

BASIC TRAINING AND PATROL WORK

EVALUATED BY POLICE OFFICERS

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Research and Documentation Centre of the Ministry of Justice
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Literature

I. INTRODUCTION

1. The objective of the study

The Dutch Police Act of 1957 (article 28) states: "It is the duty of the police, in subordination to the competent authorities and in accordance with the prevailing rules of the law, to maintain law and order and to render assistance to those in need".

This article means that the Dutch law recognizes essentially 3 functions:

- to combat and prevent criminality
- to maintain public order
- to render assistance

The extent to which attention is paid to each of these tasks, the ways in which they are performed as well as questions about who defines the police role and determines task fulfillment, have been under much discussion in the Netherlands since the sixties.

It may be said that social change in the last two decades has had a considerable impact on both role definitions and police performance.

Greater prosperity since the fifties has occurred simultaneously with rising property crime rates. Industrialization, greater geographical mobility, and rapid urbanization have led to processes of social disintegration and to more youth crime (1).

Emancipation and demonstration movements have stressed the rights of individuals as opposed to those of the authorities, and led to a rise in demonstrations and student-actions.

Police discretion and police behavior with respect to suspects, juveniles and even victims is increasingly scrutinized and criticized.

The third function -assistance rendering- is also very demanding. Research abroad as well as in the Netherlands indicates that many people turn to the police for information or assistance (2).

The police responded to these problems with more professionalization and more technical perfection, but this did not appear to solve the problems: clearance rates continued to drop, order maintenance problems remained acute and police-community relations deteriorated. Some of the dissatisfaction has crystallized in criticism in the area of training. It is felt that, if the police do not perform according to expected standards this is due to inadequate training. As a result of such criticism the Dutch Ministry of the Interior and the

Ministry of Justice have charged their Research Centers to conduct an evaluation study on the basic training of police officers.

The main objective of the study is to answer the question whether the basic training program prepares the uniformed police officer adequately for his job. The question led to a number of sub-questions:

- a. what are the realities of actual police work
- b. how do the principal consumers of police services -that is the citizens- evaluate police action and police behavior
- c. how do instructors, supervisors and sergeants view the training process
- d. how do recruits and young police officers view their job and evaluate their training.

This report presents the results of the fourth stage of the research, and looks at opinions and attitudes of recruits and police-officers.

More specifically the study wants to examine the effects of both training experience and police practice on attitudes towards the job and towards the training-programme.

2. The training curriculum

Holland has two types of police. The municipal police work in the larger cities (of more than 25.000 inhabitants) and serve about 8 million people. The force contains about 16.000 men. The national police, comprising some 8.000 men, covers the rural areas, policing about 5 million people.

Although both types of police forces have their own police training schools the training curriculum is the same. It is based on very specific guidelines issued by the Ministry of the Interior. Contrary to the U.S., where much is left to local and county initiative, police training in Holland is centralized. Basic training is given in 7 municipal police schools and in 3 national police schools. Higher police officials receive a 4 year college education at the Dutch police academy. There are also smaller schools for specialization in traffic, water or detective branches.

The length of training is 1 year, or 1600 hours. This is rather long compared to the U.S. where the average of hours of recruit training ranges from ± 240 hours in cities of 10.000 - 25.000 inhabitants to ± 480 hours in cities of over 250.000 inhabitants ().

A requirement for admission is at least 3 or 4 year of high school education.

Training stresses the following points: knowledge of the penal law and of extent and limits of police power; speaking and writing abilities and a good physical condition; interaction skills in police citizen encounters: knowledge of society and its problems; recognition of different values and norm systems in our pluriform society.

The following table shows the present curriculum as developed by the Ministry of the Interior.

TABLE A. Present training curriculum of police recruits: Week timetable		
	Dutch Police (40 weeks)	
	hours	%
Criminal law	3	33.5
Criminal procedure	2	
Constitutional law + Civil law	2	
Traffic Procedures	3	
Special laws (hunting, fishing, arms, shops act)	1	
Police Organization, rules + regulation	1	56.5
Practical Police procedures (patrol, summon, arrests)	5	
Arms + firearms training	2	
Drill + parade practising	1	
Emergency medical services	1	
Driver training	1	
Physical training	5	
Language	3	10.0
Reports, records	5	
Social problems + personality development	4	
	40	100.0%

In the Netherlands practically all the courses are given by two teachers attached to a specific class. These teachers are ex policemen from the middle ranks, most of whom left the service after 10 to 15 years. Until recently they

did not receive any specialized teaching education, but the Ministry of the Interior has initiated introductory courses on their behalf. Practical training consists mainly of role playing sessions. This does not seem to be sufficient, in as much as every recruit would only get a turn in role playing 4 to 5 times during the year. Recently some of the schools introduced a 5 day "street" practice in a police department, in the middle of the school period. Most of the police schools are boarding schools. This means that recruits live at the school during the whole year, and only return home during the week ends. Moreover there is an obligatory study time of about 2 hours in the evening. Discipline is strict and contacts between staff and recruits are rather formal. Recruits wear police uniforms from the first day they enter the school. All these procedures serve obvious socialization aims.

3. The research design

On a total of nine police schools, three participated in the study. Questionnaires were administered to 359 recruits on the first day of entry. Recruits were splitted up in small groups; each group was directed by a research assistant who gave information in case any problem in understanding the questionnaire would arise. The questionnaire was highly structured, but included some open ended questions. Ath the end of training, after the written examinations, questionnaires were administered to another 216 recruits. To gain time we examined beginning recruits in october 1976 and trained recruits at the end of 1976. So the two groups are not identical. We then questioned the second group again after they had some 7 to 10 months practical experience on the job. This seemed necessary to us, in order to obtain reliable evaluation of past training experiences and get a clear insight in shifts in attitudes and opinions.

4. The samples

The beginners started training in october 1976, whereas those who completed training had started in january and april 1976. As a result there are some differences between the groups with respect to several background variables. These differences reflect a changing recruiting and admission policy, as well as the fact that the beginner-group joined the force after the summer holidays, just after finishing their school education.

The beginners include more girls than the trained recruits. All girls are younger than 21 years and have had on the average more education than their male counterparts: nearly half of them completed High School against only 31% of male recruits.

But the beginner group as a whole includes more young recruits (17-20 years) than the trained group, c.q. 74% against 55%. As the younger recruits have had more High School education than the older ones, mean level of education is higher in the beginner group. No significant difference was found in social class origin measured by fathers profession. Most recruits are lower middle or lower class. However, comparing their social class origin with the social class distribution in a representative sample of the Dutch population, we found a striking similarity -in particular with respect to the beginner group. Thus the conclusion seems warranted that police-recruits form a fairly representative sample of the Dutch active population as a whole (see for background variables, annex table 1).

II. THE CHOICE OF THE POLICE PROFESSION

Of those who started training, 51,5% did so immediately after having finished high-school; this percentage was even 76% among girls. The others had held another job before entering the police profession: one fifth held a uniformed job (mostly an army-job); one fourth was a skilled labourer and one third worked in the administrative or commercial sector. Those who entered training directly after finishing high-school had on the average more years of schooling than those who held jobs before choosing the police profession.

The choice of the profession does not seem to be influenced by external factors (like the economic recession): two third of recruits had made their choice a year or longer before starting training; one third had made up their mind some 6 to 12 months before. Also 90% claimed the police had been their first choice.

It looks as if the uniform has a special significance in attracting recruits: not only did one fifth have another uniformed job before joining the police, but one third selected also a uniformed job as their second choice.

More than half of recruits feel the uniform is necessary in their work so people can recognize them on the streets; one fifth declares the uniform gives them authority and prestige. Especially among those who start training 26,5% claimed the uniform sets the police apart as a very special group with special rights and obligations.

But, due probably to the joint effects of training and habituation, this opinion was supported by only 12% of those who finished training, in favour of the "recognizing function" of the uniform.

Professional choice is in most cases (80%) supported by parents of fiancée.^{x)} About one third of recruits had family members in the force, half of which fathers or brothers. This seems to indicate the existence of so-called "police-families" in which the choice of a police-career does seem rather evident. Moreover two third of recruits who started training had friends within the force. So there seems to be a specific category of people who know the police force well through family-ties or friendship-ties, from which most police officers are recruited. Motivation for professional choice does not change much after training. All respondents indicate as most important:

^{x)} Among those who did not finish training there was significantly less support for professional choice from fathers and fiancées.

the diversity of the work, the fact of working with people, job-autonomy and job-security. The risks of the job or its adventurous character were put lowest on the list, thus indicating a rather realistic view of the characteristics of the police job.

III. THE TRAINING - EXPECTATION AND EXPERIENCES

An interesting analysis in this respect is based on the confrontation between those who start training and those who finished training, and experienced some 7 to 10 months practical service on the force. Both elements -the training-experience and the practical service- may have modified the evaluation of the training contents and process. The evaluation by young police officers is particularly important in that they are able to judge if the training did prepare them adequately police practice.

1. Contents of training

A total of 27 different training aspects were listed and four questions were asked. In the first place we wanted to know how important respondents thought these aspects were, how much attention they felt the school did pay to them. Then police officers were asked if they thought the school had paid sufficient -or too little-attention to them, as well as where they felt these elements should be taught- in school, or by a supervisor on the job - (see annex table 2).

Knowledge of the law is seen as important by all respondents, although penal law and penal procedure is considered as much more important than constitutional law or civil law. It is felt that the schools devote too much attention to the latter. On the other hand police practice has taught police officers that more time should be spent on traffic control and related law practice. Moreover police officers seem to want better knowledge of their motherlanguage, some foreign languages (English, German) and investigation techniques.

What about knowledge of social and psychological problems of social work agencies and technical assistance.

Recruits consider all these aspects -except technical assistance- as really not very important. The interesting fact however is that -once in practical police service- officers change their views considerably. More of them now -than at the end of the training period- feel that knowledge of social problems, and knowledge of technical aid as well as of social aid agencies are important (c.q. 69% against 57% and 31% against 21%).

Moreover police officers also consider that neither the training schools nor the supervisor on the job do devote enough attention to these elements, tech-

nical assistance included.

As far as a certain number of technical skills are concerned, officers claim that more than enough time is given to physical condition training, emergency care and swimming, which they all consider as not very important. They are, on the contrary, dissatisfied about the amount of training in driving, typewriting and making written reports. But most dissatisfaction was shown with respect to training in the use of weapons (the nightstick and gun), where they feel this to be essentially the schools first duty.

Some of the training elements are related to police-public relations: general police action in the streets (stopping and questioning people; delivering a ticket, etc.); approaching and contacting people, handling violence, and crisis-intervention. All respondents agree in stating the importance of these skills, and they agree in concluding that there is little or no training in this field. However, apart from general police action and the handling of violence, there is some hesitation whether teaching these skills is really the training schools job. Most police-officers (80%) think this should be done by their supervisor, after training.

Sufficient attention seems to be paid to the observing of legal and procedural rules and regulations, to correct appearance and to correct behavior. But it is felt that too much attention is paid to the teaching of obedience to supervisors, and too little to independence and autonomy-training.

2. The school-setting

Most of the police-schools are boarding-schools. How do recruits appreciate the one year boarding-term? When they start training, 80% of them like the idea: they think it will be good for their studies and teach them group solidarity. At the end of the training period, half of respondents show reservations: they mention lack of privacy, separation from their family, and too strict discipline. Although two third of recruits thought the training would be rather hard, this opinion is related to educational level: the more years of schooling, the less need for obligatory study-hours the more free-time, and the less complaining about the burden of the training.

Relations with instructors are non-problematic, although rather distant. It is felt instructors are reasonably well able to judge study performance but certainly not as well as far as fitness for the police-job is concerned.

A scale measuring the organization and work climate in the school shows rather high scores on general organization, training management and functioning of the group-instructor. Lower scores came up on relation with other students, communication between management and recruits, and general school-climate. Clearly low scores got two training aspects, namely the pressure of the training (two items mentioned a "drive-system"), and the training in autonomy, expressed in taking initiative and independent action. This result is especially significant in view of later requirements of job performance as we will see in section IV.

Asked for special wishes and innovation with respect to the basic training programme, some interesting features emerged. Twice as many recruits at the end of their training period than at the beginning, want courses in social problems and cultural background factors. All of them want an integration of practical terms within the training programme, and these should not only be served in police departments but also in court, prison, social agencies. Moreover training should concentrate much more on societies problems, police-public relations, traffic control, writing reports and training in independence instead of obedience.

All this implies a basic training period of more than one year, which is supported by 66% of police officers.

IV. THE PROFESSION: IMAGE AND REALITY

Most police officers (75%) had some 7 to 10 months practical work experience at the moment of the interview; 25% had 4 to 7 months work experience. Two third of the group worked at a municipal police department, one third worked in the country. Somewhat less than half worked in a force of less than 50 men, 27% worked in departments of 100 to 500 men and 25% in a large city- department of more than 500 men.

We wanted to know essentially what police recruits did expect their future job to be, and how -once in the job- they came to view the realities of police work. So, submitting to all of them 13 policetasks the following questions were examined:

- how often will/do patrol officers deal with these 13 aspects of policework
- do respondents consider these tasks as the "real" policework
- how large is the policeman's job-autonomy and thus his discretionary power
- does the patrol-officer know the "social map" of his area and refer people to social agencies
- what are the qualities a "good" policeman should possess?

1. Shifts in the job's image

For reason of clarity we might synthesize the thirteen police tasks (see annex, table 3) by the three main functions of the police: combating crime, maintaining order, and rendering assistance.

With respect to crime, some 60% of beginning and trained recruits expect they will be detecting and handling crimes rather -to very frequently. Detecting missing persons and goods is expected to occur less frequently. But once in practical service patrol officers recognize that both these tasks occur much less frequently than they had expected. Concerning traffic violations and the more serious traffic offenses, things are different: two third of beginners expect these tasks to be their main job, and the proportion rises up to 91% among trained recruits, no doubt due to the training's emphasis on traffic work. The emphasis corresponds with reality as has been shown in an earlier observation study on police patrol work (4); it is also confirmed by our young patrol officers in this study.

Both recruits and patrol officers consider they won't be very busy enforcing all kinds of "special laws" (laws on drug-abuse, the possessing of firearms, hunting, fishing, shop-closing etc.).

But although patrol-officers seem to realize that, in their job, they won't have much to do with serious crime, they still keep on thinking that crime-fighting constitutes the "real" police-work. There is a clear discrepancy here between what they perceive their work to be, and what in their eyes the "real" policework is.

With respect to order maintenance tasks half of the recruits expect they will have to take action regularly in dangerous (traffic) situation and disturbances of the peace. However, patrol-officers declared that these tasks occur only rarely, a very significant shift. The same is true as far as order maintenance at special events (visits of a head of state, celebrations....) is concerned. Many more patrol-officers than recruits realize the fact that these events are rather rare.

Order maintenance tasks -just as crime-fighting- are considered to be the "real" police-work, both by recruits and patrol-officers.

The third function is assistance rendering. More than half of all respondents think that assistance in case of (traffic) accident will occur rather frequently; one third thinks the same as far as simple technical assistance is concerned. But more than twice as many patrol officers than recruits (46% against 20%) state that social and psychological assistance (family conflicts neighbours, youngsters) takes place frequently. Similar differences showed up with respect to the information function of the police. Considering these changes, one might expect comparable changes in attitudes towards police-work. This expectation is not confirmed. Only assistance in cases of accidents or fires, is considered as "real" policework by the majority of respondents. Half of respondents view providing information, technical assistance and more complex assistance in conflict-situation as not "really" a police-job. Despite their practical experience patrol-officers did not change their attitudes with respect to this aspect of their job: they maintained considerable resistance towards the assistance function.

Summarizing the results we can say that differences between recruits and officers concern nature and frequency of certain police tasks, but hardly their views on what policework essentially should be. Patrol officers have realized that their main job is traffic control and peace-keeping, and not serious crime-fighting. Nonetheless they keep on thinking that this is the "real" police jobs. The assistance and service function continues to have low "police" status in their eyes.

2. Specific aspects of patrol-work

2.1. Discretionary power of the police

There has been some research in our own country and abroad on the discretionary power of the patrol officer (5). The research showed that the policeman disposes of considerable discretion with respect to juveniles, and in all kinds of conflict-situations. Most of these studies are based on observations of police behavior and interviews with citizens. Patrol officers themselves have rarely been questioned. Considering the importance of this aspect of policework -especially in relation to the training - we have submitted to respondents 15 aspects of policeaction and asked them whether in these cases action was determined by strict rules, general rules or by vague or no rules.

Table B. shows the results of this question. We have ordered the different task-elements by strictness of the rules governing police-action.

As we can see, only in 6 of the 15 presented situations patrol officers meet with strict rules specifying how to act. The 6 situations refer to the use of weapons, to dealing with criminal offenses and to concerted action in the case of riots. But this is about all. Even in the case of criminal offenses committed by juveniles, patrol-officers can use discretion.

Looking at police action with respect to simple infractions of the law, drunkenness and druguse, rules become more general and police discretionary power grows. The same is true for police intervention in dangerous situations or in road-accidents.

TABLE B. Discretionary power of patrol officers -in % -

	Very strict rules	general rules with room for own decisions	vague or no rules; autonomous action
Use of firearms	93	5,5	1,5
Use of nightstick	74,5	22,5	3
Dealing with criminal offenses	73	24	3
Dealing with traffic offenses	70	29,5	0,5
Action in case of riots	60	32	8
Dealing with criminal offenses by juveniles	56,5	41	2,5
Assistance in case of accidents/fires	21	59,5	19,5
Dealing with drug-users	13,5	42	44,5
Action in dangerous-traffic-situations (lights broken, road obstruction)	9,5	45	45,5
Dealing with traffic violations	9	84	7
Dealing with traffic violations by juveniles	8,5	62,5	29
Dealing with violations of special laws	2,5	70	27,5
Dealing with drunks	2,5	51	46,5
Simple technical assistance	1,5	26,5	72
Crisis-intervention (conflict-situations with neighbours, family, juveniles)	1,5	30,5	67,5

A striking fact is that rules are practically non-existent as far as assistance rendering is concerned: in all these cases the patrol officer must decide for himself what action to take. Considering the fact that most of policework consists of traffic control, handling simple violations of the law, maintaining peace, providing information and different kinds of services, table B underlines the extent to which the police job implies initiative, autonomy and independence. Most of police work is essentially uncontrollable, which means that the job requires not only independence but also a great sense of responsibility.

2.2. Contacts with judicial and other agencies

In Dutch police-circles the assistance function of the police is a controversial issue. In fact the term assistance covers a broad area of services offered by the police such as closing an open shop-window, assisting a stranded cardriver, pulling a horse from a ditch, solving a conflict between neighbours. The question is not whether the police should make these interventions: in most cases there is no choice and the police are the only assisting agents available. The argument concerns the extent to which the police should intervene. Many think police assistance should be a kind of quick crisis-intervention, followed by a referral to other helping agencies. But if this were to be the case then the police would have to be aware of their place within a social network of different agencies, and they should be able to refer.

This is the reason why we were interested in the number of contacts patrol officers had with some 17 judicial, health- and other social agencies in their area. We also asked them if they ever had referred a person to these agencies and how satisfying the actual situation seemed to them from a viewpoint of assistance rendering. On a total of 17 agencies patrol officers had frequent contacts with only 3 of them: the firedep., the municipal health service, and the hospital. It seems clear that most of these contacts are related to traffic and other accidents. Patrol officers mention "some" contacts with the prosecutor, lawyers, the municipal Welfare Service, and neighborhood associations. They have hardly any contacts with the judge or juvenile judge, with the probation department, official childcare instances, with consultation clinics for alcoholics or drugusers, youth-information centers, centers for marital and family problems.

More than two third of patrol officers have ever referred to a hospital (85%), municipal Health Service (77,5%) and the firedepartment (63%), and more than half ever referred to the municipal Welfare Service. Less than half have ever referred to a lawyer, a center for marital and family problems or a neighbourhood-association. About a third ever referred to child care, clinics for alcoholics and drugusers, and youth information centers. An interesting result is that many patrol officers want more contacts with youth information centers (53,5%) centers for marital and family problems (50,5%) youth protection agencies (46%), judges (47%) and local neighbourhood organisations (40%).

Summarizing the results it appears that police officers would appreciate more contacts with other social agencies operating in the same field where they are so often active. They are prepared to cooperate to a certain extent with these agencies in a field where social assistance and informal social control are so much intertwined. Moreover they seem to be aware of the fact that their somewhat isolated position prevents them from performing their assistance function in a satisfactory manner.

2.3. What constitutes a "good" policeman?

To get some insight in the qualities required in a good policeman, we submitted to recruits and patrol officers 23 qualities that should determine their behavior. They were asked to select the 10 most important qualities. Comparing the ranking of trained recruits and young patrol officers we observed much similarity.

	Trained recruits	Patrol officers
sense of responsibility	2	1
job knowledge	1	2
efficiency	5	6
devotion to the job	7	-
cooperativeness	8	4
reliability	3	5
common sense	4	9
self-confidence	6	3
rapidity	9	7
authority	10	-
showing initiative	-	8
tolerance	-	10

An effect of training seems to be that trained recruits rank "job knowledge" as number one. An interesting effect of practical experience seems to be that "devotion to the job" and "authority" disappeared from the ranking, whereas "showing initiative" and "tolerance" now rank among the first 10 qualities. In view of job experience it is not surprising either that "self-confidence" and

"cooperativeness" got a higher ranking now than at the end of training. Qualities that were rarely mentioned are: kindness, courage, even temper, industriousness, compassion, intelligence. These qualities manifestly seem less important to recruits and patrol-officers. Analysing the results it appears that the autonomous task-performance makes specific job requirements necessary. This could explain why, next to sense of responsibility, self-confidence and reliability, initiative and tolerance rank among the 10 most important qualities.

V. THE RELATION BETWEEN POLICE PERFORMANCE AND TRAINING

We have tried to measure the relation between basic training and police performance in different ways.

We first inquired whether training and work-experience had altered recruits and officers vision on the profession. At the end of training; 34% of recruits found this to be true. Practical experience manifestly had more impact, as now 52% of young police officers claimed their views on the job had changed. The interesting point however are the reason advanced for the changes.

TABLE D. Effects of training and practical experience on views on the police job - in % -		
	Trained recruits	young police-officers
	N=60	N=98
Job is more allround and has more diversity than expected	28,5	19,5
more contacts with citizens than expected	-	29
more autonomy and responsibility than expected	-	26,5
Job is harder, more difficult than expected.	21,5	7
powers are more limited than expected	13,5	-
less independence than expected	6,5	-
less interesting than expected	5	6
more paperwork than expected	10	-
other	15	8

Table D. shows clearly that the training devotes much attention to teaching the nature and limits of policepower. While this is quite understanding, patrol officers quickly learn to their surprise, that police reality implies on the contrary much independent action and discretionary power. Another striking result is the greater number of police-citizen contacts than expected. Both results indicate weak points in the training: insufficient preparation for an autonomous and responsible job performance and insufficient training in social interaction skills.

Another approach to the question consisted in asking patrol-officers whether

the training was adequate with respect to 13 different policetasks.

Positive answers came where the handling of criminal offenses and violations dealing with accidents and making reports are concerned.

There is less satisfaction with respect to order maintenance tasks: 40% judge preparation for these tasks moderately satisfactory, one third find it insufficient. As far as disturbances and riots are concerned 40% are plainly dissatisfied. Results suggest that patrol-officers have met with certain problems in this area for which they felt unprepared. The same is true for assistance and information. Dissatisfaction is highest where these tasks are concerned. The proportion of those who declare to be badly prepared rises from one third in the case of simple technical assistance to 56,5% in the case of crisis-intervention. This is clearly the area where patrol officers feel most hesistant and unsure of themselves.

Finally we submitted to them a number of statements on the training which summarize nicely their views on the matter.

TABLE E. Views of young patrol officers on some elements of training			
	agree	agree more or less	don't agree
1. The training should first of all teach the technical skills, the police officer needs in his job.	61	27	12
2. Much of what is learned in school, is forgotten as soon as the patrol officer enters the job.	16	43,5	40,5
3. If the training was longer, preparation for the police job would be better.	71	15,5	13,5
4. The school presents an image of the police job that corresponds well with reality.	8,5	32,5	59
5. School requirements are totally different from the police-departments requirements	36	41,5	22,5
6. As policework is mainly controlling people and hard action, there is no need for courses in social and psychological problems	3,5	6	90,5
7. At the trainingschool one learns how to get along with people	6	17,5	76,5
8. The training should pay more attention to specific groups in society that give the police problems	61	27,5	11,5

The agreement with the first statement underlines the police officers emphasis on technical skills. They don't feel that most of what they learn is rubbish, but think instead that the training should be prolonged. However they blame the school for not providing them a realistic view of their future job. This is confirmed by the next statement indicating a discrepancy between study requirements and job requirements. An interesting outcome in that 90,5% of patrol officers does not agree that there is no need for special attention paid to social and psychological problems in society: they seem to realize that they need this knowledge for better performance. The outcome is consistent with the fact that they agree with statement 8: the training should prepare them better for approaching specific groups that give the police so many problems.

Summarizing this section, patrol officers feel the training does not pay enough attention to technical skills; is too short; does not relate well to police practice; does not teach them sufficient interaction skills, or how to approach problem groups.

III. SUMMARY AND CONCLUSIONS

Recalling the objectives of this study, we dealt with essentially the following problem :

- what are the effects of both training and practical police experience on attitudes towards the police job and towards the training programme.

Analyzing the answers of recruits and young patrol officers we tried to find out how they change during the training period and under influence of police practice, by evaluating both the police profession and the police schools.

Let us first present a summary of the principal results.

- The samples:*
- the beginner group includes more girls, more young recruits (< 21 years) and more high-school educated recruits than those who completed training.
 - this results from differences in training-drafts, and from changing admission criteria.
 - recruits mainly come from lower middle and lower class families.

- Professional choice:*
- the decision to join the police force has been a deliberated choice.
 - one third of recruits have family members in the force.
 - motivation (work diversity, working with people, job-scausity) is characterized by a sense of reality.
 - the same holds for requirements of a "good" policeman (sense of responsability, job knowledge, selfconfidance, cooperativeness, reliability and efficiency).

- The training:*
- recruits and patrol officers judge that the training pays too much attention to theoretical knowledge of the law and too little attention to matters related to traffic control.
 - police officers want the schools to teach more technical and practical skills;
 - they emphanize the importance of knowledge of societies problems, assistance rendering, interacting with citizens, handling violence.

- The job:*
- recruits expect crime-fighting and order maintenance will constitute the main components of their work.
 - patrol officers declare their main job consists of traffic control.
 - however all respondents maintain that both crime-fighting and order maintenance constitute the "real" police work.
 - information and assistance occur far more frequently than expected, but are not considered on "real" police work.
 - patrol officers appear to dispose of considerable discretionary power in cases of simple infractions; cases implying juveniles, alcoholics, drugusers; accidents and crisis-intervention.
 - the police seem badly integrated in the social aid field: they have frequent contacts only with the Health service, fire-brigade and hospital, and few contacts with judicial instances or social welfare agencies.

One significant result of the study is the striking agreement between beginners and trained recruits with respect to job motivation, job requirements and job expectation in terms of police tasks. This finding suggests that recruits are not totally unprepared when entering the police school and they seem to have fairly realistic views on the police profession. This is probably due to different factors: the fact that so many recruits have family members in the force; the professional choice decided a long time before starting training; and the information, recruiting and admission policy.

Another significant finding is that the training hardly affects their views, although some differences show up in job evaluation where trained recruits declare police work is more diverse, harder, and their powers more limited than expected. This change correspond more with objectives of the police school than with the realities of police work, far as has been shown by patrol officers. Indeed they have more discretionary power than the school made them expect. It explains their dissatisfaction with the training in this respect.

A third finding in the discrepancy in attitudes towards crime fighting and order maintenance on one side and towards service and assistance rendering on the other. Not only do recruits consider the latter aspect of police work as less important, but they also expect they won't have much to do

with it in practice. However, in view of the answers of patrol officers as well as of our observation study (4), these conceptions appear to be absolutely mistaken. Unfortunately the training does not do much to correct these views, and to develop better insights in the realities of the social world in which they have to operate. One of the reasons for this situation probably is the considerable resistance in many police circles against this type of police work. There seems to be hardly any awareness of the fact that, looking back in history, the police have had social aid and welfare functions for centuries (6).

Related to this function is the order maintenance or the peace-keeping function of the police. In this function the police have continuously correcting, regulating and assisting contacts with citizens, an aspect of their work they clearly had underestimated, and for which they hardly felt prepared. Here again the training seems inadequate. More generally they acutely feel that some groups within the population (ethnic minorities, drug-users, alcoholics, youngsters) present specific problems that are difficult to deal with. A better knowledge of these groups as well as close cooperation with other agencies dealing with them, would certainly be of great help to the police.

Concluding this report it seems clear the training situation needs considerable improvement. Recruits as well as young patrolmen expressed real dissatisfaction with these training aspects that did impair their growing into more mature, initiative taking, and independent police officers. In view of the specific job requirements for a more responsible and autonomous taskfulfillment in a complex society, their desires in this respect seem more than justified.

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Annex

Table 1. Some background characteristics of the sample - in % -

	recruits starting training	trained recruits	
	N = 359	N = 216	
<u>Sex:</u> men	84	97	
women	16	3	
	100	100	
<u>Age:</u> 17 - 20 years	74	55	
21 - 24 years	20	32	
25 - 23 years	6	13	
	100	100	sample Dutch active population
<u>Social class:</u> (by fathers profession)			N=603
profession, topofficials	16	11,5	15
white collar, self-employment	21	32,5	18
skilled labour, foremen	39	32,5	40,5
semi-skilled and unskilled	24	23,5	26,5
	100	100	100
<u>Education:</u>			
3 years technical school	16	18	
4 years technical school	13,5	24	
3 years of high-school	37,5	37	
5 years of high-school	33	21	
	100	100	
	N = 70	N = 171	
<u>Job held before joining the force:</u>			
uniformed profession	20,5	16,5	
skilled labourer	23,5	24,5	
office clerk/salesman	30,5	33	
service job	5,5	1	
education/hotel catering	6	10,5	
none	14	14,5	
	100	100	



TABLE 2. Views of trained recruits and patrolmen on 27 aspects of the training - in 2 -

	important		some impor- tance		un- important		t-test p-val.	schoolpays much att. patrol-men	sufficient attention patrol-men	schoolpays little att. patrol-men
	recruits	patrol men	recruits	patrol men	recruits	patrol men				
1. constitutional law and ce- vivil law	28,5	35	59,5	53	12	12		35	61	4
2. Penal law, penal procedure judicial organisations	100	97	-	3	-	-	p 0.001	5	87,5	7,5
3. traffic legislations, traf- fic handling	99,5	97,5	0,5	2	-	0,5	p 0.001	1,5	75,5	23
4. Special laws (immigrants, fishing, hunting, alcohol)	76	73,5	22	24,5	2	1		24,5	63,5	12
5. police organisations rules and regulations	41,5	41	53,5	53,5	5	5,5		31,5	60	8,5
6. Technical detection devi- ses(fingerprints)	50	50	47	44,5	3	5,5		11,5	57,5	31
7. knowledge of Dutch language (speaking+writing)	84	83,5	15,5	16,5	0,5	-		7,5	77,5	15
8. knowledge of foreign languages	33,5	46,5	50	50,5	16,5	0,5	p 0.001	-	7	93
9. knowledge of social problems (people from ex-colonies, migrant workers, juveniles, unemployed, housing.	54,5	62	42,5	35,5	3	2,5	0.00	1	26	73
10. knowledge of psychological problems (agression, crisis situation, mass-behavior)	50,5	49	42	44,5	7,5	6,5		0,5	26	73,5
11. knowledge of assistance agencies - technical:gar- bage fire department, health department	57	69	38,5	29	4,5	2	p 0.07	1	46,5	52,5

12. Social:marriage+child counseling youth inf. other social work agencies	21	31	56	58,5	23	10,5	p 0.01	-	35	64,5
13. Physical condition training	91	83	8	16	1	1	p 0.001	7	81,5	11,5
14. Handling nightstick and firearms	86,5	88	13	12	0,5	-		2	56	43
15. self defence (judo,boxing)	86,5	83,5	13	13	0,5	3		2,5	73	25,5
16. emergency care+swimming	83	82,5	17	17	-	0,5		0,5	90	9,5
17. Typing	40	67	49,5	31	10,5	2	p 0.001	1,5	68,5	30
18. Drawing accident-situation, making notes, official reports	88	86,5	1	13	1	0,5		2,5	67,5	30
19. Practical police work (shopping, interrogating, giving tickets, arresting)	97	96,5		3	-	0,5		1,5	43	55,5
20. Approaching and making good contacts with people; getting information	91,5	92,5	1,5	6,5	-	1		1	28	71
21. Handling of violence (in case of public disturbance, demonstration)	81,5	87	17,5	12	1	1		-	30,5	69,5
22. Handling conflicts (family neighbours-, marriage)	60,5	73,5	35,5	25,5	4	1	p 0.01	0,5	13	86,5
23. Strict obeying of laws, rules and regulation	68	53,5	27,5	42,5	4,5	4	p 0.01	9,5	82,5	8
24. Strict obedience to superiors	55,5	38,5	38,5	53,5	6	8	p 0.01	40	57,5	2,5
25. Taking initiative and independent action	97	94,5	3	5,5	-	-	p 0.05	1,5	57	41,5
26. Correct appearance during service	90	86	10	14	-	-		20,5	78,5	1

BLE 3. Expected frequency of police tasks - in % -

Are they "really" policework? - % -

Did the school prepare you adequately?

	often		fairly regularly		rarely		χ ² p-values	yes		sometimes		no		χ ² p-values	well	moderately	badly
	trained recruits	patrolmen	trained	patrolmen	trained	patrolmen		trained	patrolmen	trained	patrolmen	trained	patrolmen		patrolman		
	N=216	N=189	N=216	N=189				N=216	N=189	N=216	N=189	N=216	N=189			N=189 moderately	
Order maintenance in case of special events	90,5	17,5	9,5	51	-	34,5	p<0.001	90	69	10	30,5	-	0,5	p<0.001	27	42,5	30,5
Preventive patrol	91	75,5	8	20	1	4	p<0.001	99	99,5	1	0,5	-	-		35	41	24
Dealing with dangerous situations (traffic, fires)	22	14	54	35	24	51	p<0.001	76,5	70,5	22	27,5	1,5	2		23	45	32
Handling public disturbances (bar, disputes, fighting)	21	18,5	50,5	34	28,5	47,5	p<0.001	94	93,5	6	6,5	-	-		22,5	38	39,5
Handling traffic violations and traffic offences	91	91,5	8	8	1	0,5		98	99	2	0,5	-	0,5		74,5	21	4,5
Handling other violations (shop-closing act, fishing & hunting, firearms)	16,5	14,5	38	24,5	45,5	61	p<0.01	63,5	81	30,5	17	6	2	p<0.001	76,5	20,5	2,5
Handling criminal offences	56	36,5	34,5	38,5	9,5	25	p<0.001	99	99	0,5	1	0,5	-		55	37,5	7,5
Detecting signaled persons and stolen goods	37	23	36,5	34,5	26,5	42,5	p<0.001	91,5	93	7,5	7	1			26	43,5	30,5
Giving information to the public	44,5	52	30,5	24	25	24	41		36	50	55	9	9		25,5	38	36,5
Giving assistance in case of fires/accidents	55	54,5	39,5	38	5,5	7,5		80,5	82	18,5	18				45,5	37,5	17
Giving simple technical assistance	30	38,5	44	36,5	26	35		48	34	43,5	59,5	8,5	6,5		26,5	43,5	30
Giving assistance in complex cases: ass.-intervention	19	46	48	35,5	3,3	18,5	p<0.001	29	28	57,5	60	13,5	12		11,5	32	56,6
Making reports/notes, etc.	87	89	11,5	9,5	1,5	0,5		85,5	88,5	10,5	9	4	2,5		71,5	20,5	8



END