=10)

Areas of Observational Evaluation	Categories	Percent
<u>Law:</u>		
Officer obeys the law and upholds the law.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100
Officer believes court decisions are always just.	Agree	0
	Undecided	60
	Disagree	<u>40</u>
	Total	100
Officer believes that lawyers are basically honest.	Agree	0
	Undecided	100
	Disagree	<u>0</u>
	Total	100
<u>Job Satisfaction:</u>		
Officer appears to enjoy police work.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100
Officer behaves with enthusiasm while on the job.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100
Officer never minds working overtime without pay.	Agree	0
	Undecided	70
	Disagree	<u>30</u>
	Total	100

TABLE VII (Continued)

Areas of Observational Evaluation	Categories	Percent
<u>Dogmatism:</u>		
Officer behaves as though a person who thinks primarily of his own happiness is beneath contempt.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
Officer behaves as though most people don't know what's good for them.	Agree	0
	Undecided	10
	Disagree	<u>90</u>
	Total	100
Officer behaves as though the world we live in is a pretty lovely place.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100
<u>Civil Liberties:</u>		
Officer violates the rules of search and seizure while making an arrest.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
Officer does not inform individuals of their rights under the law.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
Officer believes that Supreme Court decisions have hurt the police and helped the criminal.	Agree	10
	Undecided	80
	Disagree	<u>10</u>
	Total	100

TABLE VII (Continued)

Areas of Observational Evaluation	Categories	Percent
<u>Anomie:</u>		
Officer behaves as though he doesn't care what happens to the next fellow.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
Officer behaves with distrust when dealing with people.	Agree	40
	Undecided	40
	Disagree	<u>20</u>
	Total	100
Officer behaves as though he can't count on anyone but himself.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
<u>Trust:</u>		
Officer behaves as though most people can be trusted.	Agree	20
	Undecided	50
	Disagree	<u>30</u>
	Total	100
Officer exhibits helpful behavior when dealing with people.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100
Officer tries to be fair when dealing with people.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100

officers were basically undecided on how Supreme Court decisions, relative to civil liberties, had impacted upon police work.

The officers did not appear to be anomic, and expressed care and concern for the individuals they came in contact with. They sought assistance from those outside the police community, and demonstrated through their activities a willingness to allow others to help them in getting their job done.

Although the officers in Department three appeared to be helpful to clients, and fair when attempting to settle disputes, they reflected a less trusting behavior than found in the other two departments. This was brought out through informal discussions over the course of the observations and the officers' encounters with the public.<sup>16</sup>

#### General Observations

In addition to the specific observations of the study, general comments are directed to other impressions received by the researcher during the ride-a-long periods. These comments are relative to the areas of police decision making, police power, police stress, and police stereotyping.

After analyzing field notes and taped comments made by the researcher after each ride-a-long period, it was

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<sup>16</sup>For a detailed breakdown of the observational scoring of Department three, see Table VIII.

TABLE VIII  
OBSERVATIONAL EVALUATION BY THE  
RESEARCHER ON POLICE  
DEPARTMENT THREE  
(N=10)

Areas of Observational Evaluation	Categories	Percent
<u>Law:</u>		
Officer obeys the law and upholds the law.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100
Officer believes court decisions are always just.	Agree	0
	Undecided	80
	Disagree	<u>20</u>
	Total	100
Officer believes that lawyers are basically honest.	Agree	0
	Undecided	90
	Disagree	<u>10</u>
	Total	100
<u>Job Satisfaction:</u>		
Officer appears to enjoy police work.	Agree	90
	Undecided	0
	Disagree	<u>10</u>
	Total	100
Officer behaves with enthusiasm while on the job.	Agree	90
	Undecided	0
	Disagree	<u>10</u>
	Total	100
Officer never minds working overtime without pay.	Agree	0
	Undecided	90
	Disagree	<u>10</u>
	Total	100

TABLE VIII (Continued)

Areas of Observational Evaluation	Categories	Percent
<u>Dogmatism:</u>		
Officer behaves as though a person who thinks primarily of his own happiness is beneath contempt.	Agree	0
	Undecided	10
	Disagree	<u>90</u>
	Total	100
Officer behaves as though most people don't know what's good for them.	Agree	0
	Undecided	40
	Disagree	<u>60</u>
	Total	100
Officer behaves as though the world we live in is a pretty lovely place.	Agree	80
	Undecided	20
	Disagree	<u>0</u>
	Total	100
<u>Civil Liberties:</u>		
Officer violates the rules of search and seizure while making an arrest.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
Officer does not inform individuals of their rights under the law.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
Officer believes that Supreme Court decisions have hurt the police and helped the criminal.	Agree	0
	Undecided	90
	Disagree	<u>10</u>
	Total	100

TABLE VIII (Continued)

Areas of Observational Evaluation	Categories	Percent
<u>Anomie:</u>		
Officer behaves as though he doesn't care what happens to the next fellow.	Agree	0
	Undecided	0
	Disagree	<u>100</u>
	Total	100
Officer behaves with distrust when dealing with people.	Agree	60
	Undecided	20
	Disagree	<u>20</u>
	Total	100
Officer behaves as though he can't count on anyone but himself.	Agree	0
	Undecided	20
	Disagree	<u>80</u>
	Total	100
<u>Trust:</u>		
Officer behaves as though most people can be trusted.	Agree	40
	Undecided	30
	Disagree	<u>30</u>
	Total	100
Officer exhibits helpful behavior when dealing with people.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100
Officer tries to be fair when dealing with people.	Agree	100
	Undecided	0
	Disagree	<u>0</u>
	Total	100

determined that even though the police departments were bureaucratically organized and administered, actual decision making processes were greatly dictated by prevailing situational factors on the street. While there are chains of command, operation manuals, and orders for the day, the police officer must rely greatly on his instinct and previous experience when deciding how to handle a situation. Hence, the officer may decide to do something, or nothing, depending upon the nature and severity of the offense observed or suspected. This condition may lead to a wide disparity relative to how similar offenses are handled.

For an example, an officer may stop a car for speeding, or running a red light, and give the driver a citation or warning. What normally dictates whether the driver will receive a citation or warning will be not only the offense, itself, but how the driver responds to the officer during their interpersonal encounter. Further, the officer may decide not to stop the automobile, even though the offense has been committed in his presence. It may be that the officer has decided that he has more important duties to perform, at the moment, than to waste his time on the offense of running a red light. It should be noted, however, that the more severe the offense, the more direct action the officer will usually take. The range of offenses in the law are great, which contributes to the individual decision making process in police work.

The foregoing observation leads one to consider the aspects of police power. Here, we can observe that direct police power, the power to deprive an individual of his life, liberty, or property, is greatly exercised by the lowest element in the organizational structure.

Even though police departments are bureaucratically and paramilitarily organized, which implies a structuring of power from top to bottom, the lowest ranking officer on the street will, on a day-to-day basis, exercise greater power over individuals in the community than the chief of police.

The patrol officer has a great latitude for exercising "unsupervised" discretionary police power. Most of the officers observed knew they had the power, were concerned about when to use it, and felt uncomfortable when they did not have enough "street" experience to give them confidence in the decisions they were making.

In the area of police stress, it appears that the most stressful factors in police work are associated with how the department is organized and administered, rather than with the problems of crime on the streets. This was observed by the researcher in all three of the departments studied.

During the informal conversations with the officers, they focused the majority of their comments on departmental problems. The officers commented about the negative aspect of promotion and career advancement; the "Mickey Mouse" policies and regulations that had nothing to do with

preventing crime, but were only self serving to the "brass"; low pay, long hours, and poor equipment; the unwillingness of the police bureaucracy to respond adequately to the officers' complaints; and how the politics within the departments drove "good officers" out of police work, thus preventing the development of "true" police professionalism.

It was further observed, by the researcher, that police work is not conducive to good physical health. Although the departments had entry level height and weight standards, and required new recruits to be in good physical condition, little was done to maintain these standards after employment. Police officers spend most of their time sitting in their police cars over an eight hour shift, and have little chance to exercise. Further, since most of the officers have to work a "second job" in order to support themselves, they had little time for physical activity off duty.

Most of the officers drank a lot of coffee; would take their meal times in their cars eating "fast foods"; and, for those who smoked, they did so excessively. It was not uncommon to observe a great number of police officers who were overweight and out of good physical condition.

With all of the conditions previously described, coupled with the stressful demands of responding to crisis situations on the "streets", it is not surprising to find police officers suffering from both physical and emotional ailments.

Finally, it was observed that officers develop an instinct, through field experience, about individuals and situations. For example, the officers have developed a "time stereotyping" process. This process tells the officers that certain kinds of automobiles with certain types of individuals in them at certain locations in the community at different "times" should be more suspect than at other "times". As one officer put it:

If you see a group of blacks in a car in a white neighborhood at noon, you are going to react to them differently than if you see those same dudes in the same neighborhood at midnight.

While the police are subject to the same pitfalls as the general public, relative to decision making based on stereotypes, they have developed some "unique" approaches to classifying individuals and situations with respect to their work environment.

## CHAPTER V

### QUANTITATIVE ASPECTS OF THE STUDY

#### Introduction

In applying the statistical process of one-way analysis of variance on the data collected, Departments one and three are combined, in every instance except one, to represent the category of "medium size" police department. The one instance where Departments one and three are not combined is reflected in Table XIX. The rationale for combining the two departments is based on the number of the patrol officers responding to the questionnaire in each of the departments, and the fact that both of the departments have somewhat similar organizational characteristics. Department two is considered as the "large size" police department for the purpose of comparison in this study.

The findings of this study, relative to the statistical analysis, are found in Tables IX through XIX. These tables reflect the independent and dependent variables; the mean values; the F values; the levels of probability; and the number of respondents in each category.

All of the alternative hypotheses, used for rejecting the null hypothesis, will be two-tailed with direction not predicted.

#### Analysis and Findings in the "Large Size" Police Department

When considering age as an independent variable in the "large size" police department, Table IX reflects that all of the null hypotheses were accepted at the .05 level of rejection except for the dependent variable of dogmatism. The F value of 3.4521 and the probability value of .0341 in Table IX indicate there is a significant difference between the categories of age and dogmatism. The mean values show those officers in the 21 to 30 year age group are significantly less dogmatic than those officers in the over 40 year age group.

When education is considered as an independent variable in the "large size" police department, Table X reflects that all of the null hypotheses were accepted at the .05 level of rejection except in those areas of respect for the law, job satisfaction, anomie, and trust in people. The F value of 6.5648 and the probability value of .0018 in Table X indicate that there is a significant difference between the categories of education and respect for the law. The mean values show that those officers with an associate of arts degree are significantly more negative in their attitudes

TABLE IX  
MEANS, F-VALUES AND PROBABILITY FACTORS FOR THE  
OKLAHOMA CITY POLICE DEPARTMENT ON AGE AS  
IT RELATES TO EACH DEPENDENT VARIABLE  
(N=162)

Variable	Means				F-Value	Probability
	<u>21-30</u> <u>Yrs Old</u>	<u>31-40</u> <u>Yrs Old</u>	<u>Over 40</u> <u>Yrs Old</u>	<u>Total</u>		
The Law Scale	54.7000	54.6364	52.2500	54.4321	0.4962	0.6098
Job Satisfac- tion Index	35.3750	36.5909	39.1875	36.2469	1.4335	0.2415
Short Dogmatism Scale	32.4625	31.3182	29.9375	31.7469	3.4521*	0.0341
Civil Liberties Scale	43.7125	42.2879	41.3125	42.8951	1.9746	0.1422
Anomie	20.0250	19.9697	18.1250	19.8148	1.9822	0.1412
Trust in People	4.6750	4.6970	5.0625	4.7222	0.6427	0.5272
Respondents	80	66	16	162		

\* (P<.05)

toward the law than those officers who have completed a bachelor degree or more.

Table X also reflects an F value of 3.2266 and a probability value of .0423 when considering education and job satisfaction. This indicates that there is a noticeable difference between the categories of education and job satisfaction with the mean values showing those officers with a high school education as scoring significantly lower on job satisfaction than those officers who have completed a bachelor degree or more.

Further, Table X reflects an F value of 5.1479 and a probability value of .0068 when comparing education and anomie. This indicates that there is a significant difference between the categories of education and anomie, with the mean values showing those officers who have completed a bachelor degree, or more, showing significantly less anomic than the officers in the other two educational categories.

Finally, Table X reflects an F value of 3.8265 and a probability value of .0238 when comparing education and trust in people. This indicates that there is a significant difference between the categories of education and trust in people with the mean values showing officers who have completed a bachelor degree, or more, scoring significantly higher on trust in people than those officers with an associate of arts degree.

TABLE X  
MEANS, F-VALUES AND PROBABILITY FACTORS FOR THE  
OKLAHOMA CITY POLICE DEPARTMENT ON EDUCATION  
AS IT RELATES TO EACH DEPENDENT VARIABLE  
(N=162)

Variable	Means				F-Value	Probability
	<u>H.S.</u>	<u>A.A.</u>	<u>Bach.</u>	<u>Total</u>		
The Law Scale	53.5132	57.5173	50.5357	54.4321	6.5648***	0.0018
Job Satisfac- tion Index	37.7369	35.8103	33.1071	36.2469	3.2266*	0.0423
Short Dogmatism Scale	31.3947	32.2414	31.6786	31.7469	0.7516	0.4733
Civil Liberties Scale	42.2632	43.2414	43.8929	42.8951	1.0800	0.3421
Anomie	19.4474	19.3621	21.7500	19.8148	5.1479**	0.0068
Trust in People	4.7895	4.9138	4.1429	4.7222	3.8265*	0.0238
Respondents	76	58	28	162		

\* (P<.05)

\*\* (P<.01)

\*\*\* (P<.005)

TABLE XI  
MEANS, F-VALUES AND PROBABILITY FACTORS FOR THE  
OKLAHOMA CITY POLICE DEPARTMENT ON MARITAL  
STATUS AS IT RELATES TO EACH DEPENDENT  
VARIABLE  
(N=162)

Variable	Means				F-Value	Probability
	<u>Single</u>	<u>Married</u>	<u>Divorced</u>	<u>Total</u>		
The Law Scale	57.0000	54.1148	54.4400	54.4321	0.6529	0.5219
Job Satisfac- tion Index	37.9333	35.8361	37.2400	36.2469	0.6026	0.5487
Short Dogmatism Scale	34.0000	31.8197	30.0400	31.7469	4.9877**	0.0079
Civil Liberties Scale	45.2667	42.7377	42.2400	42.8951	1.6369	0.1978
Anomie	18.3333	20.1557	19.0400	19.8148	2.4368	0.4967
Trust in People	4.8667	4.6557	4.9600	4.7222	0.7029	0.4967
Respondents	15	122	25	162		

\*\* (P<.01)

When considering marital status as an independent variable in the "large size" police department, Table XI reflects that all of the null hypotheses were accepted at the .05 level of rejection except for the dependent variable of dogmatism. The F value of 4.9877 and the probability value of .0079 in Table XI indicate there is a significant difference between the categories of marital status and dogmatism. The mean values show that the single officers score noticeably less dogmatic than those officers that were divorced.

When work experience is considered as an independent variable in the "large size" police department, Table XII reflects that all of the null hypotheses were accepted at the .05 level of rejection. Therefore, there was no real difference between work experience and the six dependent variables considered.

Finally, when considering work shift as an independent variable in the "large size" police department, Table XIII reflects that all of the null hypotheses were accepted at the .05 level of rejection except for the dependent variable of dogmatism. The F value of 5.8249 and the probability value of .0036 in Table XIII indicate that there is a significant difference between the categories of work shift and dogmatism. The mean values show that there is a definite difference between the levels of dogmatism

TABLE XII  
MEANS, F-VALUES AND PROBABILITY FACTORS FOR THE  
OKLAHOMA CITY POLICE DEPARTMENT ON WORK  
EXPERIENCE AS IT RELATES TO EACH  
DEPENDENT VARIABLE  
(N=162)

Variable	Means					F-Value	Probability
	0-5 <u>Yrs</u>	6-10 <u>Yrs</u>	11-15 <u>Yrs</u>	16-20 <u>Yrs</u>	<u>Total</u>		
The Law Scale	53.7917	57.0222	52.2571	55.0000	54.4321	2.0032	0.1157
Job Satisfac- tion Index	35.4445	35.7333	38.2286	37.4000	36.2469	0.9589	0.4137
Short Dogmatism Scale	32.1667	31.6222	31.7143	29.4000	31.7469	1.4630	0.2268
Civil Liberties Scale	44.0278	41.9778	42.0000	42.0000	42.8951	1.8647	0.1378
Anomie	20.0972	19.9333	19.000	20.1000	19.8148	0.7786	0.5075
Trust in People	4.7083	4.7778	4.8286	4.2000	4.7222	0.6760	0.5680
Respondents	72	45	35	10	162		

TABLE XIII  
MEANS, F-VALUES AND PROBABILITY FACTORS FOR THE  
OKLAHOMA CITY POLICE DEPARTMENT ON WORK SHIFT  
AS IT RELATES TO EACH DEPENDENT VARIABLE  
(N=162)

Variable	Means				F-Value	Probability
	<u>7-3 Shift</u>	<u>3-11 Shift</u>	<u>11-7 Shift</u>	<u>Total</u>		
The Law Scale	54.7667	54.0693	55.2903	54.4321	0.2306	0.7943
Job Satisfac- tion Index	39.0000	36.0000	34.3871	36.2469	2.3879	0.0951
Short Dogmatism Scale	31.2000	31.2574	33.8710	31.7469	5.8249***	0.0036
Civil Liberties Scale	40.7667	43.2376	43.8387	42.8951	2.9739	0.0540
Anomie	19.5667	19.7030	20.4194	19.8148	0.5535	0.5760
Trust in People	4.7333	4.7129	4.7419	4.7222	0.0076	0.9925
Respondents	30	101	31	162		

\*\*\* (P<.005)

with the officers on the 11-7 shift scoring significantly less dogmatic than the officers working on the 7-3 shift.<sup>1</sup>

In viewing the total profile of the "large size" police department, relative to the dependent variables, dogmatism is the most predominant variable of the group. Dogmatism is found to be significant with the independent variables of age, marital status, and work shift.

Education, as an independent variable, showed significance with the dependent variables of respect for the law, job satisfaction, and anomie. Only the independent variable of work experience reflected no significant difference on any of the dependent variables.

#### Analysis and Findings in the "Medium Size" Police Department

When age is considered as an independent variable, in the "medium size" police department, Table XIV reflects that all of the null hypotheses were accepted at the .05 level of rejection. Therefore, there was no significant difference between age as an independent variable and any of the six dependent variables.

When considering education as an independent variable, in the "medium size" police department, Table XV reflects that all of the null hypotheses were also accepted at the

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<sup>1</sup>Since the personnel on the Oklahoma City Police Department rotates shifts every 30 days, the significance of work shift, as it relates to dogmatism, may be questionable.

TABLE XIV  
MEANS, F-VALUES AND PROBABILITY FACTORS FOR THE  
EDMOND/MIDWEST CITY POLICE DEPARTMENTS  
COMBINED ON AGE AS IT RELATES TO  
EACH DEPENDENT VARIABLE  
(N=60)

Variable	Means				F-Value	Probability
	21-30 <u>Yrs Old</u>	31-40 <u>Yrs Old</u>	Over 40 <u>Yrs Old</u>	<u>Total</u>		
The Law Scale	54.1000	54.3333	50.3333	53.8167	0.4426	0.6445
Job Satisfac- tion Index	37.3333	39.1250	37.3333	38.0500	0.2845	0.7535
Short Dogmatism Scale	32.1667	31.0417	31.6667	31.6667	0.5147	0.6004
Civil Liberties Scale	45.3333	43.3333	46.5000	44.6500	0.6299	0.5363
Anomie	20.8000	19.1667	19.0000	19.9667	1.6272	0.2055
Trust in People	4.6667	4.7500	5.5000	4.7833	1.1564	0.3219
Respondents	30	24	6	60		

TABLE XV  
MEANS, F-VALUES AND PROBABILITY FACTORS FOR THE  
EDMOND/MIDWEST CITY POLICE DEPARTMENTS  
COMBINED ON EDUCATION AS IT RELATES  
TO EACH DEPENDENT VARIABLE  
(N=60)

Variable	Means				F-Value	Probability
	<u>H.S.</u>	<u>A.A.</u>	<u>Bach.</u>	<u>Total</u>		
The Law Scale	53.1852	51.4286	59.4167	53.8167	2.9906	0.0582
Job Satisfac- tion Index	37.9259	35.3333	43.0833	38.0500	3.1046	0.0525
Short Dogmatism Scale	32.1111	31.7619	30.5000	31.6667	0.6702	0.5156
Civil Liberties Scale	43.9259	43.1429	48.9167	44.6500	2.4647	0.0941
Anomie	19.0370	20.7619	20.6667	19.9667	1.6558	0.2000
Trust in People	4.9630	4.6667	4.5833	4.7833	0.5269	0.5933
Respondents	27	21	12	60		

.05 level of rejection. These findings show that there was no significant difference between the independent variable of education and the six dependent variables considered.

When marital status is considered as an independent variable, in the "medium size" police department, Table XVI reflects, once again, that all of the null hypotheses were accepted at the .05 level of rejection. Therefore, there was no significant difference between marital status as an independent variable and any of the six dependent variables.

When considering work experience as an independent variable, in the "medium size" police department, Table XVII reflects that all of the null hypotheses were accepted at the .05 level of rejection except in those areas of civil liberties and anomie. The F value of 3.8854 and the probability value of .0262 in Table XVII indicate that there is a significant difference between the categories of work experience and attitudes toward civil liberties. The mean values show that those officers with 11-15 years of experience scored significantly less on civil liberties than those officers within the five year or less category.

Table XVII also reflects an F value of 7.3233 and a probability value of .0015 when considering work experience and the level of anomie. This indicates that there is a noticeable difference between the categories of work experience and anomie. The mean values show that those officers with 11-15 years of experience scored

TABLE XVI  
 MEANS, F-VALUES AND PROBABILITY FACTORS FOR THE  
 EDMOND/MIDWEST CITY POLICE DEPARTMENTS  
 COMBINED ON MARITAL STATUS AS IT  
 RELATES TO EACH DEPENDENT  
 VARIABLE  
 (N=60)

Variable	Means				F-Value	Probability
	<u>Single</u>	<u>Married</u>	<u>Divorced</u>	<u>Total</u>		
The Law Scale	55.5556	52.5128	56.7500	53.8167	1.0910	0.3428
Job Satisfac- tion Index	35.4444	37.2821	42.5000	38.0500	2.1054	0.1312
Short Dogmatism Scale	32.5556	31.1538	32.6667	31.6667	0.9078	0.4092
Civil Liberties Scale	44.3333	44.4359	45.5833	44.6500	0.1068	0.8989
Anomie	20.0000	19.9487	20.0000	19.9667	0.0013	0.9987
Trust in People	4.2222	4.7949	5.1667	4.7833	1.5326	0.2247
Respondents	9	39	12	60		

TABLE XVII  
MEANS, F-VALUES AND PROBABILITY FACTORS FOR THE  
EDMOND/MIDWEST CITY POLICE DEPARTMENTS  
COMBINED ON WORK EXPERIENCE AS IT  
RELATES TO EACH DEPENDENT  
VARIABLE  
(N=60)

Variable	Means				F-Value	Probability
	<u>0-5 Yrs</u>	<u>6-10 Yrs</u>	<u>11-15 Yrs</u>	<u>Total</u>		
The Law Scale	54.1539	54.1429	51.2857	53.8167	0.2737	0.7616
Job Satisfac- tion Scale	38.3846	38.1429	36.0000	38.0500	0.2081	0.8127
Short Dogmatism Scale	31.7180	32.5414	29.5714	31.6667	1.3260	0.2736
Civil Liberties Scale	46.0000	44.4286	37.5714	44.6500	3.8854*	0.0262
Anomie	20.8462	19.6429	15.7143	19.9667	7.3233***	0.0015
Trust in People	4.6667	4.7143	5.5714	4.7833	1.6535	0.2004
Respondents	39	14	7	60		

\* (P<.05)

\*\* (P<.005)

significantly more anomic than the officers within either of the other two categories.

Finally, when work shift is considered as an independent variable, in the "medium size" police department, Table XVIII reflects that all of the null hypotheses were accepted at the .05 level of rejection. Therefore, there was no significant difference between work shift as an independent variable and any of the six dependent variables.

#### Police Departments Analyzed Separately

In Table XIX, police department is considered as the independent variable and is analyzed with respect to the six dependent variables. When considering department as an independent variable, it is found that all of the null hypotheses were accepted at the .05 level of rejection with the exception of the dependent variable civil liberties. The F value of 3.8750 and the probability value of .0222, in Table XIX, indicates that there is a significant difference between the categories of police departments with respect to attitudes toward civil liberties. The mean values show that the officers in the Edmond Police Department scored significantly more positive towards civil liberties than the police officers in the Oklahoma City Police Departments.

TABLE XVIII  
 MEANS, F-VALUES AND PROBABILITY FACTORS FOR THE  
 EDMOND/MIDWEST CITY POLICE DEPARTMENTS  
 COMBINED ON WORK SHIFT ASSIGNMENT AS  
 IT RELATES TO EACH DEPENDENT  
 VARIABLE  
 (N=60)

Variable	Means				F-Value	Probability
	<u>7-3</u> <u>Shift</u>	<u>3-11</u> <u>Shift</u>	<u>11-7</u> <u>Shift</u>	<u>Total</u>		
The Law Scale	54.0476	52.9500	54.4737	53.8167	0.1306	0.8778
Job Satisfac- tion Index	38.6667	38.0000	37.4211	30.0500	0.0951	0.9094
Short Dogmatism Scale	31.0952	31.0500	32.9474	31.6667	1.4357	0.2464
Civil Liberties Scale	46.2381	42.6000	45.0526	44.6500	1.1807	0.3145
Anomie	19.3333	20.0500	20.5789	19.9667	0.5896	0.5579
Trust in People	5.0000	4.6500	4.6842	4.7833	0.4912	0.6144
Respondents	21	20	19	60		

TABLE XIX

MEANS, F-VALUES AND PROBABILITY FACTORS FOR ALL  
POLICE DEPARTMENTS SURVEYED ON EACH  
DEPENDENT VARIABLE  
(N=222)

Variable	Means				F-Value	Probability
	<u>Edmond</u>	<u>OKC</u>	<u>MWC</u>	<u>Total</u>		
The Law Scale	55.8800	54.4321	52.3429	54.2658	1.1589	0.3157
Job Satisfac- tion Index	39.7600	36.2469	36.8286	36.7342	1.8050	0.1669
Short Dogmatism Scale	39.8800	31.7469	32.2286	31.7252	0.8484	0.4295
Civil Liberties Scale	46.5600	42.8951	43.2857	43.3694	3.8750*	0.0222
Anomie	20.8400	19.8148	19.3429	19.8559	1.3040	0.2735
Trust in People	4.4400	4.7222	5.0286	4.7387	1.6619	0.1922
Respondents	25	162	35	222		

\* (P<.05)

## Conclusion

Although the majority of the null hypotheses in this study were accepted after applying the statistical process of one-way analysis of variance, further scrutiny of the tables found in this chapter reveal some interesting trends. It is the belief of this researcher that what is revealed by the trends in this study may be as important to understanding the findings as in those areas where statistical significance was revealed.

The statistical analysis and findings in this chapter have been presented without elaboration. Further explanation of all of the findings are presented in Chapter VI.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### Introduction

The previous chapters of this study have outlined the concept of the study, a review of the literature, the methodology by which the study was conducted, and the qualitative and quantitative findings. This final chapter will be devoted to a general review of the concepts and methods relative to the research, some of the limitations of the study, general trends and interpretations revealed in both the qualitative and quantitative findings, and implications for future research.

#### Review of Concepts and Methods

This study has been an attempt to explore selected attitudes and the impact of occupational socialization on the police. The study is specifically confined to three police departments. Two of the police departments are of medium size, and are combined relative to sample size for statistical analysis. One police department is considered large in size for similar analysis. Within all departments, the selected samples are represented by patrol officers of the rank of sergeant or below.

The patrol personnel in the study were each administered a research instrument which contained six professionally developed attitude scales that were considered as independent variables. Five demographic variables were selected from the data collected and considered as dependent variables. The independent and dependent variables were then analyzed by the test of one-way analysis of variance for statistical significance, relative to 30 null hypotheses developed by the researcher.

In addition to the statistical analysis, 30 structured interviews, covering 14 questions concerning the patrol officers' opinions and beliefs about the police profession, were recorded on tape. Further, 30 ride-a-long observations were conducted by the researcher to increase his understanding of the nature of the policeman's working environment. The observations were recorded and evaluated on a scale developed by the researcher.

#### Limitations of the Study

In the research process, there are always limitations which impinge upon the quality and authenticity of the work. In this study, some of the limitations which affect its findings are common to the research process.

The size of the sample and the number of respondents in each category, the number of police departments studied, the validity and reliability of the scales chosen, and the statistical test used for analysis of the data impact upon

the outcomes revealed in the study. Further, the skill, or the lack of skill, employed by the researcher in conducting the interviews and making the observations, has contributed to, or detracted from, the findings in the study. Finally, the interpretation of the data is important for the study's authenticity.

While there are limitations to be found in the study, related to all of the areas previously discussed, it is the belief of this researcher that within these limitations there is presented a factual and realistic representation of the findings. Further, the researcher believes that he has accomplished what the basic concept and design of this study was to produce.

#### Trends and Interpretations in the "Large Size" Police Department

One of the most difficult tasks of any researcher is to try and understand what his data is reflecting. Although the reader may not agree with interpretations of the trends presented by the researcher relative to the data, it is believed that these trends may contribute to a more precise understanding of the study.

It should be understood that when trends are discussed, there is no suggestion that significance of any kind is present. Further, the trends themselves could change with larger or smaller respondents in the categories considered throughout the study.

In the "large size" police department, only seven of the null hypotheses were rejected at the .05 level, or lower, showing a significant relationship between the selected independent and dependent variables. However, certain trends can be observed when taking into consideration how the mean values relate to the scoring process relative to the attitude scales.

While there was no significance found between age and civil liberties, there is a general tendency for the officers to be at the midway point on the scoring of positive and negative attitudes, with the officers in the 21-30 year age group scoring slightly more negative. When considering the same independent variable relative to anomie, we find that there is a general tendency for the officers to show low anomie, with those officers over 40 years of age being the most negative in the age categories considered. (See Tables V and IX.)

In the areas of respect for the law, job satisfaction, and trust in people, the mean values reflect on the scoring scale that the officers generally show more positive attitudes toward the law and job satisfaction, than negative ones. In fact, there is a strong tendency for all of the officers, regardless of their age, to show positive attitudes relative to job satisfaction. In the area of trust in people, the officers are close to the midway point on the scoring scale, reflecting moderate trust.

There are slight trends with respect to education, when considering dogmatism and civil liberties, which were not significant on the scoring scale. These trends are that the officers are more within the midway point on the scale, rather than extremely high or low. (See Tables V and X.)

Trends also appear relative to marital status when considering the law, job satisfaction, civil liberties, anomie, and trust in people. First, we find again the officers scoring within the midway point of the scale, relative to law. Second, the officers are showing relatively positive attitudes toward job satisfaction. Third, there is a tendency for the officers to be in the midway point on the scale, with the single officers showing the strongest positive attitudes relative to civil liberties. Fourth, the officers do not show a tendency towards anomie. The tendency on the scale is towards low anomie, with the married officers showing the lowest degree of anomie. Finally, the officers score about the midway point on the trust in people scale. (See Tables V and XI.)

In the area of work experience, no significance was shown relative to the dependent variables. The trends were for officers to score midway on the law scale, relative to positive and negative attitudes. They also showed a tendency for positive job satisfaction. There was midway scoring on dogmatism and civil liberties, with the tendency towards anomie to be low. Again, the scoring for trust in people was midway on the scale. (See Tables V and XII.)

The trends concerning work shift relative to the law, job satisfaction, civil liberties, anomie, and trust in people are similar to some of the previous trends stated. There is midway scoring on the law, a tendency towards positive scoring on job satisfaction, midway scoring on civil liberties, a tendency towards low anomie, and midway scoring on trust in people. (See Tables V and XIII.)

In recalling the specific ride-a-long observations, relative to the "large size" police department, the researcher has indicated that his observations revealed a general respect for the law on the part of the officers observed. That job satisfaction did appear to be high, even though there were some complaints about organizational and administrative factors. The officers also showed a low degree of anomie and dogmatism, with a general respect for civil liberties and moderate trust in people. In this regard, the qualitative findings tend to be similar to what is reflected in the quantitative findings of this study. (See Table VII.)

Further, it should be noted that even in those areas where statistical significance was found, in the "large size" police department, the average mean values did not tend to indicate a high level of negativism towards the law, job satisfaction, or civil liberties when considering the ranges on the scoring scales. The general trends were also similar for the areas of dogmatism, anomie, and trust in people.

Trends and Interpretations in the  
"Medium Size" Police Department

In the "medium size" police departments, all of the null hypotheses were accepted at the .05 level of rejection, with the exception of two. Significance was found in the area of work experience as it related to civil liberties and anomie. Although significance is found between the categories of work experience and the dependent variables of civil liberties and anomie, the average mean values tend to indicate midway scoring on civil liberties, and a direction towards low anomie. (See Tables V and XVII.)

The trends in the "medium size" department, relative to age and the dependent variables, tend to show midway scoring in the areas of respect for the law, dogmatism, civil liberties, and trust in people when considering the mean values. In the area of job satisfaction, the scoring tends to be positive, and there is a tendency for the officers to show low anomie. (See Tables V and XIV.)

When considering the mean values with respect to education and the dependent variables, several trends can be observed. First, while there is midway scoring on the law scale, there is a tendency for those officers with a bachelor degree, or more, to score more negatively than the officers in the other two groups. Second, although there tends to be scoring in the direction of high job satisfaction for all officers, those officers with a bachelor degree,

or more, tend to score slightly higher towards civil liberties than the officers in the other educational groups. (See Tables V and XV.)

The trends for marital status and work shift, relative to the dependent variables, are basically the same as those found in other areas within the "medium size" police department. The trends are toward positive job satisfaction, low anomie, and moderate trust in people. Scoring on the law, dogmatism and civil liberties tend to be at the midway point on the scale when considering these two independent variables. (See Tables V, XVI, and XVIII.)

In reflecting over the research, based on the ride-a-long observations, in the departments that represent the "medium size" police department in the study, it is found that the observations are similar to the statistical findings for that group. The patrol officers were observed to show generally high job satisfaction, low anomie, and moderate trust in people. They did not exhibit extreme levels of dogmatism or anti-civil libertarian attitudes. Further, the officers showed a basic respect for the laws they were charged to uphold and enforce. (See Tables VI and VIII.)

Further, when considering "police department" as an independent variable relative to the six dependent variables, and observe the mean values of the three categories of the police departments represented, similar statistical

trends emerge relative to the three categories. Also, these trends tend to be similar to the other findings in the study.

Although there is a significant difference between the Edmond Police Department and the Oklahoma City Police Department, with Edmond reflecting more positive attitudes toward civil liberties, the scoring for all three department categories tends to be either at the midway point on the scoring scales, or reflecting a tendency towards positive attitudes. (See Tables V and XIX.)

In reviewing the research of Ahern (1972), Blumberg (1976), Bordua (1967), Chevigny (1973), Galliher (1976), Niederhoffer (1967), and Radelet (1973), there is a tendency for these writers, and others, to picture the police as being authoritarian, cynical, dogmatic, anti-civil libertarian, and suffering from anomie. Further, there has been the tendency to represent the police as showing generally low trust for the public, and exhibiting a high degree of paranoia.

In considering the research of this study, in relation to previous findings by other researchers, there is basically no relationship with respect to the findings. Police officers, in this study, do not appear to be overly dogmatic, anti-civil libertarian, or suffering from anomie. Further, there appears to be a relatively high level of job satisfaction and respect for the law. Finally, the officers have not exhibited, either on the attitude scales or through

direct observation, a high level of mistrust for the general public.

It is interesting to note that Regoli (1977), in his research on police and citizen anomie levels, found the police less anomic than the citizen population studied. While using a radical criminology perspective to explain the low anomie levels for police in his study, he indicates that the most important aspect of his research has been the finding that the police had the lowest percentages of anomie in the groups studied. Whether or not one could use the same model for considering the low anomie levels in the present study is speculative.

### Conclusions

In considering the prospects of why the police officers in the present study do not fit the typical profile of police officers found in other research, a few speculations can be made. First, in reviewing the research on police, it is found that many of the studies that have been made reflect a police profile relative to large metropolitan cities in the eastern part of the United States. These cities tend to be highly diversified in terms of population characteristics and cultural configurations which may impact significantly upon the policing process.

Second, many of the police departments in previous studies represent extremely large bureaucracies with police forces often numbering in the thousands. Therefore, the

diversity and composition of the police population may contribute to the research findings.

Third, the crime profile of the large eastern cities may impact upon police attitudes and behavior. This may be especially true where police officers have to deal daily with extreme crimes of violence.

Finally, it may be that the police problems, both internally and externally, in large eastern cities are dramatically different than the problems faced by the departments represented in the present study. It may be these differences that have produced a police profile unlike those found in other studies.

#### Suggestions for Future Research

While the statistical and observational findings in this study may not support, or be supported by, other research on police, the study can be used as a basis for generating future investigation in several areas:

1. In the opinion of the researcher, there needs to be more direct observational research on police, combined with statistical findings. This needs to be accomplished in order to understand more clearly what the police "really" do and why they behave in certain ways.
2. More research needs to be conducted on the impact of police organization and administration relative to police behavior. There are indications that

police behavior may be more directly related to the impact of departmental supervision than the impact of external elements on the "streets".

3. Research also needs to be conducted relative to the community configuration, within which police work is performed. It is the belief of this researcher that the body politic, cultural factors, and population characteristics of a community may have dramatic impact upon police performance.
4. Further, there needs to be extensive research relative to the concepts of police stress and police burn out. It is believed by this researcher, based upon interviews and observations, that "stress and burn out" may contribute to factors associated with police attitudes and behavior.

#### Summary Statement

The major purpose of this study was to investigate and analyze selected aspects of police attitudes and occupational socialization. It is realized by the researcher that the limitations of the study may restrict its usefulness in drawing any definitive conclusion about the policing process.

What is hoped by the researcher is that the present study not only has contributed to the growing body of research on police, but that additional questions and problems have been raised that will generate more in-depth study and research concerning police activity. There are

few doubts, in the researcher's mind, about police work representing one of the most dynamic, complex, and difficult occupations found in the world of work.

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## APPENDIXES

APPENDIX A  
RESEARCH INSTRUMENT

1. P D C \_\_\_\_\_

2. R I N \_\_\_\_\_

RESEARCH INSTRUMENT

The following information is being solicited relative to a research project on police attitudes and occupational socialization. There are no right or wrong answers, only your personal opinions. The instrument is designed to be anonymous and will in no way reflect personally on the respondent. Please complete the instrument in total and return promptly. Your assistance in this research is most appreciated.

Demographic Data:

Check or fill in the statement or category that best fits your personal condition at the present time.

3. Age: 1 21-30 2 31-40 3 41-50 4 Over 50

4. Birthdate: \_\_\_\_\_  
                     Month      Day      Year  
                                             1

5. Sex: 1 M 2 F

6. Race: 1 White 2 Black 3 American Indian  
4 Oriental 5 Other: Specify \_\_\_\_\_

7. Highest formal academic education completed:
- 1 High School Diploma or equivalent 2 AA Degree
- 3 BA/BS 4 MA/MS
- 5 Doctoral Degree 6 Other: Specify \_\_\_\_\_
8. Major Area of Study: 1 Social Sciences
- 2 Biological Sciences
- 3 Physical Sciences
- 4 Other: Specify \_\_\_\_\_
9. Marital Status: 1 Single 2 Married
- 3 Divorced 4 Other: Specify \_\_\_\_\_
10. Number of years you have been a police officer:
- 1 0-5 2 6-10 3 11-15 4 16-20 5 Over 20
11. Present rank as a police officer:
- 1 Sergeant
- 2 Below the rank of Sergeant
12. Number of professional law enforcement training courses you have taken beyond your basic police academy:
- 1 None 2 1-5 3 6-10 4 More than 10

## 13. Size of the police department:

     Small (0-10 police personnel)  
  1  

     Medium (11-50 police personnel)  
  2  

     Large (over 50 police personnel)  
  3  

## 14. Work shift which you are presently on:

     7-3 Shift  
  1  

     3-11 Shift  
  2  

     11-7 Shift  
  3  

     Other: Specify \_\_\_\_\_  
  4  

Note: Please read carefully all instructions. Some sections of the statements (A through F) will have a little different marking system. Please conform to the marking system for each different group of items.

A. Check the response that best fits your feeling about the statement made: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; or (5) Strongly Disagree.

15.            The law protects property rights at the expense of human rights.  
  1     2     3     4     5  

16.            A person should obey only those laws that seem reasonable.  
  1     2     3     4     5  

17.            It is all right to evade the law if you do not actually violate it.  
  1     2     3     4     5  

18.            The sentences of judges in court are determined by their prejudices.  
  1     2     3     4     5  

19.            On the whole, judges are honest.  
  1     2     3     4     5

20.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     Juries seldom understand a case well enough to make a really just decision.
21.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     On the whole, policemen are honest.
22.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     A man should obey the laws no matter how much they interfere with his personal ambitions.
23.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     Court decisions are almost always just.
24.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     In the courts a poor man will receive as fair treatment as a millionaire.
25.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     Personal circumstances should never be considered as an excuse for law-breaking.
26.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     A man should tell the truth in court regardless of consequences.
27.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     A person who reports minor law violations is only a troublemaker.
28.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     A person is justified in giving false testimony to protect a friend on trial.
29.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     A hungry man has a right to steal.
30.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     All laws should be strictly obeyed because they are laws.
31.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     Laws are so often made for the benefit of small selfish groups that a man cannot respect the law.
32.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     Almost anything can be fixed up in the courts if you have enough money.
33.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     It is difficult to break the law and keep one's self-respect.
34.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     On the whole, lawyers are honest.
35.     $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$     Violators of the law are nearly always detected and punished.

36.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  It is all right for a person to break the law if he doesn't get caught.

B.

37.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  My job is like a hobby to me.
38.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  My job is usually interesting enough to keep me from getting bored.
39.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  It seems that my friends are more interested in their jobs.
40.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  I consider my job rather unpleasant.
41.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  I enjoy my work more than my leisure time.
42.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  I am often bored with my job.
43.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  I feel fairly well established with my present job.
44.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  Most of the time I have to force myself to go to work.
45.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  I am satisfied with my job for the time being.
46.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  I feel that my job is no more interesting than others I could get.
47.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  I definitely dislike my work.
48.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  I feel that I am happier in my work than most other people.
49.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  Most days I am enthusiastic about my work.
50.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  Each day of work seems like it will never end.
51.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  I like my job better than the average worker does.
52.  $\frac{\quad}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4} \frac{\quad}{5}$  My job is pretty uninteresting.

53.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  I find real enjoyment in my work.

54.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  I am disappointed that I ever took this job.

C.

55.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  Fundamentally, the world we live in is a pretty lovely place.

56.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  It is often desirable to reserve judgement about what's going on until one has a chance to hear the opinions of those one respects.

57.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  A person who thinks primarily of his own happiness is beneath contempt.

58.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  In the history of mankind there have probably been just a handful of really great thinkers.

59.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  Most people just don't know what's good for them.

60.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  Once I get wound up in a heated discussion I just can't stop.

61.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  The worst crime a person can commit is to attack publicly the people who believe in the same thing he does.

62.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  In this complicated world of ours the only way we can know what is going on is to rely upon leaders or experts who can be trusted.

63.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

64.  $\frac{1}{1} \frac{2}{2} \frac{3}{3} \frac{4}{4} \frac{5}{5}$  While I don't like to admit this even to myself, I sometimes have the ambition to become a great man like Einstein, Beethoven, or Shakespeare.

D. Check the following response that best fits your feeling about the statement made: (1) Agree; (2) No Opinion; or (3) Disagree.

65.               Communists should have the same right to  
         1   2   3   make public speeches as the members of  
                         other political parties.
66.               Government authorities should be allowed  
         1   2   3   to ban books and movies which they  
                         consider harmful to the public interest.
67.               Public School time should not be set aside  
         1   2   3   for the teaching of sectarian religion.
68.               State universities would be justified in  
         1   2   3   limiting enrollment by members of racial  
                         and religious groups in proportion to  
                         their percentage of the state's population.
69.               Communists should not be allowed to hold  
         1   2   3   government jobs.
70.               Personal ability alone should determine an  
         1   2   3   applicant's right to a job regardless of  
                         his race, religion, or national origin.
71.               Poll taxes, white primaries, and other  
         1   2   3   devices sometimes used to restrict the  
                         right to vote are never justified.
72.               Residents of a neighborhood should be  
         1   2   3   entitled to prevent members of any parti-  
                         cularly racial or religious group from  
                         living there.
73.               Trade unions should not be entitled to  
         1   2   3   restrict their membership on the basis of  
                         color, religion, or national origin.
74.               Parochial schools should be included in  
         1   2   3   government financial aid to education.
75.               Communists should not be allowed to teach  
         1   2   3   in schools and colleges.
76.               Tests of government employees' loyalty  
         1   2   3   should be required only in jobs where  
                         national security is involved.

77. ☐ ☐ ☐ Communist-dominated organizations should not be allowed to furnish bail for prisoners.
78. ☐ ☐ ☐ Movies, plays, and books should be suppressed if they present an offensive characterization of a particular racial or religious group.
79. ☐ ☐ ☐ Private housing developments which receive state assistance should not have the right to refuse tenants on the basis of color, religion, or national origin.
80. ☐ ☐ ☐ Law enforcement officials should have the right to listen in on private telephone conversations whenever in their judgement it is necessary for carrying on their work.
81. ☐ ☐ ☐ Teachers should not be required to sign special non-communist loyalty oaths.
82. ☐ ☐ ☐ Government employees accused of disloyalty should have the right to know their accusers and to cross-examine them.
83. ☐ ☐ ☐ The Communist party should be made illegal in the United States.
84. ☐ ☐ ☐ Fraternities and sororities are justified in using race, religion, or national origin as qualifications for membership.

E. Check the following response that best fits your feeling about the statement made: (1) Agree; (2) Can't Decide; or (3) Disagree.

85. ☐ ☐ ☐ These days a person can know whom he can count on.
86. ☐ ☐ ☐ Next to health, money is the most important thing in life.
87. ☐ ☐ ☐ This is a good time to bring children into the world with the way things look for the future.

88.    You sometimes can't help wondering whether anything is worthwhile any more.
89.    In spite of what some people say, the lot of the average man is getting better, not worse.
90.    To make money, there are no right and wrong ways any more, only easy ways and hard ways.
91.    Nowadays a person can't just live for today. You have to plan ahead for tomorrow.
92.    Most people don't really care what happens to the next person.
93.    It is useful to write to public officials because often they are interested in the problems of the average man.

F. Check the following response that best fits your feeling about the statement made:

94. Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?
- (1)  Most people can be trusted
- (2)  Can't be too careful
95. Would you say that most of the time, people try to be helpful, or that they are mostly just looking out for themselves?
- (1)  Try to be helpful
- (2)  Look out for themselves
96. Do you think that most people would try to take advantage of you if they got the chance or would they try to be fair?
- (1)  Take advantage
- (2)  Try to be fair

APPENDIX B

INTERVIEW FORM

## INTERVIEW FORM

This interview form will be used for interviews with selected police officers in the study. Every effort will be made to encourage the police officer to elaborate on the questions asked. When a question is not clear to the interviewee, the interviewer will make appropriate comments to clarify the question. The interviews will be conducted in an informal manner, and each interview will be taped. The anonymity of the police officer will always be respected during and after the interview.

## Demographic Data:

Check the category that fits the interviewee.

P D C \_\_\_\_\_

I F N \_\_\_\_\_

D T I \_\_\_\_\_

1. Age: \_\_\_\_\_ 21-30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_ Over 50

2. Birthdate: \_\_\_\_\_  
Month Day Year

3. Sex: \_\_\_\_\_ M \_\_\_\_\_ F

4. Race: \_\_\_\_\_ White \_\_\_\_\_ Black \_\_\_\_\_ American Indian  
\_\_\_\_\_ Oriental \_\_\_\_\_ Other: Specify \_\_\_\_\_

5. Highest formal academic education:

\_\_\_\_\_ High School Diploma or equivalent \_\_\_\_\_ AA Degree  
\_\_\_\_\_ BA/BS \_\_\_\_\_ MA/MS  
\_\_\_\_\_ Doctoral Degree \_\_\_\_\_ Other: Specify \_\_\_\_\_

## 6. Work shift of interviewee:

\_\_\_\_\_ 7 - 3

\_\_\_\_\_ 3 - 11

\_\_\_\_\_ 11 - 7

\_\_\_\_\_ Other: Specify \_\_\_\_\_

## Interview Questions:

1. Do you believe that the general public has respect for the police profession?
2. Do you believe that most police officers have respect for the individual's rights regardless of the person's position or status in society?
3. If you could find a better paying job, would you leave the police service?
4. Do you believe that your police department has adequately defined your job responsibilities for you?
5. Which is the most important factor in your occupational advancement, strict adherence to departmental policy or getting along with your fellow officers?
6. Do you ever experience peer group pressure to engage in activity that otherwise is against departmental policy?
7. Do you believe there should be police-citizen review boards set up to monitor police activities and review citizen complaints?
8. When do you think a police officer is justified in using force?
9. Do you identify with any of the police programs on television? If so, which ones.
10. Do you consider yourself a servant of the public?
11. Do you consider police work to be a profession or just a work occupation?

12. What attitude changes have taken place in your life since you have become a police officer? (Family, outlook on life, trust in people, worth of society, etc.?)
13. What do you like most about police work?
14. What do you like least about police work?

APPENDIX C

INTERVIEW SCHEDULE

## INTERVIEW SCHEDULE

POLICE DEPARTMENT ONE

(N=10)

The following dates and times represent the interview activity in Police Department number one. Each interview was approximately twenty minutes in length, covering fourteen structured open ended questions. A total of ten different interviews were conducted over three different work shifts.

Shift-1: 7:00 a.m. to 3:00 p.m.

<u>Date</u>	<u>Beginning Time</u>
1-3-80	12:00 p.m.
1-5-80	1:30 p.m.
1-6-80	12:30 p.m.

Shift-2: 3:00 p.m. to 11:00 p.m.

<u>Date</u>	<u>Beginning Time</u>
1-2-80	9:40 p.m.
1-3-80	8:45 p.m.
1-6-80	3:30 p.m.
1-6-80	9:00 p.m.

Shift-3: 11:00 p.m. to 7:00 a.m.

<u>Date</u>	<u>Beginning Time</u>
1-3-80	12:30 a.m.
1-3-80	1:30 a.m.
1-4-80	1:00 a.m.

---

Police department number one is the designation for the Edmond Police Department.

## INTERVIEW SCHEDULE

POLICE DEPARTMENT TWO

(N=10)

The following dates and times represent the interview activity in Police Department number two. Each interview was approximately twenty minutes in length, covering fourteen structured open ended questions. A total of ten different interviews were conducted over three different work shifts.

Shift-1: 7:00 a.m. to 3:00 p.m.

<u>Date</u>	<u>Beginning Time</u>
1-12-80	12:00 p.m.
1-12-80	2:00 p.m.
1-13-80	2:15 p.m.

Shift-2: 3:00 p.m. to 11:00 p.m.

<u>Date</u>	<u>Beginning Time</u>
1-8-80	9:50 p.m.
1-10-80	10:00 p.m.
1-11-80	8:47 p.m.
1-12-80	3:30 p.m.

Shift-3: 11:00 p.m. to 7:00 a.m.

<u>Date</u>	<u>Beginning Time</u>
1-11-80	2:24 a.m.
1-12-80	12:55 a.m.
1-12-80	2:35 a.m.

---

Police department number two is the designation for the Oklahoma City Police Department.

## INTERVIEW SCHEDULE

POLICE DEPARTMENT THREE

(N=10)

The following dates and times represent the interview activity in Police Department number three. Each interview was approximately twenty minutes in length, covering fourteen structured open ended questions. A total of ten different interviews were conducted over three different work shifts.

Shift-1: 7:00 a.m. to 3:00 p.m.

<u>Date</u>	<u>Beginning Time</u>
1-17-80	12:00 p.m.
1-17-80	2:30 p.m.
1-27-80	8:30 a.m.

Shift-2: 3:00 p.m. to 11:00 p.m.

<u>Date</u>	<u>Beginning Time</u>
1-25-80	6:30 p.m.
1-25-80	9:15 p.m.
1-26-80	8:30 p.m.
1-26-80	10:25 p.m.

Shift-3: 11:00 p.m. to 7:00 a.m.

<u>Date</u>	<u>Beginning Time</u>
1-27-80	1:30 a.m.
1-27-80	4:30 a.m.
1-27-80	6:25 a.m.

---

Police department number three is the designation for the Midwest City Police Department.

APPENDIX D

OBSERVATIONAL EVALUATION FORM

## OBSERVATIONAL EVALUATION FORM

The observational evaluation form is used by the observer to assist him as a guide in making judgements about police officer behavior during ride-a-long activity. Judgements are made on the basis of the police officer's manner, speech, language used, temperament, conversation, and encounters with the public and specific clients during the work shift on which the observations are being made. The marking system on this form is for use by the observer only, and is used for making determinations about his observations.

## Demographic Data:

Check the category that fits the observee.

P D C \_\_\_\_\_

O F N \_\_\_\_\_

D T O \_\_\_\_\_

1. Age: \_\_\_\_\_ 21-30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_ Over 50

2. Birthdate: \_\_\_\_\_  
Month Day Year

3. Sex: \_\_\_\_\_ M \_\_\_\_\_ F

4. Race: \_\_\_\_\_ White \_\_\_\_\_ Black \_\_\_\_\_ American Indian  
\_\_\_\_\_ Oriental \_\_\_\_\_ Other: Specify \_\_\_\_\_

5. Highest formal academic education:

\_\_\_\_\_ High School Diploma or equivalent \_\_\_\_\_ AA Degree  
\_\_\_\_\_ BA/BS \_\_\_\_\_ MA/MS  
\_\_\_\_\_ Doctoral Degree \_\_\_\_\_ Other: Specify \_\_\_\_\_

## 6. Work shift for observation:

\_\_\_\_\_ 7 - 3

\_\_\_\_\_ 3 - 11

\_\_\_\_\_ 11 - 7

\_\_\_\_\_ Other: Specify \_\_\_\_\_

## Behavior Characteristics Based on Observations:

1. Anomia: (Circle One)

- a. Behaves as though he doesn't care what happens to the next fellow.

SA A U D SD

- b. Behaves with distrust when dealing with people.

SA A U D SD

- c. Behaves as though he can't count on anyone but himself.

SA A U D SD

2. The Law Scale: (Circle One)

- a. Obeys the law and upholds the law.

SA A U D SD

- b. Believes court decisions are always just.

SA A U D SD

- c. Believes that lawyers are basically honest.

SA A U D SD

3. Civil Liberties: (Circle One)

- a. Violates the rules of search and seizure while making an arrest.

SA A U D SD

- b. Does not inform individuals of their rights under the law.

SA A U D SD

- c. Believes that Supreme Court decisions have hurt the police and helped the criminal.

SA A U D SD

4. Job Satisfaction: (Circle One)

- a. Appears to enjoy police work.

SA A U D SD

- b. Behaves with enthusiasm while on the job.

SA A U D SD

- c. Never minds working overtime without pay.

SA A U D SD

5. Short Dogmatism Scale: (Circle One)

- a. Behaves as though a person who thinks primarily of his own happiness is beneath contempt.

SA A U D SD

- b. Behaves as though most people just don't know what's good for them.

SA A U D SD

- c. Behaves as though the world we live in is a pretty lovely place.

SA A U D SD

6. Trust in People: (Circle One)

- a. Behaves as though most people can be trusted.

SA A U D SD

- b. Exhibits helpful behavior when dealing with people.

SA A U D SD

- c. Tries to be fair when dealing with people.

SA A U D SD

APPENDIX E

OBSERVATIONAL SCHEDULE

## OBSERVATIONAL SCHEDULE

POLICE DEPARTMENT ONE

(N=10)

The following dates and times represent the observational activity in police department number one. Each observational period was approximately two hours in a ride-a-long capacity with the police officer in his/her patrol district.

Shift-1: 7:00 a.m. to 3:00 p.m.

<u>Date</u>	<u>Time</u>
1-3-80	11:00 a.m.-1:00 p.m.
1-5-80	1:00-3:00 p.m.
1-6-80	11:00 a.m.-2:00 p.m.

Shift-2: 3:00 p.m. to 11:00 p.m.

<u>Date</u>	<u>Time</u>
1-2-80	8:00-11:00 p.m.
1-3-80	8:00-11:00 p.m.
1-6-80	3:00-6:00 p.m.
1-6-80	7:00-11:00 p.m.

Shift-3: 11:00 p.m. to 7:00 a.m.

<u>Date</u>	<u>Time</u>
1-3-80	11:00 p.m.-1:00 a.m.
1-3-80	1:00-4:00 a.m.
1-4-80	12:30-4:00 a.m.

---

The ride-a-long periods were never less than two hours duration. However, on some shifts the ride-a-long period was longer than two hours due to police activity that the patrol officer was engaged in. Police department number one represents the Edmond Police Department.

## OBSERVATIONAL SCHEDULE

POLICE DEPARTMENT TWO

(N=10)

The following dates and times represent the observational activity in police department number two. Each observational period was approximately two hours in a ride-a-long capacity with the police officer in his/her patrol district.

Shift-1: 7:00 a.m. to 3:00 p.m.

<u>Date</u>	<u>Time</u>
1-12-80	11:00 a.m.-1:00 p.m.
1-12-80	1:00-3:00 p.m.
1-13-80	1:00-3:30 p.m.

Shift-2: 3:00 p.m. to 11:00 p.m.

<u>Date</u>	<u>Time</u>
1-8-80	7:00-10:30 p.m.
1-10-80	8:00-10:30 p.m.
1-11-80	8:00-10:00 p.m.
1-12-80	3:10-5:30 p.m.

Shift-3: 11:00 p.m. to 7:00 a.m.

<u>Date</u>	<u>Time</u>
1-11-80	12:30-3:00 a.m.
1-12-80	12:00-2:00 a.m.
1-12-80	2:05-4:30 a.m.

---

The ride-a-long periods were never less than two hours duration. However, on some shifts the ride-a-long period was longer than two hours due to police activity that the patrol officer was engaged in. Police department number two represents the Oklahoma City Police Department.

## OBSERVATIONAL SCHEDULE

POLICE DEPARTMENT THREE

(N=10)

The following dates and times represent the observational activity in police department number three. Each observational period was approximately two hours in a ride-a-long capacity with the police officer in his/her patrol district.

Shift-1: 7:00 a.m. to 3:00 p.m.

<u>Date</u>	<u>Time</u>
1-17-80	11:00 a.m.-1:00 p.m.
1-17-80	1:00-3:00 p.m.
1-27-80	7:30-10:00 a.m.

Shift-2: 3:00 p.m. to 11:00 p.m.

<u>Date</u>	<u>Time</u>
1-25-80	4:00-7:00 p.m.
1-25-80	8:00-11:00 p.m.
1-26-80	7:00-9:00 p.m.
1-26-80	9:00-11:00 p.m.

Shift-3: 11:00 p.m. to 7:00 a.m.

<u>Date</u>	<u>Time</u>
1-27-80	11:00 p.m.-2:00 a.m.
1-27-80	2:30-5:00 a.m.
1-27-80	5:00-7:00 a.m.

---

The ride-a-long periods were never less than two hours duration. However, on some shifts the ride-a-long period was longer than two hours due to police activity that the patrol officer was engaged in. Police department number three represents the Midwest City Police Department.

APPENDIX F

THE LAW SCALE

## THE LAW SCALE

1. The law protects property rights at the expense of human rights.
2. A person should obey only those laws that seem reasonable.
3. It is all right to evade the law if you do not actually violate it.
4. The sentences of judges in court are determined by their prejudices.
5. On the whole, judges are honest.
6. Juries seldom understand a case well enough to make a really just decision.
7. On the whole, policemen are honest.
8. A man should obey the laws no matter how much they interfere with his personal ambitions.
9. Court decisions are almost always just.
10. In the courts a poor man will receive as fair treatment as a millionaire.
11. Personal circumstances should never be considered as an excuse for law-breaking.
12. A man should tell the truth in court, regardless of consequences.
13. A person who reports minor law violations is only a troublemaker.
14. A person is justified in giving false testimony to protect a friend on trial.
15. A hungry man has a right to steal.
16. All laws should be strictly obeyed because they are laws.

17. Laws are so often made for the benefit of small selfish groups that a man cannot respect the law.
18. Almost anything can be fixed up in the courts if you have enough money.
19. It is difficult to break the law and keep one's self-respect.
20. On the whole, lawyers are honest.
21. Violators of the law are nearly always detected and punished.
22. It is all right for a person to break the law if he doesn't get caught.

---

The Law Scale was developed by Runquist and Sletto (1936), and was designed to measure attitudes relative to laws, juries, court decisions and lawyers.

APPENDIX G

JOB SATISFACTION INDEX

## JOB SATISFACTION INDEX

1. My job is like a hobby to me.
2. My job is usually interesting enough to keep me from getting bored.
3. It seems that my friends are more interested in their jobs.
4. I consider my job rather unpleasant.
5. I enjoy my work more than my leisure time.
6. I am often bored with my job.
7. I feel fairly well established with my present job.
8. Most of the time I have to force myself to go to work.
9. I am satisfied with my job for the time being.
10. I feel that my job is no more interesting than others I could get.
11. I definitely dislike my work.
12. I feel that I am happier in my work than most other people.
13. Most days I am enthusiastic about my work.
14. Each day of work seems like it will never end.
15. I like my job better than the average worker does.
16. My job is pretty uninteresting.
17. I find real enjoyment in my work.

18. I am disappointed that I ever took this job.

---

The Job Satisfaction Index was developed by Broyfield and Rothe (1951) and was designed as a general index to measure job satisfaction which would be inferred from attitude toward work.

APPENDIX H

SHORT DOGMATISM SCALE

## SHORT DOGMATISM SCALE

1. Fundamentally, the world we live in is a pretty lovely place.
2. It is often desirable to reserve judgement about what's going on until one has a chance to hear the opinions of those one respects.
3. A person who thinks primarily of his own happiness is beneath contempt.
4. In the history of mankind there have probably been just a handful of really great thinkers.
5. Most people just don't know what's good for them.
6. Once I get wound up in a heated discussion I just can't stop.
7. The worst crime a person can commit is to attack publicly the people who believe in the same thing he does.
8. In this complicated world of ours the only way we can know what is going on is to rely upon leaders or experts who can be trusted.
9. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
10. While I don't like to admit this even to myself, I sometimes have the ambition to become a great man like Einstein, or Beethoven, or Shakespeare.

---

The Short Dogmatism Scale was designed by Schulze (1962) with the object to measure dogmatism as conceived by RoKeach (1960). This scale has fewer items than that which appeared in the original scale.

APPENDIX I

CIVIL LIBERTIES SCALE

## CIVIL LIBERTIES SCALE

1. Communists should have the same right to make public speeches as the members of other political parties.
2. Government authorities should be allowed to ban books and movies which they consider harmful to the public interest.
3. Public School time should not be set aside for the teaching of sectarian religion.
4. State universities would be justified in limiting enrollment by members of racial and religious groups in proportion to their percentage of the state's population.
5. Communists should not be allowed to hold government jobs.
6. Personal ability alone should determine an applicant's right to a job regardless of his race, religion, or national origin.
7. Poll taxes, white primaries, and other devices sometimes used to restrict the right to vote are never justified.
8. Residents of a neighborhood should be entitled to prevent members of any particular racial or religious group from living there.
9. Trade unions should not be entitled to restrict their membership on the basis of color, religion, or national origin.
10. Parochial schools should be included in government financial aid to education.
11. Communists should not be allowed to teach in schools and colleges.
12. Tests of government employees' loyalty should be required only in jobs where national security is involved.

13. Communist-dominated organizations should not be allowed to furnish bail for prisoners.
14. Movies, plays, and books should be suppressed if they present an offensive characterization of a particular racial or religious group.
15. Private housing developments which receive state assistance should not have the right to refuse tenants on the basis of color, religion, or national origin.
16. Law enforcement officials should have the right to listen in on private telephone conversations whenever in their judgement it is necessary for carrying on their work.
17. Teachers should not be required to sign special non-communist loyalty oaths.
18. Government employees accused of disloyalty should have the right to know their accusers and to cross-examine them.
19. The Communist party should be made illegal in the United States.
20. Fraternities and sororities are justified in using race, religion, or national origin as qualifications for membership.

---

This scale was developed by Noble and Noble (1954) with the intent to investigate attitudes towards the protection of civil liberties.

APPENDIX J

ANOMIA SCALE

## ANOMIA SCALE

(A Modification)

1. These days a person can know whom he can count on.
2. Next to health, money is the most important thing in life.
3. This is a good time to bring children into the world with the way things look for the future.
4. You sometimes can't help wondering whether anything is worthwhile any more.
5. In spite of what some people say, the lot of the average man is getting better, not worse.
6. To make money, there are no right and wrong ways any more, only easy ways and hard ways.
7. Nowadays a person can't just live for today. You have to plan ahead for tomorrow.
8. Most people don't really care what happens to the next person.
9. It is useful to write to public officials because often they are interested in the problems of the average man.

---

This scale was developed by Carr (1971) and is a modification of Sorle (1956) Anomie Scale. Carr defines his scale as "The Sorle Items and Acquiescence" scale. Five of the items are defined negatively and four of the items are defined positively.

APPENDIX K

TRUST IN PEOPLE SCALE

## TRUST IN PEOPLE SCALE

1. Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?
2. Would you say that most of the time, people try to be helpful, or that they are mostly just looking out for themselves?
3. Do you think that most people would try to take advantage of you if they got the chance or would they try to be fair?

---

This scale was developed by the Institute for Social Research (1969) and is a modification and shortened version of Rosenberg's "Faith in People Scale".

## APPENDIX L

### CONCEPT DEFINITIONS RELATIVE TO THE ATTITUDE SCALES

CONCEPT DEFINITIONS RELATIVE TO THE  
ATTITUDE SCALES

1. Law:

A rule of human conduct that the bulk of the members of a given political community recognize as binding upon its members--this recognition being induced by certain factors such as general obedience to the rule, the organization of sanctions for its enforcement and the procedures for its interpretation and application, and a general conviction of the rightness of the rule, especially when this conviction is reinforced by the knowledge that others believe it right, or at least act in accordance with it.

2. Job Satisfaction:

The degree to which an individual expresses positive attitudes toward the work that he does, regardless of the nature of the work being performed.

3. Dogmatism:

A relatively closed cognitive organization of beliefs and disbeliefs about reality, organized around a central set of beliefs about absolute authority which, in turn, provides a framework for patterns of intolerance and qualified tolerance towards others.

4. Civil Liberties:

Civil liberties denotes those personal and social freedoms derived from one's civil relationships which are guaranteed by law against restraint except for the common good or public interest. Civil liberties become civil rights when they are claimed and enforced through judicial or administrative action.

5. Anomie:

Personal disorganization of the sort that results in a disoriented or lawless individual, with little reference to the rigidity of the social structure or the character of its norms; or a social situation in

which the norms themselves are in conflict, and the individual runs into trouble in his efforts to conform to contradictory requirements; or a social situation that, in the limiting case, contains no norms and one that is, in consequence, the contrary of 'society' as 'anarchy' is the contrary of 'government'.

6. Trust in People:

The degree to which an individual believes in the worth of another human being, or is willing to confide in another person. Not being suspicious, or cynical about human behavior and motivation--a willingness to believe that others will be more helpful than harmful.

---

The above definitions can be found in Gould, 1964; Robinson, 1973; and Rokeach, 1954.

VITA

William Dan Parker

Candidate for the Degree of  
Doctor of Philosophy

Thesis: POLICE: A PROFILE OF SELECTED ATTITUDES AND  
OCCUPATIONAL SOCIALIZATION

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Education: Graduated from Atoka High School, Atoka,  
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1970; Director of Criminal Justice, Central State  
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Other Activities: Consulting research project for the  
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Talkback Television use in the correctional  
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member of a research team which developed a  
document entitled "Evaluating Title II for Cities  
and Towns", 1975; directed a year long series of  
symposiums on "Critical Issues Within the Criminal  
Justice System", 1975; directed a year long series  
of symposiums on "Is the American Dream Dead:

Citizen Participation in Policy Decision Making After 200 Years", 1976; directed a series of symposiums on "Scholars and Issues in America Today", 1977; participated in several television and radio programs concerned with criminal justice and social issues; co-produced a fourteen part series on Criminal Justice for Channel 9-- KWTW, 1977; consulting research project for the Oklahoma Department of Corrections evaluating the Lexington Regional Treatment Center, 1977; project co-director for research document entitled "A Strategy For Program Development In The Sixth Congressional District of Northwest Oklahoma", 1978; conducted two Law Enforcement workshops for small town Chiefs of Police under a Title I Grant from the Oklahoma State Regents for Higher Education, 1978-1979; delivered the graduation address for the metro-class of the Oklahoma City Police Department, 24 August 1979; awarded a Vietnam Era Service Award by the City of Edmond for Community Service, June, 1979; National MCROA Merit Award, 1979; co-project director which produced a television script for the Oklahoma Humanities Committee on "Corrections In Oklahoma : Its Past, Present, and Future", 1979; guest lecturer for the Oklahoma Council on Law Enforcement Education and Training Academy and the Oklahoma State Bureau of Investigation Academy; appointed to the Committee for Certification of Police Instructors by the Oklahoma Council on Law Enforcement Education and Training, 1979.