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ASSESSING THE IMPACT OF ETHICAL TRAINING

ON LAW ENFORCEMENT PERSONNEL

by

Tina L. Lee

Abstract of a Dissertation
Submitted to the Graduate Studies Office
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

May 2006

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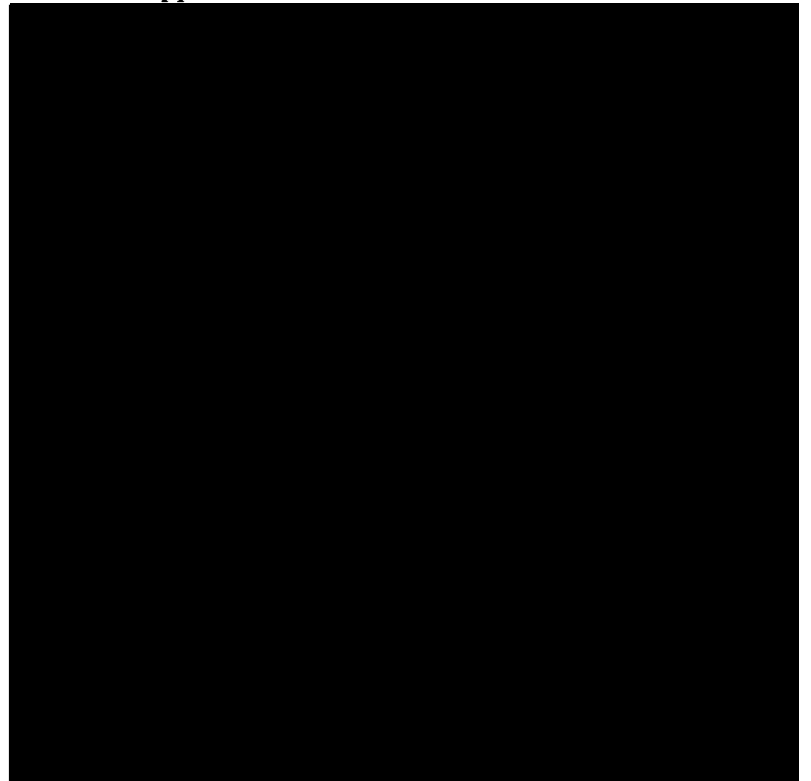ASSESSING THE IMPACT OF ETHICAL TRAINING

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ABSTRACT

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ON LAW ENFORCEMENT PERSONNEL

by Tina Louise Lee

May 2006

The purpose of this study was to investigate the opinions of police officers in regards to satisfaction with ethics training. The participants in this study were police offices in city/municipal and county law enforcement agencies. Ethics training is very important in the field of law enforcement because of the many temptations that officers face and the tremendous amount of authority that society gives to the police. In order to investigate officer's satisfaction with ethics training, the Ethics Training Questionnaire (ETQ) was developed. This questionnaire contained two parts. The first part was completed by police administrators, and the second part was completed by all research participants. The questionnaire contained demographic questions, Likert scale questions designed to solicit information on satisfaction with ethics training, and several open-ended questions.

Studying satisfaction with ethics training is important because knowing the effects that ethics training has on police officers can provide tremendous insight into the value of the ethics training that officers receive. If officers are not satisfied with the ethics training, administrations can modify ethics training curriculum to suit the needs of their officers. By ensuring satisfaction with ethics training, it is hoped that police misconduct will decrease which can reduce the detrimental effects of ethics training on police officers, departments, and the community.

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In order to assess the overall satisfaction of ethics training among law enforcement personnel, a one sample t-test was utilized. The results of this t-test indicated that officers are neither satisfied nor dissatisfied with the ethics training that they received, $t(20) = .856$, $p = .402$. Results also indicated that most of the research questions involving position, officers' opinions and perceptions were not affected. The only significant relationship that was found based on position was between position and officer's opinions on the type of ethical problem that exists within their department, $t(147) = -2.006$, $p = .05$. In terms of states, there were two significant relationships that were found. The state in which the department resided impacted satisfaction with ethics within the police department, $F(3, 146) = 3.863$, $p = .011$. Also, the state in which the department resided an impact on the perceptions of ethical misconduct within the police departments, $F(3, 146) = 4.451$, $p = .005$.

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CHAPTER I

INTRODUCTION

Studying the impact ethics training has had on the field of law enforcement can provide tremendous insight into the various factors that influence the behavior of police officers. According to Tyre & Braunstein (1992), "since the introduction of organized law enforcement agencies, communities and departments have agonized over the sometimes unethical decisions made by individual officers that resulted in criminal acts, decreasing departmental morale, and increased public dissatisfaction" (p. 6). Because of the increased role of police in society, the problems associated with unethical conduct can be tremendous for the officers engaging in it, their families, the community, and the police department. However, despite the necessity and value for understanding the impact of ethics training, undertaking a study of ethics in law enforcement can be very complex. Not only are there an unlimited number of factors explaining why officers commit acts of ethical misconduct, but there are also various solutions for handling problems with unethical conduct.

O'Malley (1997) stated that ethical problems in law enforcement have been affected by a variety of factors, including, but not limited to: the drug trade, community policing, and the police subculture. Law enforcement personnel have, perhaps, the most discretion of any profession and have the potential to influence a wide range of individuals. If officers do not behave in a respectable and ethical manner, their actions can have a negative impact on not only the police department but the community as well. Due in part to the increased coverage of police misconduct by the television and print

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media, citizens are now more willing than ever to report problems with police officers. Administrators have been forced to develop various methods of confronting and eliminating the ethical problems among officers within their departments.

The topic of ethics and law enforcement may seem like an overwhelming area to undertake. There are several issues, many of which are extremely complex, involved in the study of this subject. The first step in understanding the impact of ethical training is to have a good understanding of what is meant by the term ethics. After a clear definition of ethics is established, the next step is to determine what types of behavior among officers are considered unethical. Once researchers, administrators, and officers determine which behaviors are considered unethical, then the reasons why officers engage in this type of behavior can be evaluated. In the end, the goal is to develop and institute methods for dealing with the problem. The main method by which police departments can handle ethical problems encountered by officers is through ethics training. This can be accomplished either before the officer begins working for the police department or through in-service training once the officer has been instated by the agency.

Scandals and unethical behavior can have an unwelcome impact on the police department and lead to the trust of the community being violated. However, it is not only the police department and the community that suffers; the officers and their families will likely suffer from the affects of the behavior as well. Officers who have misconduct allegations leveled against them may have difficulty obtaining another job ("Ethics Training," 2003). "Finding one's name or picture on television or the focus of a newspaper story about corruption is an overwhelming public humiliation for any officer and his [or her] family, even if later exonerated he [or she] can never recover" ("Ethics

Training," 2003, unpaginated). Stress, marital problems, divorce or even suicide may result from an officer's unethical behavior (2003). According to the article "Ethics Training in Law Enforcement" (2003), the total number of officers who commit suicide, based on allegations of misconduct, far exceeds those who are murdered each year.

Litigation involving both the officer and the law enforcement agency is one of the most costly results of unethical conduct among officers. Courts have made it easier for citizens to take action against those officers who misuse their authority. Citizens can bring charges against officers or the police department for a variety of conduct. If officers discriminate against citizens because of their race, age, religion, or sexual orientation, then that citizen may be entitled to receive monetary damages from the officer and/or the department ("Ethics Training," 2003). Also, citizens have some recourse against misconduct based on the misuse of force and sexual harassment. Civil lawsuit settlements against law enforcement agencies, based the officer's violation of a citizen's civil rights, have resulted in previously unimaginable amounts lost. Many of these cases have been brought forth under Title 42 of U.S. Code, Section 1983, which states that:

> Every person who, under color of any statute, ordinance, regulation, custom, or
> usage, of any State or Territory or the District of Columbia, subjects, or causes to
> be subjected, any citizen of the United States or other person within the
> jurisdiction thereof to the deprivation of any rights, privileges, or immunities
> secured by the Constitution and laws, shall be liable to the party injured in an
> action at law, suit in equity, or other proper proceeding for redress, except that in
> any action brought against a judicial officer for an act or omission taken in such
> officer's judicial capacity, injunctive relief shall not be granted unless a

declaratory decree was violated or declaratory relief was unavailable. For the purposes of this section, any Act of Congress applicable exclusively to the District of Columbia shall be considered to be a statute of the District of Columbia. (Cornell Legal Info. Insti., 2005, and Crank & Caldero, 2000, p. 112).

The reason for the popularity of Section 1983 lawsuits is the fact that the discovery process is easier in civil lawsuits and, unlike criminal complaints, the attorneys can recover their fees from the defendant (Crank & Caldero, 2000). A person can file for relief under Section 1983 when the following three criteria are met. First, the officer must have been acting in his or her official duties. Second, there must be a violation of an individual's constitutional rights. Finally, the act must have been intentionally committed by the officer, or it must be shown that the officer was negligent in his duties and was therefore responsible for the resulting damages (Crank & Caldero, 2000). The most common ground for a Section 1983 lawsuit involves a claim of misuse of force by a police officer. "The other principle causes for litigations are auto pursuits, arrests and searches, employee drug tests, hiring and promotion, discrimination, recordkeeping and privacy, and jail management" (McCoy, 1987 as quoted in Crank & Caldero, 2000, p. 113).

Another consequence of unethical behavior among officers is the increase in the number of citizens' complaints against officers. Ultimately, this can result in the community not trusting the police department and not being satisfied with the police department. As a result of this distrust, citizens may refuse to provide information to law enforcement officers, and there may be an increase in the number of police-citizen conflicts ("Police Ethics," 2003). Other results are officer firings and to some extent, an

increase in officer suicides. The media is also increasingly involved. In those cases that are considered high profile violations of ethics, the police department may receive a lot of negative publicity for failing to stop such conduct among its officers. This can result in increasing stress for all officers, even those who are not involved in the ethical misconduct.

The police administrator plays a very important role in establishing the ethical setting of the police department. The head of the police department is the key contributor to the ethical foundation of the agency. Officers are more likely to behave ethically if they have an example of a superior behaving ethically (King, 1991). Not only must the administrator behave ethically, but he or she must implement standards of conduct to ensure that officers know what is expected of them in regards to ethical behavior. Once standards are developed, the punishment for breaking these rules must also be clearly stated and regularly enforced (King, 1991).

Statement of the Problem

The purpose of this dissertation is to investigate police officers' satisfaction with ethics training within their departments and the field of law enforcement. The focus of the dissertation will be to determine how satisfied participants are with the amount of ethics training they receive and the type and quality of ethics training received. The information gathered will be compiled from the East South Central region of the United States, which includes the states of Alabama, Kentucky, Mississippi, and Tennessee. By gathering data relative to ethics training and law enforcement, the researcher hopes to expand the topic to other regions in the United Sates and use this initial investigation in other projects in the area of law enforcement ethics.

Research Hypotheses and Questions

In order to determine participants' satisfaction with ethics training among officers, the following research questions have been developed:

1. Research Question 1: Are law enforcement officers satisfied with ethics training in general?

2. Research Question 2: Is there a statistically significant difference between an officer's opinion on whether ethics related problems have reduced in their police department when examining an officer's position?

3. Research Question 3: Is there a statistically significant difference between an officer's current opinions on current issues in ethics when examining an officer's position within the police department?

4. Research Question 4: Is there a statistically significant difference between an officer's opinions concerning the type of ethical problems that exists within the department when examining an officer's position within the police department?

5. Research Question 5: Is there a statistically significant difference between an officer's satisfaction with ethics in the department when examining an officer's position within the police department?

6. Research Question 6: Is there a statistically significant difference between an officer's perception on the types of ethical problems that exists within the police department when examining an officer's position within the police department?

7. Research Question 7: Is there a statistically significant difference between

officers' opinions on ethics reduction when considering officers' state of employment?

8. Research Question 8: Is there a statistically significant difference between officers' opinion on ethics when examining officers state of employment?

9. Research Question 9: Is there a statistically significant difference between an officer's opinions on the type of ethical problems that exist within the department when examining an officer's state of employment?

10. Research Question 10: Is there a statistically significant difference between officers' satisfaction with ethics within the department when examining officers' state of employment?

11. Research Question 11: Is there a statistically significant difference between states and officers' perceptions on whether ethical misconduct has been a problem within the police department?

12. Open-Ended Question 1: What type of ethical problems do officers believe exists within their departments?

13. Open-Ended Question 2: What do officers consider effective or ineffective about ethics training today?

14. Open-Ended Question 3: What do officers believe is the future of ethics training?

Definitions

1. Corruption- As defined by Hall, Dennis, & Chipman (1999), corruption is "the misuse or abuse of duly conferred police power or authority for personal gain" (p. 276).

2. Discretion- when police officers have a variety of options to choose from in order to

solve a problem.

3. Ethics- the moral standard of conduct that all members within a group must adhere to (Davis, 1991).

4. Ethics Training- the instructions that law enforcement personnel receive whether in the classroom setting, during the police academy, from the department, or from some outside agency on the rules governing ethics and ethical conduct.

5. Ethical misconduct- those behaviors by officers that break the law, departmental rules, or the community's sense of right and wrong.

6. Gratuities- gifts, discounts, or free meals given to officers by businesses or citizens within the officer's jurisdiction.

7. Participant satisfaction- whether the expectations of the participants have been met or exceeded.

8. Patrol officers or deputies- those law enforcement personnel, within a police department, who are not in a supervisory or civilian position.

9. Police supervisors- those individuals within state, city/municipal, and county law enforcement agencies who have a position of power over other officers in that agency.

10. Police subculture or culture- the values that police officers adapted, from either society as a whole or the police environment where officers learn the written or unwritten rules of the job, in order to function within the police agency (Crank, 2004).

Delimitations

The researcher placed several delimitations on the study in order to make this project manageable. These delimitations are:

1. The researcher limited the police departments to county sheriff's departments and city/municipal police departments.

2. This study was limited to the East South Central geographical region of the United States, which includes Alabama, Kentucky, Mississippi, and Tennessee.

3. Because there is plethora of ethical issues, the researcher placed a limit on the number of topics discussed.

4. The researcher limited the sample to agencies with 15 or more law enforcement personnel.

Assumptions

In conducting this study, the author relied on several assumptions. They are as follows:

1. The researcher assumed that the participants answered all questions honestly.

2. The researcher assumed that the individuals who completed the questionnaire were those with the ability to provide the information needed.

3. The researcher assumed that the participants had some knowledge of the ethics training of their department.

4. The researcher assumed that the participants would return the questionnaires in a timely manner.

5. The researcher assumed that the participants would answer each of the questions, and there would be no missing data.

Justification

By studying the impact of ethical training on law enforcement, administrators and politicians can develop a means for determining whether ethics training is in fact

effectively working for police agencies. Based on this determination, these individuals can decide what needs to be accomplished in order to reduce the level of ethical misconduct among officers. If it is found that the participants are not satisfied with the ethics training of the department, then other methods for ensuring that officers behave ethically should be developed. By measuring the effects that ethics training is having in the field of law enforcement, police departments can assure the public that steps are being taken to reduce the amount of misconduct allegations reported against officers. This can be helpful to departments by reducing the number of officers being fired, as well as decreasing the amount of money spent on litigation.

Because the consequences of unethical behavior can be devastating for a department, administrators should employ whatever means is necessary to deal with the problem. This dissertation will provide some basic groundwork for understanding the issue, which can then be used to reduce the number of ethical violations in the future. There is a vast amount of literature available on the role of administrators in the ethics of the police department and ethics training in general, but little is known about how satisfied these law enforcement personnel are with the ethics training that they receive. This dissertation can provide tremendous insight into the reality of ethics training.

CHAPTER II

LITERATURE REVIEW

Overview of Ethics and Ethical Misconduct

Various definitions of ethics are found in the literature. Ethics, in this dissertation, is defined as the moral standard of conduct that all members within a group must adhere to (Davis, 1991). The group under investigation in this research project is police officers. When an officer commits an unethical act, this means that he or she has broken the moral standards of the community, the police department, and/or the law.

Ethics and morality are often used interchangeably, but there are differences between the two. Ethics is defined as the study of good and bad behavior, while morality refers to behaviors that are considered good (Pollock-Byrne, 1998). On the other hand, immorality refers to those behaviors that are considered bad. Ethics can thus be said to be a study of morality and immorality. Morality makes up the system of values, rules, and laws that people use to govern their actions. "It specifies our duties or obligations to others and to society, establishes standards of right and wrong conduct and reflects society's understanding of the nature of moral good and evil" (Pollock- Byrne, 1998, p. 7). Religious codes of conduct, such as the Ten Commandments, and the Constitution can be said to affect society's moral rules and regulations.

Ethics brings together all the concepts of morality and immorality and reflects on these rules, principles, and behaviors critically. The function of ethics is to "establish the criteria for sound moral judgment or to construct rational justifications for our moral principles" (Pollock-Byrne, 1998, p. 8). There are three basic schools of ethical thought:

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normative ethics, and applied ethics. Legal ethics, which are commonly encountered in the discussion of law enforcement, is a subcategory of applied ethics.

Metaethics is the technical study of ethics in regards to ethical terms and the verification of ethical statements (Barry, 1985, as quoted in Pollock-Byrne, 1998). The goal of metaethics is not to prove or disprove ethical principles; it is simply a study of the language and statements used by normative ethical theorists (Hall, Dennis, & Chipman, 1999). For example, someone who studies metaethics would be concerned with what is meant by the terms "legal" or "killing". Normative ethics is more a situational type of ethics in that it is the study of good and bad or right and wrong in a particular situation (Barry, 1985, as found in Pollock-Byrne, 1998 & Gold, 2002). According to Hall, Dennis, and Chipman (1999), "we can be said to engage in normative ethical theory only when we begin to give a rational justification or systematic defense of our rule or principle of conduct, whatever that may be" (p. 21). Normative theorists would be less concerned with what is meant by killing and more concerned with why the act of killing someone is unethical.

The theorists involved with the applied ethical school of thought use specific issues or situations and attempt to relate metaethics and normative ethical principles to these scenarios (Barry, 1985, as found in Pollock-Byrne, 1998). Like other applied fields of study, applied ethics avoids the questions of theory and instead involves the use of ethical terms, theories, and concepts to solve actual ethical problems. Applied ethics is the school of ethical thought that is most applicable to the field of law enforcement. One of the subcategories of applied ethics that is encountered in the course of police work is legal ethics. "Legal ethics is principally concerned with the responsibilities of the

judiciary (e.g., lawyers, judges, courts) to the citizenry and the state" (Hall, Dennis, &

Chipman, 1999, pp. 21-22). Because law enforcement officers are considered the

gatekeepers of the criminal justice system, there is a significant amount of interaction

between law enforcement and the courts.

Categories and Groups of Ethical Misconduct in Law Enforcement

After settling on a definition for ethics, the next issue is to determine what

constitutes ethical misconduct. Pollock-Byrne (1998) states that ethical misconduct

consists of four elements. The first element is an act. This means that an individual must

do something that others deem wrong. The second element is that this act must be

committed by a human being. The individual must commit that act based on his or her

own free will, and this action must affect other people. In essence, ethical misconduct, as

defined by Pollock-Byrne (1998), is a wrong action committed by an individual based on

his or her free will that affects others.

According to Pollock-Byrne (1998), unethical actions among law enforcement

can fall into four main groups. These groups are: 1) between the organization and the

officer, 2) between the officer and the organization, 3) between officers and the public,

and 4) between officers and other employees. Several examples of ethical issues

involving the organization and the officer would be sexual discrimination, racial

discrimination, sexual harassment, inadequate training, or unfair decision-making.

Examples of issues between the officer and the organization would include petty theft,

the acceptance of gifts and gratuities, the use of supplies and equipment for personal use,

and the falsification of police reports. Examples of issues between officers and the public

would include unethical conduct such as the misuse of authority, failure to perform duties

adequately, and harassment in the forms of sexual, ethnic, racial, religious, and others. Harassment in all forms, as well as the spreading of gossip, would be examples of ethical problems between an officer and other officers (Pollock-Byrne, 1998).

For the purposes of this dissertation, ethical problems between the officer and the public and ethical problems between the officer and the organization will be primarily addressed. Further, the researcher is only concerned with the behavior of officers in regards to performing his or her duty, and the opinions of law enforcement personnel based on the behavior of officers. Although the researcher does not include all types of ethical actions in the dissertation, the questions are worded in such a way that it is understood that the actions of the officers are the focus.

In addition to the actions mentioned above, many other behaviors committed by law enforcement personnel can be placed under the heading of ethical misconduct. These actions can range from highly severe conduct to minor violations of written or unwritten ethical codes. Most individuals understand and agree that such things as police misuse of force and brutality fall under the heading of ethical misconduct. Various other subjects that may not be considered as severe could also be classified under this heading and must be addressed. In discussing behaviors that are unethical, Pollock & Becker (2002), claimed "perusing the literature, one can identify the following issues (although these by no means form an exhaustive list): gratuities, corruption, bribery, "shopping," whistle blowing and loyalty, undercover tactics, the use of deception, discretion, sleeping on duty, sex on duty and other misfeasance, deadly force, and brutality" (p. 90) as following under the category of ethical misconduct.

Additionally, Pollock & Becker (1996) provide a list of other acts that fall into the

category of ethical misconduct. The areas discussed include issues involving officers' failure to correctly perform their duties. One example involves the officer not doing the job because it was considered to be inconvenient or a waste of time. Police officers might decide not to issue a citation to or arrest someone who is drinking and driving because they are near the end of their shift and issuing a citation would mean the officer would have to stay over their original shift in order to complete the paperwork. Grant (2002) included various other non-obvious issues that are involved in ethical misconduct such as falsifying documents, disclosing confidential information, and inappropriately associating with criminals.

In a study conducted by the Ethics Training Subcommittee of the International Association of Chiefs of Police Ad Hoc Committee on Police Image and Ethics in 1997 ("Ethics Training," 2003), it was found that many issues in regards to ethics were of concern to officers. More specifically, the committee found 12 issues that law enforcement officers considered very important and 10 things that they considered critically important. Some of the issues that were deemed very important included cultural diversity, corruption/gratuities, public trust, honesty, abuse of force and authority, the code of silence, and the off duty behavior of officers. Some of the issues that were considered critical were the support of unethical conduct of officers by unions, the fabrication of evidence, lowered standards, respect, the media, and loyalty. These are just a small number of concerns in regards to ethical misconduct. This study showed that ethics is an increasing concern among law enforcement personnel and proper measures should be taken in order to ensure that each officer is adequately trained in the area of ethics.

Police corruption and violence are two of the most important issues currently facing both the field of law enforcement and ethics. Carter (1990) discussed how the drug trade has lead to a new degree of corruption between police officers. The drug trade enables individuals to earn large sums of money without doing much work. One drug bust can expose officers to more money than they would see in their lifetime. Because of this, some officers are likely tempted by so called "easy money," which is money that does not require a lot of work to obtain and is the result of illegal actions.

The subject of gratuities also provides a unique perspective in regards to ethical misconduct. The reason for this perceived uniqueness is that there is no clear-cut stance on whether gratuities should be allowed or banned. To some people, gratuities are acceptable as long as they are given to all officers without expectation of some return on the investment; yet, the acceptance of gratuities is often considered the gateway to other misconduct, and the problem with the use of such gifts is that often they are given to an officer or officers in exchange for something inappropriate, such as police protection or patronage (Delattre, 1996, White, 2002, and MacIntyre & Prenzler, 1999).

White (2002) provides an example of the problems that could arise with the use of gratuities in a police department. He wrote:

> In one city, officers arrested a local shop owner for drunk driving. The shop owner had supplied free coffee and discounted meals to department personnel for years. The shop owner took the arrest as a breach of an unwritten contract where he would receive special privileges in return for supplying free coffee and discounted meals. Apparently, the local police department had never done

anything to give the shop owner this opinion. The show owner became irate and demanded that the department drop the charges, which it could not do. Instead, the officers took up a collection and paid his fines. But, the shop owner still was not satisfied. He went to the local newspaper with the names of officers who had received 1,300 free cups of coffee (apparently, the officers had to sign for the cups). In addition, a list of 300 discounted meals, along with the officers' names, appeared on the front page of the local newspaper (White, 2002, p. 22).

In this instance, it becomes clear why some people consider the use of gratuities a problem. Examining this incident from the officer's perspective provides evidence of why the use of gratuities is so problematic to some individuals. Officers may begin to expect or demand privileges, and as a result, these same officers may be expected to overlook certain conduct such as drunken driving, prostitution, or gambling when the acts are committed by those who provide the gratuities (MacIntyre & Prenzler, 1999). In a survey conducted by MacIntyre & Prenzler (1999) in Queensland, Australia, it was found that police behavior could be affected by gratuities. The results of this study indicated that 57% of the 560 officers surveyed, were willing to let gratuities determine the way they enforced the law. Those people who offered gratuities had a more favorable outcome than those who did not.

White (2002) lists the arguments for those who support the use of gratuities and those who are against gratuities. Among individuals who support gratuities, there is a perception that the majority of gratuities are small, such as a cup of coffee, and do not create any problems. These individuals argue that gratuities:

1. Bring the officer closer to the community they service;

2. Make the officer feel appreciated;

3. Are usually small and do not lead to other misconduct;

4. Are embedded in police culture and cannot be eliminated, and

5. Eliminating them makes it seem as if officers cannot differentiate between
   when they are being bribed and when they are not (White, 2002).

According to those opposed to the use of gratuities, if police services are exchanged for gratuities, then other businesses and citizens are placed at a disadvantageous. When the officer is performing those extra services, it takes time away from the patrolling and protecting of others. Gratuities give some people an unfair advantage over those people who cannot afford or are not in the position to offer them. They also place officers in an awkward position when a problem arises. For example, the officer who stops someone for speeding may feel pressure from not only himself, but also from the individual who provides the gratuities, to not write the citizen a ticket (White, 2002). Those who argue against allowing gratuities base their decisions on the following arguments:

1. Gratuities might make restaurants and businesses feel as if they are obligated to
   give them,

2. Gratuities might give the public a false sense of impropriety,

3. Gratuities might seem unfair because officers are the only group receiving
   them, and

4. Some offices cannot differentiate between when they are being bribed and
   when they are not (2002).

Two final factors can contribute to unethical conduct among officers. They are the

police subculture and community policing. The subculture in itself may not directly create any problem but may indirectly contribute to unethical behavior. The police subculture is very important in law enforcement and can provide a support system to officers by having a network of individuals who understand what the officer is going through and the stressors related to the job. Ewin (1990) states that loyalty can be a motivational factor that encourages officers to do the best job that they can. Officers tend to do a better job when they have a support group or others who depend on them (1990). However, the subculture also may be a means in which officers protect other members of their group who have engaged in unethical actions.

In order to understand the role of the subculture in law enforcement, the cop code must be examined (Reuss-Ianni, 1984, pp. 14-16 and Crank & Caldero, 2000, p. 144). This code is divided into two categories: the relationship between officers and other officers and the relationship between officers and their bosses:

Rules defining relationships with other cops:

1. Watch out for your partner first and then the rest of the guys working that tour.

2. Don't give up another cop.

3. Show balls.

4. Be aggressive when you have to, but don't be too eager.

5. Don't get involved in anything in another guy's sector.

6. Hold up your end of the work.

7. If you get caught off base, don't implicate anybody else.

8. Make sure the other guys know if another cop is dangerous or "crazy."

9. Don't trust a new guy until you have checked him out.

10. Don't tell anybody else more than they have to know, it could be bad for you

and it could be bad for them.

11. Don't talk too much or too little. Both are suspicious.

12. Don't leave work for the next tour.

Rules relating street cops to bosses:

1. Protect your ass. (If the system wants to get you, it will.)

2. Don't make waves. Supervisors pay attention to troublemakers.

3. Don't give them too much activity. Don't be too eager.

4. Keep out of the way of any boss from outside your precinct.

5. Don't look for favors just for yourself.

6. Don't take on the patrol sergeant by yourself.

7. Know your bosses. Who's working and who has the desk?

8. Don't do the bosses' work for them.

9. Don't trust bosses to look out for your interests (Crank & Caldero, 2000, p.

114).

The police culture can be used to protect officers. It can be a way for officers to

protect their interests and ensure the safety of their partners and other officers. As Reuss-

Isanni indicated in the cop code, just as the subculture can be used for good, it can also be

used to cover up the misconduct of officers. When loyalty issues arise, the subculture can

present many problems to the field of law enforcement. Police officers might overlook

the misconduct of others because of feelings of loyalty and the code of silence. This can

create an environment where in order to survive within the organization, an officer must

engage in or accept the unethical practices of fellow officers.

Swope (2001) believes that the organization itself, not just individual officers, contributes to the dangers associated with ethical misconduct. O'Malley (1997) indicates that this could be due to the clannish nature of most police organizations. He states that this is the result of the law enforcement's "us-against-them mentality." The code of silence can encourage police ethical violations because officers are reluctant or unwilling to report fellow officers who engage in this kind of behavior. Officers feel that they should stick together because everyone else is out to get them. This type of culture can develop throughout the department, and managers must recognize this in order to make a true change in the department's ethical behaviors.

Concerning community policing, this type of program focuses on the decentralization of police officers in order to serve the community better. Because officers are less supervised in this type of setting, they can commit unethical acts without much negative consequences. According to O'Malley (1997), "while individual officers exercised some discretion, they generally required supervisory approval for consequential decisions and for extensive contacts with citizens or community organizations" (p. 21). The lack of supervision in community policing creates opportunities to engage in wrongdoing. The concept behind community-oriented policing is a solid one, and the practice has many good qualities. For example, law enforcement officers have more contact with the public and can better serve their needs. However, community-oriented policing does come with its share of problems. Because police officers are not operating within the normal structured setting of the police organization, they may feel that they will not be caught committing violent acts, acts of corruption, and/or stealing.

How Officers and Organizations Become Unethical

What leads officers to commit unethical acts? Is there something inside them that makes them predisposed to such behavior? Is it the police environment that fosters an atmosphere that condones unethical behavior? Is it the desire to get the job accomplished no matter what the cost? Is it greed? There is no one explanation for why officers and organizations become unethical. Instead, there are a variety of theories that explain how this process happens.

One of the theories on how organizations become unethical is known as the corruption continuum (Trautman, 2000). With this theory, corruption occurs over a span of four phases. These phases are: 1) the indifference of police administrators in regards to integrity within the department, 2) administrators looking the other way when faced with ethical problems, 3) officers dealing with ethical problems continuously, and 4) officers dealing with the "survival of the fittest" mentality (2000).

In regards to the first phase, Trautman discusses how the work environment (as in administrators and supervisors) fails to teach ethics or even address the issue of police integrity. As a result, officers do not know what is expected of them in regards to ethical conduct. They may feel that their ethical violations are acceptable because the administrator is not doing anything about the activities. According to Trautman (2000), some of the areas within the police organization that "are most sensitive to integrity-related indifference" include the following: "quality of recruitment and hiring, perception that discipline or promotions are unfair, disgruntled field training officers, and supervisors who treat people with a lack of respect" (p. 65).

The second phase in the corruption continuum describes how leaders do not

address obvious ethical violations. According to Trautman (2000), these administrators are sending the message that they are tolerant of, or willing to ignore, corrupt and unethical behavior by officers. Trautman categorizes administrators who foster unethical behavior as those who do not engage in unethical misconduct but fail to do anything to promote ethics within the police agency. Some of these administrators may go so far as to cover up corruption in order to make sure they do not look bad. All of these activities affect the ethical conduct of personnel within the police organization.

The third phase "is only possible after an administrator has orchestrated several years of indifference and deliberately ignored the ethical needs of their organization" (Trautman, 2000, p. 67). This breeds fear within the agency, and employees are not willing to report any violations by fellow employees. This can create an environment where people, who may not normally engage in unethical behavior, feel that they are justified in doing so. They are dissatisfied with their jobs and may believe that they are owed something. Some may even feel that it is not wrong because so many other people are also doing it, especially if the administrator is engaging in unethical behavior. The last phase of the continuum is "dominated by the pervasive intention of most employees to do whatever it takes just to survive" (Trautman, 2000, 67). If officers feel that the promotion process is unfair, then they may justify stealing cash from a drug raid as getting what is owed them. They will do whatever they have to in order to survive within the environment, and this may include committing unethical acts that they would have otherwise never considered.

Sherman (1982) developed another theory on how police officers become unethical. According to the author, officers develop their moral careers in four ways.

They are through contingencies, moral experience, apologia, and different stages experienced in the course of performing their job in which the officers must exercise morality. Contingencies are those experiences and pressures that officers face in situations that require them to act in a certain way. If early in their career, officers learn that certain unethical behavior is acceptable in certain situations, then they might decide to engage in that conduct. Likewise, if the officers know that unethical misconduct will not be tolerated, then he or she might not become unethical. The moral career of officers depends on which contingencies they face and what values they learn. Contingencies are learned from a variety of individuals throughout officers' careers. Sherman (1982) listed the following factors or individuals as having the most influence over the moral careers of officers, especially ones who have just started out in the field:

1. What is taught by them from the field-training officers

2. What the first sergeant teaches them

3. The citizens that the officers encounter when they begin their careers

4. The amount of danger the officers face when doing their jobs

5. Whether the officers have a partner

6. If the officer works undercover or does vice work

7. Whether the police administrator adopts and let known the ethical rules of the
   department

These contingencies are not the sole explanation on whether officers behave ethically or not. The officers must face situations in which they must make moral decisions in order to know how they will behave. This is known as officers' moral experiences. Moral experiences can come as a result of incidents of unethical conduct by

others, reactions to some incident, interactions between officers and others outside of the police environment, and a variety of others ways. When faced with moral experiences, police officers can react in one of four ways. They can ignore the potential problems, transfer to another department or division, quit the law enforcement agency, or fight the system. How officers react to the moral experiences they face will determine how their ethical careers progress.

The third phase of the ethical career is known as apologia. This refers to the reaction officers have with regards to the way they responded to moral experiences. They may feel guilty or try to justify their behavior in some manner. It may be during this phase that officers determine the level of unethical action they are willing to engage in. The officers might justify the unethical acts by reasoning that even though a small bribe was accepted, they would not accept a larger one. Once officers justify their behaviors, this creates a standard where officers can justify other actions in similar situations. Over a period of time, officers create a habit of conduct that will continue throughout their law enforcement careers.

The final phase of the moral career of officers is known as "the stages of moral change" (Sherman, 1982, p. 61). These stages are a progression of behavior that can ultimately lead to moral degeneration. Police officers might start out accepting small gifts, and as the stages progress, they begin accepting more gifts and larger gifts, which may eventually lead to them committing robberies. This is often known as the "slippery slope."

Overview of Ethics Training in Law Enforcement

Knowing the definition of ethics and an overview of ethical-related issues is the

first step in understanding the topic. The next step is to determine what behaviors

constitute ethical misconducts, followed by an explanation of how officers and police

organizations become unethical. The fourth and final step is to discuss how law

enforcement agencies deal with unethical behavior. One of the main methods that police

administrators can use to ensure that their officers will behave ethically is through ethical

training. Therefore, it is necessary to briefly consider the issue of ethics training and how

such training can help reduce the number of ethical problems in police organizations.

Ethics training is the instructions that law enforcement personnel receive on the

rules governing ethics and ethical conduct. Officers may receive ethics training in one of

four ways. The first method of receiving ethical training involves courses taken on ethical

theory and application as a part of the curriculum of law enforcement training academies.

Another mode of ethical training may involve officers attending seminars on ethics-

related issues from their police department. A third method involves ethics being taught

to law enforcement personnel through an outside source that specializes in ethics training.

For example, the Institute for Law Enforcement Administration does special conferences

on ethics training. The fourth method occurs if an officer is enrolled in college, and they

choose to take an ethics course as part of their curriculum (Sherman, 1982).

Crank & Caldero (2000) believe that of the various methods of providing ethics

training to officers, the police training academy and the college classroom are the two

best settings. In the police academy, ethics can be geared toward the moral dilemmas

faced by officers. Police can discuss the practical side of policing, and the recruits would

learn from those in the field what it is really like to be an officer. In the college setting,

police can learn about the ethics of the job in a place that is removed from the job itself.

Also, college ethical classes allow the officer to learn ethics without the police socialization becoming a factor. This means that the officer's ethical thinking is less likely to be influenced by others in the field.

Ultimately, it matters little in which setting the officer receives their ethics training, as long as they learn some basic concepts. Officers can benefit from ethics in a variety of ways, and they can learn many values through ethics training. O'Malley (1997) believes that formal training in ethics is advantageous to law enforcement officers on many levels. First and foremost, ethics training ensures that everyone within the police department knows what is expected of them. The officers know the code of ethics for the department and the punishment associated with violating the guidelines. Training also teaches officers the importance of being ethical, along with understanding what the police agency expects of officers in terms of behaving ethically. Training classes can also help with some of the consequences of behaving unethically such as stress and violence reduction (O'Malley, 1997).

Kleinig (1990) listed six reasons why ethics should be taught, and the main reason is the amount of authority police officers are given in doing their jobs. Very few professions provide their personnel with the discretion to use deadly force. The police cannot take this lightly and must have some fundamental ethics reasoning on which to base their decisions. A second reason why officers need some form of ethics training is that the majority of an officer's time is not spent dealing with average citizens. The clientele of law enforcement consists largely of lawbreakers, many of which do not have the moral values that the average person possesses. Ethics training can teach officers how to deal with these individuals and ensure that police officers do not let things get out of

control.

A third reason for ethics training is that officers must sometimes perform their job in situations of crisis. These situations do not allow officers the opportunity to spend large amounts of time reflecting on their options. Ethics training can give officers the tools needed to make the appropriate decision that a situation might call for. A fourth reason for ethics training involves the duty officers have to take action. Police officers must intervene in cases involving domestic violence, cases involving juvenile law violators, and cases that may involve hostage situations. The average person does not have to deal with these issues and can walk away; while a police officer is required to not only perform a duty, but to perform that duty in a manner that subsequent reviewers will accept as proper. Performing such action under stress can be difficult for officers, and being aware of the role ethics plays in knowing how to respond to these situations will assist police officers in making quick and appropriate decisions.

Another argument for the need to provide ethics training is that police officers are only human. They face the same temptations as everyone else in society. It is easy to be tempted to lie, steal, or cheat. Police officers are placed in situations where this temptation is great, and they need guidance and training on how to deal with these issues. When officers are faced with thousands sometimes millions of dollars, during the course of a drug arrest, then taking some of the money might appear an easy decision. This is especially true if there is only a small chance of being caught.

A sixth reason for ethics training involves the police subculture. One officer, or group of officers, may attempt to persuade other officers into doing things that they would not otherwise do absent such encouragement. The level of this temptation can be

tremendous. According to Sherman (1982), the following are some of the ethical values

that appear to be taught to officers by their peers:

1. Officers should decide how to enforce the law based on the suspect (whether

   it is his or her race, attitude, or socio-economic status) and the law that governs

   the actions.

2. If the suspect acts in a disrespectful manner then they should be arrested or

   force should be used.

3. The use of force is necessary if the person "deserves it" or if it can

   resolve the situation effectively. "Only the potential punishments by superior

   officers, civil litigation, citizen complaints, and so forth should limit the use of

   force when the situation calls for it" (Sherman, 1982, pp. 55-56).

4. Due process should be ignored if it gets in the way of enforcing the law, and it

   only protects the suspect.

5. If it gets the criminal convicted then lying, perjury, and deception should be

   used.

6. Police should use hot pursuits as much as possible because they are a necessary

   part of the job, "garbage" calls (ex. domestic violence) are not serious and

   police should get to them at their leisure, and police can do whatever they want

   when not busy (ex. sleep, hangout with friends, etc.) (Sherman, 1982, p. 56).

7. Officers deserve special treatment (ex. gifts and meals) because their job is

   dangerous. "The general rule is: take any reward that doesn't change what you

   would do anyway, such as eating a meal, but don't take money that would

   affect your job, like not giving traffic tickets" (Sherman, 1982, p. 57), and

8. Other officers should be protected no matter what the cost. "If your

colleagues make a mistake, take a bribe, seriously hurt somebody illegally,

or get into other kinds of trouble, you should do everything you can to

protect them in the ensuing investigation" (Sherman, 1982, p. 57).

These on the job ethical lessons can have a negative impact on the police organization.

Formal training in ethics can hopefully decrease effects of the police ethics socialization

process. It takes courage to be able to resist the influence that peers have on officers. The

necessary courage can be learned through ethics training.

Not only do researchers have reasons relating to why ethics training is needed in

law enforcement, but there is a variety of suggestions on what should be the focus of

ethics training curriculum. Kleinig (1990) and Pollock & Becker (1996) discussed three

overall goals that should be the focal points of ethics training programs. Ethics

curriculum should focus on moral philosophy, codes of conduct, and real life ethical

situations or case studies.

Moral philosophies can "bring order, comprehension, and connectedness into the

inarticulate responses that police and others have when confronted by moral issues"

(Kleinig, 1990, p. 13). The focus can be on theories of ethics and ethical conduct and

philosophers associated with them. However, Kleinig (1990) believes that it would be

harmful to develop an ethics course that contains mostly ethical philosophies, as such

philosophical approaches have fewer practical applications. In addition to moral

philosophies, an examination of various codes of ethics can be very helpful in an ethics

course. Codes of ethical conduct are "general statements of police ethical responsibility

[that have been] tailored to the circumstances and needs of police work and often include

quite specific directives for situations in which police will find themselves" (Kleinig, 1990, p. 14). The codes tend to be geared toward the legality of police work and should not form the bases of the training program because understanding the codes does not teach the officer why people react in certain ways.

In regards to case studies, the officers will know beforehand some of the ethical dilemmas that they may face in the course of their duties, why people react in certain ways, and hopefully, they will learn ways to deal with these situations without behaving unethically (Pollock & Becker, 1996). Case studies and actual dilemmas based on the field of law enforcement can provide officers with a different perspective than moral philosophies and codes of ethics. The instructor in the ethical training program could ask officers to develop a list of situations in which they have had ethical issues come up (ethical dilemmas). Then the individuals would read their dilemmas to the class, and the class would discuss some ways that they could deal with the problems ethically. By doing this, the officers will learn things that would affect their jobs and how to deal with the situations. Officers can also read stories about departments or officers who have had ethical problems. These case studies can give officers the chance to think critically about real life ethical situations, and determine how they would behave given the same circumstances.

In general, authors believe that ethics training programs should not focus on one method of teaching. Police work is very complex, and officers need training in how to handle difficult situations. By learning moral philosophies, officers learn the basic on ethical philosophies and ethical reasoning. They learn general concepts that can shape their way of thinking. In addition to moral philosophies, learning different codes of ethics

can help officers understand departmental guidelines on what is expected of them in terms of ethical conduct. Combining these two training curriculums with real life ethical dilemmas and case studies helps ensure that officers make ethical decisions. This reduces conflict with the public and scandals within the department.

Not only does Kleinig provide insight into the type of curriculum needed in ethics training programs, the author discusses the goal that should be accomplished during ethics training. According to Kleinig (1990), "a police-ethics course reasonably might have three general aims: (1) the reinforcement of moral resolve, (2) moral sensitization, and (3) the imparting of moral expertise" (p. 8). In regards to the first aim, officers are faced with immense pressure when performing their jobs. In dealing with these pressures, officers must behave in a level headed manner and react appropriately. Ethics training can provide officers with the training needed to deal with highly pressured situations and the ability to deal with temptations. It can teach officers what to do in certain situations, as well as reinforce the moral values of the officers.

Moral sensitization is the ability to see different situations from a variety of cultural, social, religious, and economical perspectives (Kleinig, 1990). Because people tend to come from one background and do not know how to deal with others who are different from them, ethics training can help them deal with a diverse population of co-workers and suspects. "One of the purposes served by courses in police ethics will be a widening of moral horizons, stimulating a greater sensitivity to the rich fabric, many layers, and finer nuances of human interaction" (Kleinig, 1990, pp. 9-10). By becoming sensitized to the views of others who are different from them, officers can handle situations with fewer conflicts.

Ethics training can also be a means of providing officers with the expertise needed to handle moral situations. Officers learn to think critically and reflectively in a variety of situations. They are given the tools to handle tasks informatively and systematically, and when officers are placed in ethical situations, ethics training can give them the training needed in order to handle these situations without behaving rashly. Instead of responding in a way that their culture teaches them, such as covering for those officers who behavior unethically, officers decide what to do based on their own reasoning (Kleinig, 1990).

Police officers must make immediate decisions that can affect many individuals. According to Tyre and Braunstein (1992), "these decisions call into play ethical and moral, as well as procedural and legal, questions and are most often made without recourse to specific directions from superiors or specific policy directives" (p. 6). Police officers are usually unsupervised and therefore maintain a significant amount of discretion in performing their duties. They have some level of control over citizens' fundamental rights, including the right to liberty (Morgan, Morgan, Foster, & Kolbert, 2000). Ethics training is essential in order to make sure that officers make the correct decision in these types of situations.

The devastating effects of unethical conduct can affect not just the person or persons engaging in the behavior. The whole department can be brought to its knees if a scandal is uncovered. "Defending against such allegations both drains an organization financially and has a long-term reputation effect- in many cases, [stigmatizing] the agency forever" ("Ethics Training", 2003). It only takes a single scandal to extinguish the reputation of a police department. It does not matter how good the department was in the

past; a single unethical allegation can take it from one of the best to the worst in the public's eyes. Ethical violations that rose to the level of disciplinary action or officers being fired were usually the result of administrators not taking appropriate actions or not doing enough when initially confronted with ethics related problems ("Ethics Training," 2003).

The Role of Leadership in Combating Ethical Misconduct

"Police officers face greater temptations than they did just a decade or so ago" (O'Malley, 1997, p. 20). Law enforcement agencies are moving toward a decentralization of police officers within the community. This trend is known as community-oriented policing (COP). This means that officers are not under the direct supervision of another officer. Police officers spend long hours working and encounter a variety of individuals during the course of a shift. The fact that their behavior is unchecked could mean that the officers can commit criminal acts or unethical conduct without being caught. When officers have contact with citizens or criminals, then there is no one available to approve or disapprove of their behavior. "Attempts to regulate ethical behavior by imposing strict controls have proven counterproductive under the COP approach" (O'Malley, 1997, p 21). Officers have less accountability for their actions in the community-oriented policing approach and a great deal more discretion. This gives officers an increased opportunity to engage in corrupt acts.

The police manager is the key to making a department ethical. Managers "must participate in training, take affirmative steps to encourage ethical behavior, and set their agency's moral tone through observable exemplary behavior" (O'Malley, 1997, p. 22). Officers are more likely to behave ethically if they observe their administrator doing so

and know that unethical conduct will not be tolerated. They must also know that they will be punished for behaving unethically. "Police managers should continuously foster an ethical environment that discourages aggressiveness so extreme that excessive force results" (O'Malley, 1997, p. 24).

Good leaders must be proactive instead of reactive. This is especially true in law enforcement. Because of the nature of the job and the impact that officers could have on a large number of citizens, administrators must take all the measures they can to ensure that officers behave in an ethical manner. Administrators can be proactive by having a moral philosophy for the department that incorporates the perspectives of the officers and the public (Robinette, 1991). They can do this by gathering the opinions of their police recruits. These individuals usually represent the cultural ideology of the community that they will police. To prevent further ethical problems in the department, administrators should examine past unethical behaviors of officers. By analyzing the problems that the department previously had, managers can ensure that they will not happen in the future (Robinette, 1991).

As mentioned earlier, police officers and administrators are faced with a variety of different ethical issues. "Corruption, drug abuse, conduct unbecoming an officer- these are just a few of the dangerous and troubling situations that could challenge law enforcement professionals as they strive to meet their responsibilities in today's rapidly changing and highly intricate social environment" (King, 1991, p. 24). In order to handle complex ethical problems, administrators must make sure officers understand what their jobs will entail and what the police administrator expects of them. They must receive constant feedback and must ensure that the ethical problems of the past are not repeated

(1991). Police managers must make sure that recruits are picked from the most qualified, and the promotion process must be fair. It is up to the police manager to conduct the department in a way that ensures officers engage in ethical behavior. The manager must learn the public expectations of police and incorporate these expectations into the goals of the department. Officers must be reliable, honest, fair, and accountable in their everyday actions (King, 1991).

According to Grant (2002), there are four things that can be done to control corruption. One of them is to have strong leadership. The police manager leads by example, which means that officers will more than likely engage in ethical conduct if the manager of the police department does. The second way to control unethical conduct is to change hiring standards and police socialization. The manager must ensure before hiring that they receive quality individuals who have some sense of ethical values. If agencies begin today hiring people who are ethical, then it would change the culture in which officers operate. Corruption would no longer be accepted within the police subculture and unethical behavior could be reported without punishment.

The third way to combat corruption is through a change in the procedures of the department. The officers must know what is expected of them with regards to ethical conduct and the sanctions that go along with noncompliance. Clear standards and swift punishment of those who break them reinforces ethical behavior. The final method for handling corruption is through changing the environment of the police department. "Administrators can take significant steps by ensuring that quality leadership exists, screening applicants completely, training personnel (newly hired officers should go through stages of training, such as an initial training program field training), and finally,

in-service training, giving them guidelines, providing them with honorable work, and

encouraging them to be team players" (Grant, 2002).

CHAPTER III

METHODOLOGY

Overview

The purpose of this research endeavor was to answer the overall question of satisfaction with ethics training within police departments. Since the researcher could not find, through the review of the literature, research conducted on this topic, this study is exploratory in nature. In order to obtain the information needed for this project, the researcher developed a questionnaire, entitled The Ethics Training Questionnaire, which consisted of two parts. The first part of the questionnaire contained 18 questions and was completed by the heads of the police agencies surveyed. The second part of the questionnaire consisted of 31 questions that were completed by all participants in this study. Questionnaires were mailed to various police agencies in the East South Central region of the United States. As determined by the Uniform Crime Reports (UCR) (2005), this region includes the states of Alabama, Kentucky, Mississippi, and Tennessee.

Research Design

The following independent variables were examined in this study: state and position. The independent variable state was defined as police departments residing in Alabama, Kentucky, Mississippi, or Tennessee. Position was defined as being in either a supervisory position (chief, captain, sheriff, etc) within the police department or a non-supervisory position (deputy, patrol officer, etc.).

There were five dependent variables in this study. They are Factors 1 through 5 that were produced after conducting a factor analysis. Factor 1 was titled "Ethics

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Reduction" and was defined as the opinions of law enforcement personnel with regards to whether ethical problems have been reduced within their department. Factor 2 was entitled "Current Opinion" and was defined as participants' opinions on current ethical issues. Factor 3, "Ethical Problems," was defined as the types of ethical problems that exist within the police department. Factor 4, "Ethics Satisfaction," was defined as officers' satisfaction with the quality and types of ethics training they received. Factor 5, "Department Problems," was defined as perception of ethical misconduct among officers within the police department surveyed.

This study consisted of two status variables. These variables were race and gender. Race was defined as belong to one of the following groups: African-American, Caucasian-American, Hispanic-American, Native-American, Asian-American, or some other racial group. Gender was defined as being either male or female.

<div align="center">Participants</div>

Ten police departments in the states of Alabama, Kentucky, Mississippi, and Tennessee participated in this research study. Of those ten departments, a sample of 164 participants was obtained. The sample consisted of police officers within various departments in these states of varying ages, race, gender, and socioeconomic status. The names and contact information of the heads of these departments were obtained from the National Directory of Law Enforcement Administrators. The total number of states agencies equaled 1,427, where each state had roughly equal number of departments.

After compiling the list of agencies for each state in a database file, they were transferred, by state, into SPSS data files. For each state, the researcher used SPSS to randomly select a sample of 10%. Once the samples were completed, the researcher

collected information from the UCR's handbook (CIUS 2003 Section VI- Law

Enforcement Personnel) in order to determine the number of law enforcement employees

for each department. The data from 2003 was utilized because information from 2004 had

not been completed. After the numbers were entered into SPSS, the researcher eliminated

those agencies with less than 15 employees. The rationale behind doing this was to have

an adequate sample size from each agency chosen to participate. Once the agencies were

eliminated, the author had a sample of 52 law enforcement agencies.

Once contact information was compiled for the sample, the researcher called each

to determine if they would participate in the study. Of the agencies contacted, 4 refused

to participate, 18 agreed to participate in the study, and the other 30 agencies either could

not be contacted or did not respond to the request. Of the 18 agencies that agreed to

participate in the study, 3 agencies were located in Alabama, 6 in Kentucky, 4 in

Mississippi, and 5 were located in Tennessee. The sampled departments were supplied

with questionnaires in a booklet format. In order to help increase response rates, a self-

addressed postage paid envelope was provided with each set of questionnaires. A three

week return period was given to each agency, before follow-up phone calls were

conducted. For those agencies that did not return questionnaires in the three week grace

period, another set of questionnaires was mailed.

Instrumentation

Since no suitable instrument could be found, the principal researcher designed a

questionnaire entitled the Ethics Training Questionnaire (ETQ). A copy of the

questionnaire can be found in Appendix A. There are two parts to this questionnaire. Part

I of this questionnaire consists of two sections. The first section is entitled General

Training Information. Some of the questions in this section were designed to obtain

information about the number of hours of ethics training required in the academy,

whether additional ethics training is required, and where officers typically receive their

ethics training. This section is designed to solicit some basic information about ethics

training. The second section of the questionnaire is entitled Demographic Information on

the Department. This section examines information about the number of part-time/full-

time officers, the gender breakdown of the department, the racial breakdown of the

department, and the educational requirements of the department.

Part II of the Ethics Training Questionnaire contains three sections. The first

section is entitled Demographic Information on Participant. This section contains

demographic information about the participants completing the questionnaire. The second

section is entitled Satisfaction with Ethics Training within the Department and consists of

Likert type questions in which the participant can choose from a scale of 1 to 5, where 1

represents strongly agree and 5 represents strongly agree. The questions in this section

are designed to obtain information on participants' satisfaction with ethics training

among officers/deputies. The third section contains open-ended response questions in

which participants can provide their opinions on the type of ethical problems that exists

within their department, what they consider effective or ineffective about ethics training,

what is the future of ethics training, and any other information that they deem important

about ethics training.

The researcher developed several drafts of The Ethics Training Questionnaire.

Since the questionnaire was developed, the researcher had to ensure that it was both valid

and reliable. There are two steps used to validate a research instrument, which includes

using a panel of experts and conducting a pilot study. To ensure that the instrument possessed both face and content valid, the input of a panel of experts was utilized. The experts included Dr. R. Alan Thompson, Administration of Justice professor at The University of Southern Mississippi in Hattiesburg, Mississippi, Dr. Robert E. Moore, Criminal Justice professor at Delta State University in Cleveland, Mississippi, and Brenda Smith, retired police chief of the Picayune Police Department in Picayune, Mississippi.

Dr. Thompson and Dr. Moore evaluated The Ethics Training Questionnaire to make sure that it was easy to read, contained questions relevant to the topic of ethics training, to ensure that terminology was accurate, and to make sure it was grammatically correct. Dr. Thompson made suggestions on the wording of questions, the ordering of questions, and law enforcement terminology. He also helped with the wording of the cover letter and reviewed the questionnaire for grammatical errors. Some of Dr. Thompson suggestions included:

1. Move demographic questions to the end of the instrument,

2. Develop the questionnaire in booklet format, and

3. The correct terminology for administrators of each type of police agency.

Dr. Moore also reviewed the questionnaire for grammatical errors, law enforcement terminology, and relevancy of questions. He made suggestions about language that might be offense to the participants such as using "ethics related misconduct" as opposed to "corruption." Dr. Moore ensures that each type of employee within police agencies was represented in the questionnaire. On the suggestions of Dr. Moore and Dr. Thompson, the questionnaire was edited and revised. Once a final draft

was developed, Brenda Smith, retired police chief of Picayune Police Department was consulted. She evaluated the instrument for relevancy of questions, ease of read and understanding, and made suggestions for additional questions. She was also utilized to time the completion of the questionnaire. Ms. Smith made two suggestions that lead to adding an additional question and deleting one of the questions.

After the instrument was validated, Human Subject approval was obtained. The Human Subject's approval letter can be found in Appendix B of this document. Upon receiving Human Subject approval, a pilot study was conducted with the Picayune Police Department in order to ensure reliability. Fifteen subjects participated in this pilot study. Once data was collected, it was entered into SPSS and analyzed. The pilot data was initially analyzed for frequencies and other descriptive statistics. Then, the Likert scale questions were analyzed for an overall Cronbach alpha.

There were initially, two research questions in the study. In order to evaluate the reliability of the research questions, Cronbach alphas were obtain for the two research question groups. Research question 2 was measured by questions 7, 8, 10, 11, 14, 15, and 25 on Section II of Part II of Ethics Training Questionnaire. An alpha of .70 was obtained, and if question 14 is deleted, the alpha will increase to .75. Research question 3 was measured by questions 9, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, and 28 on Section II of Part II of the questionnaire. An alpha of .78 was obtained. After the questionnaire was analyzed for reliability, it was decided to remove Question 14 in order to increase the reliability of the sample, which reduce the number of questions in Part II from 32 to 31.

Procedures

After obtaining consent from police chiefs and police supervisors for their officers

to participate in this research study, packages of questionnaires were mailed to 10 police

agencies. The packages included the questionnaire with an introduction letter,

instructions for the participants, and a cover letter. The instruction letter for the

participating police departments can be found in Appendix C, and the instruction letter

for participating sheriff's departments can be found in Appendix D. Appendix E contains

the cover letter sent to each participating agency. Because all of the participants in this

study was above the age of 18, they were informed that their completing of the

instruments meant their consent to participate in this study. Included in the questionnaire

were statements on voluntary participation and consent.

Each participant completed the questionnaire, which was in booklet format, on

their own, but was informed of the researchers e-mail address if they had any questions.

Once the participants completed the questions, the police departments returned the

completed questionnaires to the researcher. Each police department was provide with a

self-addressed stamped envelop to make the return process less expensive and easier. All

departments were informed that if they wanted the results of the research, they could

contact the research through email.

Limitations

Several limitations existed in the study that could not be controlled by the

researcher. They are as followed:

1. There are differences in the sizes of the police agencies that participated in

   this study.

2. There were differences in the type and quality of ethics training that was

   received by police officers.

3. Because every police agency in the East South Central region of the United

   States did not report their data to the Uniform Crime Report, they could not be

   sampled for the study.

4. Data on the number of law enforcement personnel for the year 2003 had to be

   used as a bases for participant selection because complete data for the year

   2004 was not finished.

Data Analysis

The research study consisted of eleven research questions and three open-ended

questions. In order to assess the research question on overall satisfaction with ethics

training, a one-sample t-test was utilized. In order to assess the five research hypotheses

on impact of position on the five factors produced in this study, the researcher performed

an independent t-test. The five research hypotheses on the impact of state on the factors

produced were assessed using the One-Way ANOVA procedure. The alpha for all

statistically analysis will be set at .05, and the two-tailed test was used. The three research

questions consisted of open-ended questions, and the participants' responses to each

question was recorded.

CHAPTER IV

RESULTS

Introduction

The researcher mailed copies of the questionnaires, in booklet format, along with 10 extras, to each of the participating police agencies. An instruction letter and a letter of thanks were included with each package of questionnaires. Of the 18 packages that were mailed out, 10 packages were returned. The researcher did not receive two packages of questionnaires, although the participating agencies insisted they mailed them back. Six of the participating agencies did not mail questionnaires back. A total of 164 questionnaires were returned and analyzed.

After all data was entered into SPSS, the researcher analyzed it for reliability. An overall Cronbach alpha of .81 was obtained for the Likert scale questions minus questions 8, 11, and 25. Once reliability was ensured, the researcher conducted a factor analysis on the Likert questions. Five factors were obtained minus questions 19 and 25. Factor 1, entitled "Ethics Reduction," contained questions 12, 14, 17, 21, 23, and 26. This factor had an overall alpha of .80. Factor 2, "Current Opinion," consisted of questions 7, 15, 16, 24, and 27. Factor 2 had an alpha of .72. Factor 3, entitled "Ethical Problems," contained questions 18, 20, and 22, and it had an alpha of .74. Factor 4, "Ethics Satisfaction," included questions 8, 11, and the reverse of question 10. This factor had an alpha of .72. Factor five, entitled "Department Problems," contained questions 9 and 13, and had an alpha of .70. Table 1 presents the Rotated Component Matrix for each questions included in the factor analysis.

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Table 1

Rotated Component Matrix for Sample

	Factor 1	Factor 2
12. I believe that ethical misconduct among officers has reduced in the last five years.	.570	
14. The number of citizen complaints has been reduced since ethics has been implemented in my department.	.783	
17. The number of internal complaints has reduced since ethics training has been implemented in my department.	.757	
21. The ethical problems associated with the police subculture has reduced in my agency since the implementation of ethics training.	.773	
23. The amount of corruption has been reduced since the implementation of ethics training in my department.	.645	
26. Ethics training is successful at reducing ethical problems among officers.	.540	
7. I believe that ethics is an important issue in law enforcement.		.500
15. More disciplinary action should be taken against those who engage in ethical misconduct within my department.		.733
16. More disciplinary action should be taken against those who engage in ethical misconduct within my department.		.632
24. More should be done to combat the problem of ethical misconduct among officers.		.669
27. Disciplinary action (ex. suspension, demotion, etc) reduced the amount of ethical misconduct.		.640

Table 1 (Continued)

Rotated Component Matrix for Sample

	Factor 3	Factor 4	Factor 5
18. Gratuities are an ethical problem within my police department.	.757		
20. The police subculture creates ethical problems within my department.	.781		
22. Police discretion creates ethical problems within my police department.	.827		
8. I am satisfied with the amount of ethics training I received or my officers received.		.833	
*10. I am dissatisfied with the quality of ethics training I received or my officers received.		-.624	
11. I believe the training curriculum was applicable to the types of ethical problems that officers face on the job.		.784	
9. The department has had problems with ethical misconduct among officers in the past five years.			.912
13. Ethical misconduct among officers has reduced in the past give years.			.719

*Question 10 is a reverse order question.

In terms of missing data, the majority of the participants answered all the questions. There was only one subject that did not answer question 10 about how many officers have been decertified in the last five years for ethics related violations. Three participants did not answer question number 2 about how many hours of ethics training do your officers receive during the police academy.

Descriptive

Participating Police Agencies

The Ethics Training Questionnaire (ETQ) was distributed to various police agencies in the East South Central region of the United States. This region included the states of Alabama, Kentucky, Mississippi, and Tennessee. A random sample of 52 agencies was chosen to participate in this study. The researcher contacted each of the 52 agencies, by phone, asking if they would participate. Of the 52 agencies contact, the researcher was unable to obtain a response from 30 of the police agencies, and four of the agencies refused to participate in the study. The researcher was able to obtain the permission of 18 police agencies to participate in the study. The 18 participating agencies consisted of 6 from Kentucky, 5 from Tennessee, 4 from Mississippi, and 3 agencies in Alabama.

The police chief or someone with the authority to answer for him was asked to provide information on the participating departments. Information on part-time and full-time officers is presented, in detail, in Table 2. This table provides the N, minimum, maximum, means, and standard deviations for total number of officers in the participating police agencies. The mean number of full-time officers was 33.60, with a standard

Table 2

Total Number of Officers within Participating Police Departments

	N	Minimum	Maximum	Mean	SD
Full-Time	10	15	53	33.60	10.77
Part-Time	10	0	28	3.50	8.66
Other	10	0	0	.00	.00

deviation of 10.77. The mean number of part-time officers was 3.50, with a standard deviation of 8.66.

Table 3 presents demographic information for the part-time officers within the departments surveyed. As Table 3 indicates, the majority of the part-time officers were male (Mean = 2.90, SD = 6.77 for males versus Mean = .60, SD = 1.90 for females). Caucasian-American made up the majority of the part-time officers, with a mean of 3.10 (SD = 7.74) compared to a mean of .40 (SD = .97) for African-Americans, a mean of .00 (SD = .00) for Asian-Americans, a mean of .00 (SD = .00) for Hispanic-Americans, a mean of .00 (SD = .00) for Native-American, and a mean of .00 (SD = .00) for other races.

The information for the full-time officers within the participating police departments can be found in Table 4. This table indicates that, like the part-time officers, the majority of the full-time officers were male and Caucasian-American. The mean for full-time male employees was 29.40, with a standard deviation of 14.17, compared to a mean of 4.10 (SD = 8.12) for full-time females. With regards to race, the mean for Caucasian-Americans was 32.10 (SD = 10.46) compared to a mean of 1.30 (SD = 1.57) for African-Americans, a mean of .00 (SD = .00) for Asian-Americans, a mean of .10 (SD = .32) for Hispanic-Americans, a mean of .00 (SD = .00) for Native-American, and a mean of .10 (SD = .32) for other races.

Table 3

Gender and Race of Part-Time Police Officers of Sample Agencies

	N	Minimum	Maximum	Mean	SD
Gender					
Male	10	0	22	2.90	6.77
Female	10	0	6	.60	1.90
Race					
African-American	10	0	3	.40	.97
Caucasian-American	10	0	25	3.10	7.74
Hispanic-American	10	0	0	.00	.00
Native-American	10	0	0	.00	.00
Other	10	0	0	.00	.00

Table 4

Gender and Race of Full-Time Police Officers of Sample Agencies

	N	Minimum	Maximum	Mean	SD
Gender					
Male	10	3	51	29.40	14.17
Female	10	0	27	4.10	8.12
Race					
African-American	10	0	5	1.30	1.57
Caucasian-American	10	13	52	32.10	10.46
Hispanic-American	10	0	1	.10	.32
Native-American	10	0	0	.00	.00
Asian-American	10	0	0	.00	.00
Other	10	0	1	.10	.32

Participating Officers

Of the 10 police departments that participated in this study, 164 officers

completed the Ethics Training Questionnaire. Table 5 provides descriptive information

on the gender and race of the participants in this study. Males made up 92.7% of the total

number of participants, and Caucasian-American (93.3%) was the predominant race of

the sample. The participants represented four states in this study: Alabama, Kentucky,

Mississippi, and Tennessee. The majority of the participants (54.9%) were from the state

of Kentucky. Of the 164 participants, 64.6% were in a non-supervisory position within

the police departments. Table 6 provides detailed information on the research participants

with regards to position and state.

Ethics Training

Several demographic questions in the ETQ involved ethics training within the

participating police agencies. This information is presented in detail in Table 7. Of the 10

participating agencies, 20% of them had some form of in-service ethics training, while

80% did not. The total number of hours spent on ethics training in the police academy is

represented in Table 7. The minimum hours spent on ethics training within the police

academy was 0, and the maximum number of hours received was 16. The mean number

of hours was 7.14 (SD = 6.52).

When asked if the department required additional ethics training outside of the

police academy, 30% of police chiefs responded affirmatively and 70% reported that

ethics training is not required once officers graduate from the police academy. The three

departments that require additional ethics training reported that training occurs annually

for 2 to 8 hours. Although the majority (70%) of the departments reported that additional

Table 5

Frequency and Percentage Distribution of Sample Participants by Gender and Race

	Frequency	Percent	Valid Percent	Cumulative Percent
Gender				
Male	152	92.7	93.3	93.3
Female	11	6.7	6.7	100.0
Total	163	99.4	100.0	
Missing System	1	.6		
Total	164	100.0		
Race				
African-American	5	3.0	3.1	3.1
Caucasian-American	153	93.3	93.9	96.9
Hispanic-American	1	.6	.6	97.5
Native-American	2	1.2	1.2	98.8
Asian-American	2	1.2	1.2	100.0
Total	163	99.4	100.0	
Missing System	1	.6		
Total	164	100.0		

Table 6

Table 6

Frequency and Percentage Distribution of Sample Participants by Position and State

	Frequency	Percent	Valid Percent	Cumulative Percent
Position				
Supervisor	57	34.8	35.0	35.0
Non-supervisor	106	64.6	65.0	100.0
Total	163	99.4	100.0	
Missing System	1	.6		
Total	164	100.0		
State				
Alabama	37	22.6	22.6	22.6
Kentucky	90	54.9	54.9	77.4
Mississippi	9	5.5	5.5	82.9
Tennessee	28	17.1	17.1	100.0
Total	164	100.0	100.0	

Table 7

Frequency and Percentage Distribution of Sample Participants by Ethics Training

	Frequency	Percent	Valid Percent	Cumulative Percent
Source of Addition Ethics Training				
No Response	2	20.0	20.0	20.0
Within Department	1	10.0	10.0	30.0
Outside Department	4	40.0	40.0	70.0
Other	2	20.0	20.0	90.0
Within/Outside	1	10.0	10.0	100.0
Total	10	100.0	100.0	
Academy Ethics Training Hours				
.00	1	10.0	14.3	14.3
2.00	1	10.0	14.3	28.6
4.00	2	20.0	28.6	57.1
8.00	1	10.0	14.3	71.4
16.00	2	20.0	28.6	100.0
Total	7	70.0	100.0	
Missing System	3	30.0		
Total	10	100.0		

ethics training is not a requirement, most of the departments provide additional ethics training for their officers. Table 7 indicates where officers receive ethics training beyond the police academy. Forty percent of the departments reported that its' officers received ethics training from an agency outside of the department.

The last set of demographic questions dealt with the result of unethical misconduct in police departments. Table 8 presents information on the number of officers disciplined, terminated, and decertified due to ethical misconduct within the participating police departments in the last five years. Six of the 10 departments reported officers being disciplined due to ethical misconduct during the past five years, 4 reported officers terminated, and only one department reported an officer being decertified.

Statistical

This study contained eleven research hypotheses in order to assess law enforcement satisfaction with ethics training. Research question number 1 asked "Are law enforcement officers satisfied with ethics training in general?" In order to assess the first research questions, the means for all the Likert scale items, Questions 7-27 on Part II of the Ethics Training Question, were obtained and then an overall mean was calculated for the sample. Once an overall mean (Mean = 3.14, SD = .75) was determined, it was compared to the test value 3 through the one-sample t-test procedure. The test value of 3 was used because it is the middle number for the Likert items (Scale of 1 to 5, where 1 indicates strongly disagree, 3 indicates neither agree nor disagree, and 5 indicates strongly agree). The results of the t-test indicated a non-significant relationship between the test value and the obtained overall mean, $t(20) = .856$, $p = .402$. The results of the

Table 8

Frequency and Percentage Distribution of Sample by Result of Unethical Misconduct

	Frequency	Percent	Valid Percent	Cumulative Percent
Disciplined				
.00	2	20.0	20.0	20.0
1.00	2	20.0	20.0	40.0
2.00	3	30.0	30.0	70.0
3.00	2	20.0	20.0	90.0
4.00	1	10.0	10.0	100.0
Total	10	100.0	100.0	
Terminated				
.00	6	60.0	60.0	60.0
1.00	3	30.0	30.0	90.0
2.00	1	10.0	10.0	100.0
Total	10	100.0	100.0	
Decertified				
.00	8	80.0	88.9	88.9
1.00	1	10.0	11.1	100.0
Total	9	90.0	100.0	
Missing System	1	10.0		
Total	10	100.0		

t-test indicated that overall, officers are neither satisfied nor dissatisfied with the ethics training that they received.

Research hypotheses 2 through 6 dealt with the impact that an officer's position within a police organization had on the five factors produced in the study. The researcher was interested in if differences existed between supervisors and non-supervisors with regards to opinions on ethics training. The second research question asked "Is there a statistically significant difference between an officer's position within the police department and their opinions on ethics reduction?" An independent t-test was used to assess this research question. A non-significant relationship existed between position and opinions on ethics reduction, $t(147) = -1.049$, $p = .296$. An officer's position within the police department does not impact whether he or she believed that ethical related problems have reduced within their department.

The third research question asked "Is there a statistically significant difference between an officer's position within the police department and their current opinion on combating ethical problems?" The results of an independent t-test indicated a non-significant relationship between position and officer current opinion on ethics within the department, $t(147) = 1.027$, $p = .306$. Being a supervisor or non-supervisor within a police department does not have an effect on the current opinion of officers on ethics with regards to the importance of ethics training and the things that should be done to those who engage in unethical conduct.

Research question number four asked "Is there a statistically significant difference between an officer's position within the police department and opinions on the type of ethical problems that exists within the department?" With this research question,

the researcher was interested in whether differences existed between supervisors and non-supervisors with regards to the type of ethical problems that is believed to exist within their police department. An independent t-test was used to assess research question number 4. A significant relationship exists between position and officer's opinions on the type of ethical problem that exists within their department, $t(147) = -2.006$, $p = .05$. Being a supervisor or non-supervisor within a police department does impact the opinion of officers with regards to the type of ethical problems that exists. The mean for supervisors ($\mu = -.229$) was smaller than the mean for the nonsupervisors ($\mu = .116$). Group statistics and results of the independent t-test can be found in Table 9.

The fifth research question asked "Is there a statistically significant difference between an officer's position within the police department and satisfaction with ethics in the department?" An independent t-test was used to compare the independent variable, position, with the factor measuring officers' satisfaction with ethics within their departments. A non-significant relationship existed between position and satisfaction with ethics within the department, $t(147) = -1.883$, $p = .062$. An officer's position within the police department does not have an impact on satisfaction with quality and type of ethics training received.

The sixth research question explored the relationship between position and perceptions on the type of ethical problems that exists within the police department. This research question asked "Is there a statistically significant difference between an officer's position and perceptions on whether ethical misconduct has been a problem

Table 9

Position and Officers' Opinions on Type of Ethical Problems

Group Statistics

	Supervisor	N	Mean	Std. Deviation	Std. Error Mean
Ethical Problems	Yes	50	-.229	.812	.115
	No	99	.116	1.072	.108

within the police department?" An independent t-test was used to assess research question number 6. A non-significant relationship existed between position and perceptions on the types of ethical problems that existed within the police department, $t(147) = .459$, $p = .647$. Being a supervisor or non-supervisor within a police department does not have an effect on perceptions on the types of ethical problems that existed within the participating police departments.

The research hypotheses 7 through 11 explored the relationship between states in terms of the five factors provided in this study. Each of these research hypotheses were assessed using the one-way analysis of variance (ANOVA) procedure. The seventh research question asked "Is there a statistically significant difference between states and officers' opinions on ethics reduction?" With regards to state and officers' opinions on ethics reduction, a non-significant relationship existed, $F(3, 146) = 1.133$, $p = .338$. The state in which the police department is located does not have an impact on whether officers believe that ethics related problems have reduced.

Research question number 8 explored the relationship between states with regards to officers' current opinions on ethics within their departments. This question was assessed using a one-way ANOVA. A non-significant relationship exists between the state of the police department and current opinions on ethics among officers, $F(3, 146) = 1.218$, $p = .306$. The state in which the police department was located did not have an impact on officers' current opinions with regards to what should be done to those who commit ethics related violations.

Research question number 9 asked the question "Is there a statistically significant difference between states and officers' opinions on the type of ethical

problems that exists within the department?" The one-way ANOVA procedure was utilized to assess this question. A non-significant relationship existed between the state of the police department and opinions on the type of ethical problems that existed within the police department, $F(3, 146) = 2.363$, $p = .074$. The location of the police department, within one of the four states in this study, did not have an impact on law enforcements' opinions with regards to the types of ethical problems that existed within their police department.

The tenth research question asked "Is there a statistically significant difference between states and officers' satisfaction with ethics in the department?" With regards to the state that the participation department resides and satisfaction with ethics in the department, a significant relationship exists, $F(3, 146) = 3.863$, $p = .011$. The state in which the police department was in had an impact on the satisfaction of officers with regards to ethics training within that state. Results of a multiple comparisons using Tukey's HSD post hoc test revealed that there was a statistically significant difference in satisfaction with ethics of police officers between the Alabama and Tennessee police departments and between police officers in Alabama and Mississippi. The mean for Alabama ($\mu = -.238$) differ from the mean of Tennessee ($\mu = .461$) and the mean of Mississippi ($\mu = -.635$).

The eleventh research question asked "Is there a statistically significant difference between states and officers' perceptions on whether ethical misconduct has been a problem within the police department?" A one-way ANOVA was conducted to assess this research question. With regards to the state that the participation department resides and perceptions on whether ethical misconduct is a problem within the police

department, $F(3, 146) = 4.451$, $p = .005$. The state in which the police department was located had an impact on the perceptions of ethical misconduct within the police departments. Results of a multiple comparisons using Tukey's HSD post hoc test revealed that there was a statistically significant difference in perceptions of misconduct between the Alabama and Tennessee police departments and between police departments in Kentucky and Tennessee. The mean for Tennessee ($\mu=549$) differ from the mean of Alabama ($\mu= -.114$) and the mean of Kentucky ($\mu= -.177$). Detailed results of the ANOVA procedure for satisfaction with ethics training and officers' perception on the types of ethical problems that exists are located in Table 10, and the post hoc comparison results can be found in Table 11 for satisfaction with ethics training and Table 12 for officers' perception on the type of ethical problems that exists within their department. .

Opened-Ended Questions

In addition to the 11 research questions in this study, there were four open-ended questions in this study. They are as followed:

1. What type of ethical problems do you think exists within your police department?

2. What do you consider effective or ineffective about ethics training today?

3. What do you believe is the future of ethics training?

4. Please provide any information that you deem relevant on the topic of ethics training.

The responses to the first open-ended question can be found in Appendix F. The responses to open-ended questions 2 through 4 are presented in Appendices G through I,

Table 10

Analysis of Variance of Satisfaction with Ethics Training and Types of Ethical Problems

	Sum of Squares	df	Means Square	F	Sig.
Satisfaction with Ethics Training					
Between Groups	10.957	3	3.652	3.863	.011
Within Groups	138.043	146	.945		
Total	149.000	149			
Types of Ethical Problems					
Between Groups	12.487	3	4.162	4.451	.005
Within Groups	136.513	146	.935		
Total	149.000	149			

Table 11

Multiple Comparison of Satisfaction with Ethics Training

Multiple Comparisons

Dependent Variable	(I) State	(J) State	Mean Difference	Std. Error	Sig
Satisfaction with Ethics Training	Alabama	Kentucky	-.250	.197	.586
		Mississippi	.398	.381	.724
		Tennessee	-.699	.249	.029
	Kentucky	Alabama	.250	.197	.586
		Mississippi	.647	.361	.280
		Tennessee	-.150	.216	.166
	Mississippi	Alabama	-.398	.381	.724
		Kentucky	-.647	.361	.280
		Tennessee	-1.096	.391	.029
	Tennessee	Alabama	.699	.249	.029
		Kentucky	.449	.216	.166
		Mississippi	1.096	.391	.029

Table 12

Multiple Comparison of Types of Ethical Problems

Multiple Comparisons

Dependent Variable	(I) State	(J) State	Mean Difference	Std. Error	Sig
Types of Ethical Problems	Alabama	Kentucky	.063	.195	.989
		Mississippi	-.533	.379	.498
		Tennessee	-.663	.248	.041
	Kentucky	Alabama	-.063	.196	.989
		Mississippi	-.596	.359	.349
		Tennessee	-.725	.215	.005
	Mississippi	Alabama	.533	.379	.498
		Kentucky	.595	.359	.349
		Tennessee	-.130	.389	.987
	Tennessee	Alabama	.662	.248	.041
		Kentucky	.725	.215	.005
		Mississippi	.130	.389	.987

respectively. Any responses that could be used to identify the participants were excluded from the study.

Some of the responses from the first opened-ended question, What type of ethical problems do you think exists within your police department?, includes the following:

1. "I don't know of any ethical problems in our department."

2. "Failure to follow policy-procedures as professional officers."

3. "Officers cheating on their wives."

4. "Minor problems. Speeding in patrol cars. Calling in sick when not sick. Starting rumors to get deputy in trouble. "Hiding" or loafing. Too much personal business on company time."

5. "None that I am aware of depending on your definition of "ethical problem"."

6. "Favoritism in assignments. Code of silence."

With the first opened ended questions, it appears that either officers were not aware of ethics problems within their department or that the ones they are aware of are minor.

The second open-ended question asked "What do you consider effective or ineffective about ethics training today?" The response to this question usually fell between two ideas. Most officers either considered ethics training useful and needed or they considered it as a waste of time. Some of the responses to this question include the following:

1. "I don't know anything ineffective. I believe any type of ethics training is useful, especially for new officers. If not properly trained, they could misuse their police powers unethically."

2. "I feel like any major training on ethics would be a waste of time and money."

3. "Unless a person has been raised with a strong ethical belief and moral

conscience, training on ethical choices may be ineffective."

4. "Ethics training has little or no effect on officers. Officers who participate in

unethical acts will do so [whether] exposed to training or not while, other

officers are forced to [waste] time better spent on other training."

The third open-ended questions asked "What do you believe is the future of ethics

training?" A lot of the officers believed that the number of hours required for ethics

training would increase and you would have more training such as year round. Some

responses to this question are included below:

1. "I believe you will see more training for police officers due to the changing

times. Improperly trained officers could make unethical decisions on the

job, not realizing that its wrong."

2. "I think it is harder to deal with people today and getting worse everyday,

training will have to change."

3. "I don't know. It will probably increase as our society worries about being

politically correct."

The fourth open-ended question asked "Please provide any information that you

deem relevant on the topic of ethics training." Some of the responses to this question

include:

1. "The hiring process is instrumental step in keeping a culture free of unethical

behavior. The people you bring in your organization need to have strong

values and morals to begin with."

2. "I would like to see more specific issues covered in ethics training."

3. "Training should cover all area of ethics not just those that are recognized as

serious violations marginal or discretionary areas should be covered more

indepth."

CHAPTER V

DISCUSSION

Summary

Ethics training is an important issue in law enforcement. Because of their discretionary ability, duties, and the impact that officers have on the lives of citizens, some form of ethics training is necessary. Officers have the authority to arrest, detain, and use lethal force on individuals, and because of this, officers must behave in a manner that is above reproach. They must handle situations without letting their personal feelings, biases, attitudes, and agendas dictate their actions. This current study was designed to obtain information about law enforcement satisfaction with the ethics training that they have received either in the police academy, from the department, and/or through some outside agency. The researcher mailed the questionnaires in booklet format to various police departments in the East South Central region of the United States, which includes the states of Alabama, Kentucky, Mississippi, and Tennessee. Once questionnaires were returned, the results were analyzed using the statistical program SPSS.

The dissertation questionnaire, entitled the Ethics Training Questionnaire (ETQ), consisted of two sections. One section contained basic demographic information about the participating police department, and the second section contained information about the participating officers within this study. The overall goal of this research endeavor was to answer the question of police officers' satisfaction with ethics training. Some of the other goals of this dissertation were to determine if a difference exists between those

officers who are in a supervisory position and those in a non-supervisory position, if there are differences in opinions of officers based on which state the police agency is in, and to obtain officers' opinions and concerns about the future of ethics training and what they consider effective and ineffective about ethics training today.

Conclusions and Discussion

The overall results indicated that officers are neither satisfied nor dissatisfied with the ethics training that they have received. When comparing the mean of the sample with the test mean, no significant relationship was found. This could mean that either ethics training had no impact on the officers or the amount or quality of the ethics training was insufficient. Whatever the reason, ethics training had neither a positive nor negative impact on participating officers within the study.

In terms of how position affected opinions in regards to ethics training, this study found varying relationships between supervisors and nonsupervisors. No significant relationship existed between position in terms of opinions on ethics reduction. The researcher was interested in determine if position impacted views on ethics reductions. Was there a different perception of ethics reduction based on whether the individual was a supervisor or nonsupervisor? The results indicated that supervisors and nonsupervisors did not different in their opinions on ethics reduction. There was also a nonsignificant relationship between position and current opinions on ethics within the department. The purpose of this research question was to determine if supervisors and nonsupervisors differ in opinions in regards to the importance of ethics training and the disciplinary actions that should be taken against those who engage in ethical misconduct. The participants in this study did not differ in terms of position with regards to the current

state of ethical issues within their departments.

Two more nonsignificant relationships were discovered in terms of position and ethics. The third nonsignificant relationship was between position and satisfaction with departmental ethics. The goal of this research hypothesis was to determine if dissention exists between supervisors and nonsupervisors within the department with regards to the quality and type of ethics training received. The results indicate that no difference exists based on position. The final nonsignficant relationship that was found was between position and perceptions on whether ethical misconduct has been a problem within the police department. This means that position did not impact opinions in terms of what ethical problems occurred within the departments. Supervisors and nonsupervisors disagree on which types of ethical problems existed in their departments.

One significant relationship was found based on position. This relationship existed between position and officer's opinions on the type of ethical problem that exists within their department. Since the means differed between supervisors and nonsupervisors, this indicated that supervisors were more likely to believe that gratuities, the police subculture, and police discretion did not create problems with their police departments. Nonsupervisors were more likely to believe that they do create ethical problems. The results of this t-test was important because it mean that nonsupervisors and supervisors have differing views in terms of what type of ethical problems exists within their departments. There were no differences in opinions about any other factor in terms of ethics and ethics training among these two groups. The fact that there is a statistically significant differences between supervisors and nonsupervisors in terms of types of ethical problems that exist within the police department might indicate that because

supervisors do not believe that gratuities, the police subculture, and police discretion do not create problems, they might not be in a position to witness these forms of misconduct among those law enforcement officers that they supervise. Nonsupervisors, or patrol officers and deputies, are out in neighborhoods patrolling and doing various other things for the police department or sheriff's office. They are more likely to witness or experience the types of misconduct that their fellow officers are committing. Since not all misconduct is reported to the supervisors, they might not know the true nature of how much misconduct occurs within their departments; while nonsupervisors are more aware of what is actually happening among their fellow officers.

In terms of state, three nonsignificant and two significant relationships were found. One nonsignificant relationship that was found existed between state and officer's opinions on ethics reductions. No differences existed between the states surveyed in regards to their amounts on whether ethical relation misconduct has reduced within their departments. Another nonsignficant relationship that was found was between states and current opinions on ethics within the department. None of the participants within the four states included in the study differed in their opinions with regards to the importance of ethics training and disciplinary actions that should be taken against those who engage in ethical misconduct. The last nonsignificant relationship indicated that respondents' opinions on the types of ethical related problems within their departments were not affected by the state the participants resided in.

The first significant relationship existed between states and officers' satisfaction with ethics training within their department. The state that the department resided in did significantly impact the overall satisfaction of officers with regards to satisfaction with

the ethics training that law enforcement officers and deputies received. The Tukey HSD

post hoc test was performed to determine which states differed in terms of satisfaction.

The results indicated that a significant difference occurred between Alabama and

Tennessee police departments and between police officers in Alabama and Mississippi.

The mean for officers in Tennessee was skewered positively while the means for

Mississippi and Alabama were both skewered negatively. This indicated that those

officers in Tennessee were more likely to be satisfied with the ethics training that they

received versus the other states. This could mean that the quality and type of the ethics

training that Tennessee law enforcement officers received was better than that of

Mississippi and Alabama.

The second significant relationship that was found was between state and officers'

perceptions on whether ethical misconduct has been a problem within the police

department. The results of the post hoc comparisons indicated that the mean for

Tennessee was higher than the means for Alabama and Kentucky. These results show that

officers in Tennessee were more likely to perceive that ethical misconduct has been a

problem within their department, while those officers in Alabama and Kentucky were

more like to believe that it was not a problem within the department. This is important

because it could mean that police officers in Tennessee might observe or be aware of

more ethical misconduct than officers in the other states. The results of this comparisons

is consistent with those of the previous significant relationship in that if Tennessee law

enforcement officers were more satisfied with the type and quality of ethics training that

they received versus those officers in other states, these officers could have learned

through their training the types of ethical problems that exists in policing and are better

equipped to detect them when officers commit unethical actions.

Limitations

There were several limitations in this study. The first limitation was that this study only applied to police agencies in the East South Central region of the United States, which includes Alabama, Kentucky, Mississippi, and Tennessee. The results of this study cannot be generalized to other regions of the United States. Differences might exist in the opinions, quality, and amount of ethics training that officers receives in other regions when compared to officers in the East South Central region of the United States.

A second limitation to this study involved the population that the sample was drawn from. This research study only applied to those agencies with fifteen or more police officers. In order to obtain an adequate sample size and decrease the cost of conducting this type of study, the researcher had to limit the police agencies to those with more than 15 officers. This means that differences could exist between police agencies with less than 15 police officers and those with more than 15 police officers. Further, differences could exist between those agencies deemed as small, medium, or large. Generalizations cannot be made to all agencies within the East South Central region of the United States based on the size of the department without excluding those agencies with less than 15 employees.

Another limitation to the study involved the method by which participating agencies were selected for the study. The researcher took a random sample of 10 percent of police agencies per state. After the sample was taken, those agencies that were selected were called and asked if they were willing to participate in the research project. Some of the agencies could not be reached or did not respond to messages that were left by the

researcher. Other police agencies refused to participate in the study. Because of the number of people that did not participate in the study, there could be some differences between those people who agreed to participate in the study and those that did not participate.

<div align="center">Recommendation for Future Research</div>

There are several recommendations for future research that can be developed from this study. Because the researcher limited this study to the East South Central region of the United States, generalization cannot be made with regards to the rest of the United States' law enforcement personnel. The author suggests that the research be expanded to all regions of the United States, which can increase the ability to draw conclusions based on the entire law enforcement populations. This might also impacts the results of the study in terms of overall satisfaction with ethics training.

Another suggest for future research that could be made is to extend the study to departments of different sizes. This study was limited to departments with more than 15 police officers. By included departments with fewer than 15 police officers, future researchers can determine if differences exists between small, medium, and large law enforcement agencies. Researchers can also study the quality of ethics training that officers receive based on the size of the police department in that researchers can observe whether larger departments that might have more money to spend on ethics training are more satisfied with the quality of ethics training versus smaller departments that might not have as much money to spend.

While conducting this research study, several questions came to mind. One question was if officers were neither satisfied nor dissatisfied with the ethics training that

they received in general, does this negate the need for ethics training? Does this neutrality mean that overall, the same amount of ethical misconduct exists and ethics training had no impact on the ethical behavior of police officers? Based on these two questions, a study needs to be conducted to determine if officers believe that ethics training is necessary. Do police officers think that unethical choices can be modified using some other method other than ethics training. A comprehensive study should be conduct to determine if there was a true reduction in the number of unethical acts since the implementation of ethics training.

ETHICS TRAINING QUESTIONNAIRE (ETQ)

The purpose of this questionnaire is to investigate the nature of ethics training in law enforcement. Specifically, I am interested in the opinions of police supervisors and patrol officers regarding the impact of ethics in their department. I developed this questionnaire in order to obtain this information. The answers that you provide regarding your opinions are very important. This is your opportunity to voice your opinions in this area, and any suggestions you have for future research will be greatly appreciated.

Please respond to each question and return the survey instrument in the enclosed stamped self-addressed envelope by _____. Your participation in this study will be completely confidential. Only the researcher involved in the study will handle the questionnaire. Your completion and return of this questionnaire indicates your consent to participate in the study.

The results of this study will be made available to you upon request. If you would like a summary of the results, please email me at any time in the next two years.

If you have any questions, I will be more than willing to answer them. Please call or email my dissertation advisor or me. My phone number is (601) 579-9638, and my email address is tina.lee@usm.edu. You can reach Dr. Stephen Mallory at (601) 266-4509. His email address is stephen.mallory@usm.edu.

Thank you for your assistance.

Sincerely,

Tina L. Lee
Doctoral Candidate
Administration of Justice
The University of Southern Mississippi
601-579-9638
Tina.Lee@usm.edu

This questionnaire has been reviewed by the Human Subject Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights are a research subject should be directed to the chair of the Institutional Review Board, The University of Southern Mississippi, Box 5147, Hattiesburg, MS 39406, (601) 266-6820.

ETHICS TRAINING QUESTIONNAIRE
(ETQ)

Part I

Thank you for participating in this study. This questionnaire is designed to obtain information on the impact of ethics training within police departments. Answering this questionnaire should not take more than 10 minutes. I appreciate your willingness to participate in this study, and your participation is completely voluntary. This section should be filled out by the police chief/sheriff or someone with the authority of answer all questions. All other individuals should skip to Part II of this questionnaire.

I. General Training Information

1. Does your department have in-service ethics training?

    _____ Yes (If yes, when was your ethics training implemented? _____)

    _____ No

2. How many hours of ethics training do your officers receive during the police

    academy? _____

3. Is additional ethical training required beyond the academy?

    _____ Yes

    _____ No

4. If additional ethics training is required, how often is it required? _____

5. If additional ethics training is required, how many hours of training do officers

    receive? _____

6. Beyond the academy, where do your officers typically receive their ethics

    training?

    _____ Within the Department

    _____ Outside Agency

    _____ Other (Please Specify _____)

7. What type of curriculum do officers receive during the ethical training process?

    _____

    _____

8. How many officers have been <u>disciplined</u> in the last five years for ethics related

violations? _____

9. How many officers have been <u>terminated</u> in the last five years for ethics related violations? _____

10. How many officers have been <u>decertified</u> in the last five years for ethics related violations? _____

II. Demographic Information on Department:

The following set of questions was designed to solicit information about the police department.

11. Total number of officers/deputies in your department that are?

_____ Part-Time

_____ Full-Time

_____ Reserve

_____ Other (Please specify _____)

12. Total number of part-time officers/deputies that are?

_____ Male

_____ Female

13. Total number of full-time officers/deputies that are?

_____ Male

_____ Female

14. Total number of part-time officers/deputies that are?

_____ African-American

_____ Caucasian-American

_____ Hispanic-American

_____ Native-American

_____ Asian-American

_____ Other

15. Total number of full-time officers/deputies that are?

_____ African-American

_____ Caucasian-American

_____Hispanic-American

_____Native-American

_____Asian-American

_____Other

16. Please specify the race and gender of any officers who are not part-time or full-time. _____

_____

17. What is the minimum educational requirement of officers within the department?

_____

18. What is the total number of officers who have degrees higher than the minimum requirement? _____

ETHICS TRAINING QUESTIONNAIRE (ETQ)

Part II

Part II should be completed by all participants. Completing this section should not take more than 5 to 10 minutes.

I. Demographic Information on Participant:

1. Are you currently in a supervisory position?

    _____ Yes

    _____ No

2. What is your position title? _____

3. What is your gender:

    _____ Male

    _____ Female

4. What is your race:

    _____ African-American

    _____ Caucasian-American

    _____ Hispanic-American

    _____ Native-American

    _____ Asian-American

    _____ Other

5. How many years have you been an officer? _____

6. What type of police agency are you employed at?

    _____ Municipal/City

    _____ State

    _____ County

    _____ Other (Please specify _____)

II.   Satisfaction with Ethics Training within the Department:

The following questions are designed to determine satisfaction with ethics training within the department. On a scale of 1 to 5, circle the number that best applies to your satisfaction, where:

1 = strongly disagree   3 = neither agree nor disagree   5 = strongly agree
2 = disagree   4 = agree

7. Ethics is an important issue in law enforcement.   1 2 3 4 5

8. I am satisfied with the amount of ethics training I received
   or my officers received.   1 2 3 4 5

9. The department has had problems with ethical misconduct
   among officers in the past five years.   1 2 3 4 5

10. I am dissatisfied with the quality of ethics training I received
    or my officers received.   1 2 3 4 5

11. The training curriculum was applicable to the types of ethical
    problems that officers face on the job.   1 2 3 4 5 6

12. Ethical misconduct among officers has reduced in the last five
    years.   1 2 3 4 5 6

13. Ethical misconduct among officers has reduced in the past five
    years.   1 2 3 4 5 6

14. The number of citizen complaints has been reduced since ethics
    has been implemented in my department.   1 2 3 4 5 6

15. Officers should receive more training in ethics.   1 2 3 4 5 6

16. More disciplinary action should be taken against those who
    engage in ethical misconduct within my department.   1 2 3 4 5 6

17. The number of internal complaints has reduced since ethics
    training has been implemented in my department.   1 2 3 4 5 6

18. Gratuities are an ethical problem within my police department. 1 2 3 4 5 6

19. The abuse of gratuities has reduced in my agency since the
    implementation of ethics training.   1 2 3 4 5 6

20. The police subculture creates ethical problems within my department.   1 2 3 4 5 6

21. The ethical problems associated with the police subculture has
reduced in my agency since the implementation of ethics training. 1 2 3 4 5 6

22. Police discretion creates ethical problems within my police department.   1 2 3 4 5 6

23. The amount of corruption has been reduced since the
implementation of ethics training in my department.   1 2 3 4 5 6

24. More should be done to combat the problem of ethical misconduct among officers.   1 2 3 4 5 6

25. The department does a good job of informing the officers
of what is expected of them concerning ethical conduct.   1 2 3 4 5 6

26. Ethics training is successful at reducing ethical problems among officers.   1 2 3 4 5 6

27. Disciplinary action (ex. suspension, demotion, etc) reduces the
amount of ethical misconduct.   1 2 3 4 5 6

III   Open-Ended Responses

The following section was designed to give you additional space to write your opinions about ethics training in law enforcement.

28. What type of ethical problems do you think exists within your police department?

_____

_____

_____

_____

_____

29. What do you consider effective or ineffective about ethics training today?

_____

_____

_____

_____

_____

30. What do you believe is the future of ethics training?

_____

_____

_____

_____

_____

31. Please provide any information that you deem relevant on the topic of ethics training.

_____

_____

_____

_____

_____

Thank you for completing this questionnaire.

APPENDIX B

Human Subjects Approval Letter

The University of
Southern Mississippi

118 College Drive #5147
Hattiesburg, MS 39406-0001
Tel: 601.266.6820

Institutional Review Board

Fax: 601.266.5509
www.usm.edu/irb

HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **25021701**
PROJECT TITLE: **Assessing the Impact of Ethics Training on Law Enforcement Personnel**
PROPOSED PROJECT DATES: 02/01/05 to 02/01/06
PROJECT TYPE: **Dissertation or Thesis**
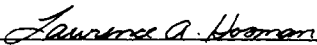PRINCIPAL INVESTIGATORS: **Tina L. Lee**
COLLEGE/DIVISION: **College of Science & Technology**
DEPARTMENT: **Administration of Justice**
FUNDING AGENCY: **N/A**
HSPRC COMMITTEE ACTION: **Exempt Approval**
PERIOD OF APPROVAL: **02/22/05 to 02/21/06**

_____
Lawrence A. Hosman, Ph.D.
HSPRC Chair

_2-23-05_
Date

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APPENDIX C

Instructions for Police Departments

Name of Police Department

Instructions

1. The police chief must complete both parts of the questionnaire. Everyone else only has to complete Part II.

2. The purpose of this questionnaire is to assess supervisor and patrol officer's opinions concerning ethics.

3. The following individuals (full-time, part-time, and reserve) are asked to participate in this study:

   A. The Police Chief

   B. All Deputy or Assistant Chiefs

   C. All Captains, Majors, Sergeants, and Lieutenants

   D. All Detectives and Chiefs Detectives

   E. All Patrol Officers

   F. Any other law enforcement officers not included in the list

4. Please answer all questions to the best of your knowledge.

5. Please do not share answers until questionnaire is completed.

6. You answers will be held in complete confidence, so I ask that no one read anyone else's responses without his or her permission.

7. If you have any questions, call me at 601-579-9638.

8. If anyone wants the results of this study, email me at tina.lee@usm.edu

9. Please return all questionnaires in the envelope, as soon as possible.

Thank you in advance for all of your help.

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APPENDIX D

Instructions for Sheriff's Departments or Offices

Name of Sheriff's Department or Office

Instructions

1. The sheriff must complete both parts of the questionnaire. Everyone else only has to complete Part II.

2. The purpose of this questionnaire is to assess supervisor and deputy/officer's opinions concerning ethics.

3. The following individuals (full-time, part-time, and reserve) are asked to participate in this study:

   A. The Sheriff

   B. All Deputy Sheriffs

   C. All Captains, Majors, Sergeants, and Lieutenants

   D. All Detectives and Chiefs Detectives

   E. All Deputies

   F. Any other law enforcement officers not included in the list

4. Please answer all questions to the best of your knowledge.

5. Please do not share answers until questionnaire is completed.

6. You answers will be held in complete confidence, so I ask that no one read anyone else's responses without his or her permission.

7. If you have any questions, call me at 601-579-9638.

8. If anyone wants the results of this study, email me at tina.lee@usm.edu

9. Please return all questionnaires in the envelope, as soon as possible.

Thank you in advance for all of your help.

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APPENDIX E

Cover Letter

April 7, 2005

Tina L. Lee
115 N. 33rd Avenue, Apt C3
Hattiesburg, MS 39401

Name of Law Enforcement Agency
Address of Law Enforcement Agency

Dear Chief or Sheriff,

I wanted to take some time to ensure that you know how much I appreciate your agreement to participate in my dissertation questionnaire on law enforcement satisfaction with ethics training. Without your help, I would not be able to complete my PhD and graduate in August 2005. I hope that all your officers (deputies) are as generous as you are and agree to complete my survey.

Along with the copies of my questionnaire, I included a list of instructions for you. A self-addressed postage paid envelope was also provided for you and your officers (deputies) to return completed questionnaires. If you have any questions, please call me at 601-579-9638.

The results of this study will be available to you, upon your request, once the dissertation is completed. To obtain results, email me at tina.lee@usm.edu.

I know that you are very busy and that every officer (deputy) will not have time to complete this questionnaire, but I appreciate all the help that your department can give to me. Thank you for your kindness, and once again, it is very much appreciated.

Sincerely,

Tina L. Lee

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APPENDIX F

Responses to Open-Ended Question 1

What type of ethical problems do you think exists within your police department?

1. The problems we have are small in a small town.

2. I don't know of any ethical problems in our department.

3. The typical problem sex.

4. None that I know of.

5. I think as a whole we are squared away in that area.

6. I don't think my department has problems with ethical problems.

7. Failure to follow policy-procedures as professional officers.

8. Don't know of any.

9. We are a small dept. where all officers are very much a part of the community the serve and the citizens know everyone on a 1st name basis.

10. None

11. None

12. None

13. None

14. There is not a problem with ethics in the department.

15. We are very strong on ethics training and have a very high expectation that officers conduct themselves in an ethical manner. The officer accepting a free coffee or coke is about our only issue.

16. None

17. Awareness of ethics is brought about by reminding people of what not to do. Present and generation practice what they see.

18. Basically none.

19. Basically none. Officers are regularly trained.

20. A very small amount if any exists.

21. Very few. We have a high standard for ethics and its violations.

22. None that I am aware of.

23. None

24. I don't know of an.

25. None at this present time.

26. None

27. None

28. Personal decision issues with individual employees.

29. Officers cheating on their wives.

30. Public perception- the public will focus on one bad decision made by an officer, and totally disregard the thousands of good decisions made each year.

31. None. In the past officers have made mistakes in judgment, those mistakes in judgment are covered by policy that dictates what action should have been followed. When identified, the violation of policy is then handled through appropriate training and/or discipline.

32. Training is appropriate for all officers.

33. I don't think we have much of a problem now, if any. There were some problems once, but not now.

34. I do not believe there really has been much of a problem department wide.

35. None.

36. Minor problems. Speeding in patrol cars. Calling in sick when not sick. Starting rumors to get deputy in trouble. "Hiding" or loafing. Too much personal business on company time.

37. I don't believe there really has been much of a problem department wide.

38. Unknown

39. Unknown

40. None

41. Unknown

42. I haven't witnessed any.

43. The basic ethical

44. I am not aware of any ethical problems or complaints by either citizens or internal. I believe we have a very good relationship problems can be found in every policy department. Remember- any additional training will be a great help.

45. None that I am aware of depending on your definition of "ethical problem"

46. None

47. I am not aware of any unusual amount of problems in the department.

48. Gratuities in the form of food discounts but I do not consider them a serious problem because officers do not ask for them and it is culturally hospitable in this area.

49. None at this time

50. None

51. I do not see ethical problems in my department.

52. Potential ethics violations are addressed in policy and procedure if not K.R.S. These

violations are handled as policy violations if and when they occur.

53. We do not have one.

54. I don't think our agency has a problem with ethics.

55. Favoritism in assignments. Code of silence

56. Cops vs. cop ethics very limited

57. I truly believe we have a very professional group of officers that strive for an ethical

reputation.

58. Most of the ethical problems seem to concern more of a moral issue-most problems

deal with sexual misconduct.

59. Not taking the extra step to help the victim when possible.

60. Alcohol abuse

61. Aware of none

62. None

63. I don't know

64. Obtaining free goods and services.

65. None to my knowledge.

66. I do not believe my agency has any problems in regards to ethics.

67. None that I am aware of. The definition of "kick back" and gratuities have been

intermingled to the point that training makes officers dell accepting food or drink at a

restaurant as police corruption. And I totally disagree with that.

68. Don't think we have many if at all.

69. The dept. I work for is stellar and beyond reproach. We are a close family with good

values and high standards. Over the past 10 yrs three officers have made ethical mistakes. All three have been terminated. We do not tolerate such actions. I do feel that you are either honest and true or you are not. I don't believe we can allow any transgressions. A policeman must never forget what he stands for.

70. None in the past two years.

71. Lack of faithfulness to spouse.

72. I truly believe that we have a very professional group of officers that strive for an ethical reputation.

APPENDIX G

Responses to Open-Ended Question 2

What do you consider effective or ineffective about ethics training today?

1. I don't know anything ineffective. I believe any type of ethics training is useful, especially for new officers. If not properly trained, they could misuse their police powers unethically.

2. Treat everyone fairly.

3. We received a block of training in the academy. I felt like the training should have been commonsense knowledge. As I am aware it is no ongoing. I felt what I received was effective.

4. The effective method are that that do not present real scenarios.

5. Effective- the training makes officers think. Ineffective- some thinks it is repetitive and officers may not accept it.

6. Very little

7. The most effective ways to instill ethics is to lead with ethics. Having classes really means nothing to me. It what I observe my leader doing and how they act.

8. It should start when you are born.

9. Effective ethics training needs to be directly related to law enforcement, target based training works well.

10. Discipline must be associated with lack of ethics.

11. Ethics training is little more than a reminder. You need to be ethically sound long before you wear a badge.

12. Unknown. Not enough knowledge to comment.

13. No opinion

14. It is not given frequently.

15. Teaching morals, they have not been taught in years.

16. Examples of officers who have lost it all due to unethical practices.

17. Where people raised right they will not care about any ethics training.

18. Needs to be a monthly or biweekly reminder reinforced in the workplace.

19. Effective training would focus on the consequences of ethical violations such as criminal and civil....etc

20. Everyone need training but when and how to use it is what is important.

21. Helps effectively to conform to professional standards of conduct as officers.

22. Not aware of training today.

23. Ethics are a persons character which they must have prior to being hired.

24. I feel like any major training on ethics would be a waste of time and money.

25. More training.

26. Unless a person has been raised with a strong ethical belief and moral conscience, training on ethical choices may be ineffective.

27. Nothing ineffective, as long as there's a guest speaker to share experience and open discussions.

28. Training is effective.

29. Ethics begins at home think of ethics as common sense. Show kids what not to do and they will do it.

30. Good common sense.

31. All of the training is good.

32. Effective- high profile cases that have gone bad. Case examples

33. Need more training. Should be consistent with weapons training.

34. You either have ethics or you don't.

35. Knowing the meaning of ethics is a big part.

36. Effective- Hearing it... Ineffective- Reading it

37. Training should be geared toward the things that cause officers to start making bad decision that are small things.

38. Ethics training today does not address moral absolutes, without which there is no basis for right or wrong.

39. Group norms, values and culture will outright any training. For training to be effective, it must institute a change in underlying morals, culture, etc.

40. Clear policy and consistent enforcement of policy.

41. I don't know.

42. Is effective but ethics violations do not occur at this dept.

43. No training

44. Its all generated from the citizens point of view- not from an officers point of view.

45. Communication

46. I don't think you can train someone to have better ethics, you either make good honest decisions or you don't.

47. The best ethics training provides real life situations that are dealt with in law enforcement.

48. Ethics training should be taught/practiced.

49. The little ethics training we receive is useless as most officers have made ethical

decisions for years before becoming officers. A class will not change a lifetime of experiences and choices.

50. Ethics training has little or no effect on officers. Officers who participate in unethical acts will do so [whether] exposed to training or not while, other officers are forced to [waste] time better spent on other training.

51. Effective- discussion brings problem to light so it can be dealt with. Officers know they are not alone. Ineffective- must start at top of organization.

52. Teaching what is ethical. Modern generations lose focus on wrong/right.

53. Training that focuses on an officer just recognizing that he/she is in an ethical dilemma is effective.

54. I think it starts way before our training, our upbring has a great affect.

55. Most ethics training is going to have to be structured to deal with the now younger generation. Their view of ethics differs from ours.

APPENDIX H

Responses to Open-Ended Question 3

What do you believe is the future of ethics training?

1. I believe you will see more training for police officers due to the changing times. Improperly trained officers could make unethical decisions on the job, not realizing that its wrong.

2. It will continue.

3. Not sure.

4. I don't see many changes.

5. I see more ethics training on an regular bases.

6. Additional mandated training which will have little to no impact on changing an individuals moral or ethical character.

7. To continue to make this an important part of your job due to public awareness.

8. I can't really say.

9. Just continuing reminders.

10. I believe its going to be similar just more in depth and directly related to the law enforcement occupation.

11. You should have some.

12. Unknown

13. Unknown. Not enough knowledge to comment.

14. No opinion

15. It will become mandatory yearly training.

16. Organization values that are imparted from the top to the bottom. This needs to

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come from the leadership.

17. Use examples, show what comes of bad choices in today's society.

18. Unsure

19. All we can do is explain the rules and monitor the officers. The future is in smart hiring practices.

20. Will constantly become more rigid (needs to be)

21. More emphasis on continuing training as opposed to the training for the academy.

22. I think it is harder to deal with people today and getting worse everyday, training will have to change.

23. Emphasize their obligation to be more professional in their job and to the public

24. Because of the morals of our society ethics must be constantly reinforced

25. Having training.

26. Good ethics

27. I don't know. It will probably increase as our society worries about being politically correct.

28. More training

29. Training is a "must"- now and in the future officer need at least an annual exposure to the needs of making good ethical choices.

30. Should become part of in-service training w/an experienced/seasoned guess speaker.

31. More- with not positive outcome

32. More as people change

33. It will be valuable training in helping to teach new officers about the importance of ethics.

34. It needs to move forward

35. More training.

36. I believe it will stay constant.

37. More training with demeanor attitude and decision making.

38. It will become more and more important as we stray from moral absolutes.

39. Increased training due to increases public outcry.

40. Keep a close eye on the future for changing events and attitudes.

41. I really have not given it much thought.

42. Less will be needed.

43. No training as of yet, but it should be productive for law enforcement.

44. Need more training. Need money.

45. Needs to continue, and train more officers. Officers need to be made aware of the

    ethical standards as early as the interview and selection process.

46. I believe ethics training that is life like would be the best type of training.

47. More useless training expected with little or no positive measurable progress.

48. I don't see much change in the future.

49. It must continue and be stressed as vitally important.

50. More involved "honesty"

51. I think it will become available in the future- I think police administrators are seeing

    the value to ethics.

52. Organization values that are imparted from the top to the bottom. This needs to from

    the leadership.

53. More training on diversity. Training for the generation Xers and the nexter

generation.

APPENDIX I

Responses to Open-Ended Question 4

Please provide any information that you deem relevant on the topic of ethics training.

1. Keep em.

2. It may be possible that larger cities could use more training. I think good supervisory involvement deters these problems where they exists.

3. I do not feel training will change the ethical behavior of an individual. To ensure good ethical officers, the key factor is in the selection process and subsequently the ethical character of the person hired into policing.

4. None

5. The hiring process is instrumental step in keeping a culture free of unethical behavior. The people you bring in your organization need to have strong values a morals to begin with.

6. I believe it is a very important training issue that should always be taught and also enhanced by in service training annually.

7. We as intelligent adults have to know what is morally right and wrong. All of the what ifs and what about this have got to go. Training people on what is right and wrong and everything else should for the most part fall into place. There is not enough room here to explain myself further. I am not a throw back of '60s. But I am a realist. Commonsense is no longer being used by most people I known in police work or other professions. Everyone is now worried about liability rather than doing the right thing.

8. Simple. Learning what is right and wrong begins as a child. Known that if you wear a

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badge, you are a role model. An officer should be judged by a higher standard than others.

9. Unknown. Not enough knowledge to comment.

10. I would like to see more specific issues covered in training.

11. Organizational culture is important-leaders need to live.

12. Teach basic morals- the rest most people, police or not, can figure out.

13. This training should begin at the basic academy. The 2 hours class at the Tenn. Academy can't begin to instill the importance of officers making the "right" choices in an ethical dilemma.

14. I feel that such training is beneficial; particularly to unseasoned/people inexperienced officers.

15. Training should cover all areas of ethics not just those that are recognized as serious violations marginal or discretionary areas should be covered more indepth.

16. Police officers operate in a "fishbowl" and are lighting rods for attention. Any attention given to police conduct should give due regards to ALL of the things that we do right.

17. Ethics in law-enforcement is greatly improved in the last 20 years. The systems now in place, accredited policy, internal controls, federal involvement from Justice Department, public scrutiny of law enforcement, along w/hiring practices and training have left the ethics of law-enforcement in exceptional shape.

18. Between the police academy and the FTO program, officers should know what is expected of them. After that, it is up to the supervisors and chief to enforce the standards expected of them. Ethics violations need to be addressed, not tolerated.

19. Accepting coffee and fountain drinks should not be thought of as a bribe. It could be store employee just saying thanks for stopping by. I see nothing wrong with it.

20. Information provided to public as to actions of police and why officers responded to certain situations.

21. Has great ethics due to informal teachings.

22. Organizational culture is important- Leaders need to live it.

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