

Title: Factors Relating to Police Moral Behavior of the Trainees
of Metropolitan Police Training School

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Abstract

The purposes of this research were to examine police moral behavior of the trainees graduating from the Metropolitan Police Training School and to study factors associated with their police moral behavior. The researcher utilized a non-experimental research design, namely, cross-sectional survey. The population under investigation consisted of 570 trainees in the academic year of 1996. Through the multi-stage stratified and cluster random sampling, a sample size of 380 trainees was drawn and resulted in 369 usable questionnaires. The data were analyzed by a three-step statistical procedure: (a) reliability assessment and factor analysis; (b) univariate multiple regression analysis; and (c) multivariate multiple regression analysis.

Six dimensions of the police moral behavior under this investigation were evaluation of moral behavior, belief about consequences to oneself, belief about consequences to the police, moral reactions, perceived normative moral behavior, and potential of moral behavior. The findings indicated that overall police moral behavior of the trainees was considerably high. However, when focused on each individual dimension, the perceived normative moral behavior was the only dimension considered to be moderate

The univariate multiple regression analysis revealed that the factors associated with the overall police moral behavior, from the most to the least important, were democratic rearing, cynicism, motive to become a policeman, supervision of trainees, and alienation. In addition, the multivariate multiple regression analysis indicated some factors having significant effects on each specific dimension of police moral behavior as follows: (a) democratic rearing, cynicism, and alienation on the dimension of evaluation of moral behavior; (b) motive to become a policeman on the dimension of belief about consequences to oneself; (c) motive to become a policeman and supervision of trainees on the dimension of belief about consequences to the police; (d) democratic rearing, supervision of trainees, and peer pressure on the dimension of moral reactions; (e) cynicism, democratic rearing, and self-actualization for teachers on the dimension of perceived normative moral behavior; and (f) motive to become a policeman, alienation, and democratic rearing on the dimension of potential of moral behavior. Finally, deriving from the research findings were practical and methodological recommendations for the police work and for the future research.