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Personality Dimensions of Male and Female Law Enforcement Recruits Related to Academy Success

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**Personality Dimensions of Male and Female Law Enforcement
Recruits Related to Academy Success**

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Abstract

Research has found that male and female law enforcement recruits complete academy training at different rates, with female recruits typically completing at lower rates than male recruits. While the literature on the topic demonstrates a variety of training characteristics that explain some of the difference, it is possible that typical personality differences between men and women play a role in some of the unexplained disparities in academy passing rates. This study attempted to discern differences between personality characteristics among male and female academy recruits using survey data from two major metropolitan law enforcement academies. It was hypothesized that male cadets would score higher than female cadets in personality traits that contribute to positive outcomes in the academy. The results demonstrated statistical evidence that women felt they had to exert more effort than men and felt less support than men from both their supervisors and from their families. However, the majority of personality constructs examined exhibited no significant differences between male and female cadets. Future research should further investigate differences in effort and support between male and female cadets to better understand differences in rates of completion of academy training.

Keywords: women in policing, police recruits, gender, police academy

Personality Dimensions of Male and Female Law Enforcement Recruits Related to Academy Success

Success in recruiting law enforcement officers is approaching an all-time low, and the decreased number of applicants has been attributed to several factors including social movements seeking to defund the police (Police Executive Research Forum, 2021; Westervelt, 2021). While applications to police agencies are down across all demographics, some evidence suggests that women and racial minorities, who are among the most underrepresented in policing, may be the least likely to apply (Mostyn, 2019). This suggests that the lack of initial interest stems from something deeper such as the culture of policing.

Beyond lack of initial interest, evidence suggests that women and racial minority cadets are less likely to successfully complete police training if they apply and are accepted (Harrington, 2000). To become a law enforcement officer, cadets must successfully complete academy training, and research has shown that female and minority recruits leave training academies at higher rates than White male cadets (Starheim, 2019). As the police academy is often a recruit's first socialization into police culture, female cadets may be alienated by cultural aspects such as masculine portrayals of policing and militaristic training approaches (Prokos & Padavic, 2002).

While proponents of change assert that eliminating structural and cultural barriers to policing careers would result in the increased hiring of female cadets and increased retention of female cadets and officers (Starheim, 2019), critics assert that cadets who do not successfully complete academy training may not be well-suited for police work (Orr et al., 2019). Despite these claims, there is little consensus about what personality or

personal factors might relate to either suitability for policing work or likelihood of completing academy training. More importantly, little research has isolated the personal perceptions and personality components that differ between male and female cadets that might account for higher rates of attrition among female cadets.

This study seeks to add additional insight into this issue by testing for differences between male and female cadets. Data collected from two waves of surveys administered to cadets in the Los Angeles Sheriff's Department and the Austin Police Department are analyzed to isolate key differences which might help researchers better understand the differences in academy experiences that result in higher rates of attrition for female cadets.

Literature Review

In recent decades, policing in America has experienced a decrease in recruitment rates despite there being an increased number of positions available as the baby boomer generation of police officers begin to retire (Wilson et al., 2010). In 2016, the U.S. Department Bureau of Justice Statistics reported a 10.3% decrease in police officer staffing since 1997 (Hyland, 2018). A study performed by the Police Executive Research Forum in 2019 was consistent with these findings as the Seattle Police Department reported a decrease in applicants by almost 50% and the Jefferson County Colorado Sherriff's office reported a decrease in applicants by 70% (Mostyn, 2019). Additionally, the Los Angeles County Sherriff's Department which will be examined in this study recently announced that they had 1,000 open positions for police officers to fill.

The recruitment crisis that police departments around the country are facing has been attributed to several factors, one factor being difficulty in hiring non-white and

female candidates. Police departments that are experiencing shortages need to assess how appealing their recruitment process is to minorities and women in order to attract a larger pool of candidates (Mostyn, 2019). Beyond recruiting, police departments also need to consider the impact of attrition during training.

Individuals who are hired by an agency must successfully complete academy training. The traditional training practices used by most police academies focus on the physical law-enforcement duties rather than emphasizing community policing. Traditional training includes education on shooting, defense tactics, mechanisms of arrest, and other physical activities but neglect education on communication, diversity, problem solving, and community relations (Chappell, 2008). Few studies have reviewed the amount of coverage that academy trainings spend on areas such as problem solving and community policing. However, Bradford and Pynes (1999) found that more than 90% of academy time is spent on task-oriented training. Due to emphasis on the physicalities of the job, critics have asserted that this is, in part, a conscious practice that serves to limit the rate at which women successfully enter the field of law enforcement (Acker, 1992).

Currently, women make up just over 50% of the United States' population (International Monetary Fund, 2020), yet represent only 13% of all law enforcement officers in the country (Federal Bureau of Investigation, 2019). Two of the most widely researched barriers to the recruitment of women in policing have been conceptual challenges such as the toxic masculinity that is deeply embedded within police culture, and procedural challenges such as the physical fitness requirements (Harrington, 2000). Since its inception, policing has been viewed as a man's job, and for several decades

women were largely excluded from working as police officers.

As previously mentioned, institutions such as municipal policing have historically been dominated by men, and as a result, the culture surrounding academy training both intentionally and unintentionally excludes women while devaluing non-masculine approaches to policing (Aiello, 2018). The hegemonic masculinity that is intertwined within police work in the United States equates men and masculinity with the perceived notions of what police work involves: weapons, crimefighting, and combat. At the same time, it equates women and femininity with administrative work and social services. This contributes to the belief held by some male officers that women cannot make good police officers. In reality, the majority of police work involves more paperwork than violent crimefighting, yet academy training is notorious for teaching its recruits that masculinity is an essential component in order to do the job well, inferring that women do not belong. This is believed to directly contribute to the low representation of women in policing (Prokos & Padavic, 2002), aligning with a finding by Cordner and Cordner (2011) that over the past 50 years the number of policewomen has plateaued.

Although women are now eligible to become police officers, research by Cordner and Cordner (2011) demonstrate that females may become discouraged either in pursuit of or during a policing career due to long-held beliefs that women are too sensitive and fragile to work in policing. Male co-workers and supervisors may reinforce these beliefs, specifically through comments disguised as an innocent way of making the female officers feel included or like one of the guys. These subtle but sexist comments are often part of female cadets and officers' experiences (Cordner & Cordner, 2011). With such a strong emphasis on masculinity and violent crimefighting, police culture excludes women

from feeling accepted, and may reduce women's willingness to work in policing environments.

In addition to cultural barriers, female recruits are disproportionately impacted by the physical fitness requirements for becoming a law enforcement officer. Scheer et al. (2018) performed a study on 768 college students majoring in criminal justice to analyze whether students were intimidated by the physical ability tests required by police academies. Results indicated that 42% of female participants (compared to only 11% of male participants) reported feeling intimidated by the physical ability tests. The apprehension is well-founded; female cadets typically experience higher rates of failure than their male counterparts when completing the physical fitness requirements (Cordner & Cordner, 2011). Beyond potential bias against women, physical fitness tests may be unrelated to the actual duties necessary for the job (Starheim, 2019).

Eliminating the barriers to female recruitment in policing is important, but it will not be sufficient if attrition of female cadets during training is not improved. Alecu and Fekjaer (2020) found that females both drop out of the police academy and quit the police force at higher rates than males. Factors that may be disproportionately impacting female cadets contributing to higher rates of attrition include work-life responsibilities, feeling uncertainty about belonging, comfort, commitment, and effort. According to Smith et al. (2012), belonging uncertainty occurs when an individual feels that they do not fit in within a given field, causing the individual to become discouraged. It was further suggested that women are more likely to attribute any poor performance in a male dominated field to a lack of underlying ability (Smith et al., 2012).

Similarly, employees perform their job better when they perceive their

organization to be diverse and see high rates of representation of people who are similar to them. This relates to a sense of acceptance that occurs when individuals are treated with respect and as an insider (Oberfield, 2016). Due to the lack of female representation in the police force, and because male recruits are taught by the academy that women in positions of power and authority do not deserve the same respect as men in those positions (Prokos & Padavic, 2002), female recruits do not experience a positive sense of belonging and may lack social support. This may serve as an explanation as to why some research has found that the commitment levels of policewomen are lower than the commitment of males (Anderson, 2017).

Furthermore, academy training can be especially stressful for recruits as it is their first professional socialization into the law enforcement occupational culture (Patterson, 2016). During this time, having social support is important as it can reduce cadets' stress levels improving their overall health (Ozbay et al., 2007). However, due to individuals' demographics such as age, gender, or social class, some cadets lack this social support from their family, friends, supervisors, and/or co-workers (Haines et al., 1991).

Proko and Padavic (2002) found that male recruits and instructors tended to treat their female recruits as outsiders by eliminating them from classroom examples, excluding them from bonding experiences, and using gendered language such as male pronouns when generally referring to law enforcement officials. This also has a negative impact on the female recruits' sense of belonging as they lack the social support from their male counterparts, causing them to feel as though they do not belong (Oberfield, 2016). Each of these factors may be exacerbated by police department policies regarding issues such as maternity leave for working mothers, handling accusations of sexual

harassment, and promotional potential for female officers (Starheim, 2019).

Current Study

Understanding the factors that contribute to attrition in female cadets is essential to understanding the impact of training on diversity in policing overall. The present study investigates whether there are measurable differences in police academy recruits' personalities and perceptions that might explain higher attrition among female cadets. Several personality constructs that predict success in a multitude of professional activities will be analyzed for differences between female and male recruits. It is hypothesized that overall male cadets will score higher in these personality traits than female cadets. If this hypothesis is verified, results will provide initial evidence to support studying the relationship between personality components and attrition, and may be used to inform training academies about common differences between men and women that should be considered when designing academy curriculum.

Method

The data for this study are secondary data which came from a survey instrument administered to two separate groups of cadets. The first administration, which was conducted by the Austin Police Department in conjunction with Dr. Anne Li Kringen, was given to cadets at the Austin Police Academy in June of 2019. This administration resulted in 68 respondents. The second administration, which was conducted by Justice and Security Strategies in conjunction with Dr. Anne Li Kringen, was given to cadets at the Los Angeles Sheriff's Academy in September of 2019. The second administration rendered an additional 161 respondents, yielding a final sample of 229 for both administrations.

Participants

The sample initially included all 229 respondents, with 29.7% ($N = 68$) from the Austin Police Department and 70.3% respondents ($n = 161$) from the Los Angeles Sheriff's Department. Of the respondents, 97.8% ($n = 224$) reported their gender. Given the nature of the analysis, the five respondents who did not report gender were dropped from the sample, resulting in a sample of 224 participants for analysis. Of the 224 respondents, 25.9% ($n = 58$) were women and 74.1% ($n = 166$) were men. A total of 213 participants reported their race with 8.5% ($n = 18$) identifying as African American, 2.3% ($n = 5$) identifying as Asian, 51.2% ($n = 109$) identifying as Latino, 36.6% ($n = 78$) identifying as White, and 1.4% ($n = 3$) identifying as other.

Of the 224 participants, 221 participants reported their highest level of education with 19.9% ($n = 44$) having graduated high school, 35.3% ($n = 78$) having some college level education, 42.1% ($n = 93$) having a bachelor's degree, 1.4% ($n = 3$) having a master's degree, and 1.4% ($n = 3$) having a juris doctor degree. All 224 respondents identified whether they had prior law enforcement experience with 84.8% ($n = 190$) reporting no prior experience, and 15.2% ($n = 34$) reporting that they did have prior law enforcement experience. Similarly for military experience, out of all 224 respondents, 83% ($n = 186$) reported having no prior military experience while 17% ($n = 38$) reported they did have prior military experience.

All respondents (224) responded yes or no to having family members in law enforcement with 64.3% ($n = 144$) reporting no and 35.7% ($n = 80$) reporting yes. However, only 222 respondents reported whether they had family members within the agency, with 84.7% ($n = 188$) reporting no and 15.3% ($n = 34$) reporting yes. In addition

to family, respondents were also asked to identify whether they had friends who were in law enforcement. Out of all 224 respondents, 27.7% ($n = 62$) reported no and 72.3% ($n = 162$) reported yes. Finally, all 224 respondents also reported whether they had friends within the agency with 54.5% ($n = 122$) reporting no and 45.5% ($n = 102$) reporting yes.

Measures

In the survey, the cadets were asked to what extent they agreed with the statements provided on a Likert scale ranging from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*). Each statement corresponded with a concept that has either been related to academy success or success in other fields and was used to measure how high or low a cadet scored on that specific personality construct. At the end of the survey, cadets were asked to answer a series of demographic questions. The cadet responses from both law enforcement academies were compiled into a single sample for analysis. A copy of the full instrument can be found in Appendix. The measures included in this study are:

1. Grit (Duckworth & Quinn, 2009)
2. Coping with feedback (Shannahan et al., 2013)
3. Belonging, motivation, and effort (Zumbrunn et al. 2014)
4. Genuineness, communication, comfort, and development (Gregory & Levy, 2010)
5. Work-family conflict and family-work conflict (Netemeyer et al., 1996)
6. Familial and friend support (Cullen et al., 1985)
7. Affective, continuance, and normative commitment (Meyer & Allen, 2004)
8. Collegial relationships (Haines et al., 1991)
9. General self-efficacy (Chen et al., 2004)

According to Duckworth and Quinn (2009), Grit refers to a personality trait that

encompasses both perseverance and the desire to achieve long-term goals. If an individual has Grit, then they are able to maintain effort and interest in tasks that can take long periods of time to complete. Grit has also been used to predict the achievement of an individual, specifically beyond talent alone (Duckworth & Quinn, 2009). However, it is important to note that Grit and one's desire to achieve are different as Grit specifically refers to an individual's ability to carry out their goals regardless of whether positive feedback follows. Duckworth and Quinn (2009) found that cadets with high Grit at a U.S. Military Academy were less likely to drop out than their peers with less Grit. Grit may relate to the performance of recruits in the police academy as they have to endure several months of rigorous physical and educational training in order to become a sworn officer. It is expected that cadets with more Grit will be more likely to complete the academy, with male cadets exhibiting more characteristics of Grit than female cadets. The following questions form the Grit scale:

- (1) I often set a goal but later choose to pursue a different one. (Reverse Scored)
- (2) I have difficulty maintaining my focus on projects that take more than a few months to complete. (Reverse Scored)
- (3) New ideas and projects sometimes distract me from previous ones. (Reverse Scored)
- (4) Setbacks don't discourage me.
- (5) I finish whatever I begin.
- (6) I am a hard worker.

Patterson (2016) differentiated between three strategies for coping; problem-focused coping, emotion-focused coping, and seeking social support coping. Problem-

focused coping was defined as the problem-solving behaviors that an individual uses to reduce or change stressful events. Emotion-focused coping referred to the thoughts an individual uses during stressful events to regulate their emotional response. Seeking social support coping was described as an individual's effort in finding information and support from friends, family, and peers. Academy training is a stressful time for new police recruits, and the coping strategies that cadets use can impact their performance and how successful they are. As their time goes on in the academy, police cadets have been found to decrease their use of coping strategies (Patterson, 2016). This could be due to their socialization into police culture, as they are surrounded by veteran officers who have become immune to showing emotion. It is hypothesized that male cadets will cope better with feedback than female cadets. The following questions form the coping scale:

- (1) After my instructors give me advice, I work really hard on what they told me to do.
- (2) I always listen closely when my instructors are giving me instructions.
- (3) I don't take it personally or get frustrated when my instructors correct me when I make a mistake.
- (4) I get really angry when someone criticizes or yells at me. (Reverse Scored)

In a school setting, feelings of belonging have been defined by Zumbrunn et al. (2014) as a student who feels accepted and supported by their peers and faculty. This is especially important for college students as they are generally in a new place surrounded by strangers and therefore have the need to develop and maintain new relationships. In the study performed by Zumbrunn et al. (2014), belonging was used to predict motivation and academic self-efficacy in students. Students who experienced feelings of belonging

were found to be more likely to experience academic achievement as they felt more comfortable and were more likely to engage in academic activities. The findings from Zumbunn et al. (2014) can be transferable to police academy recruits as recruits are placed into a new environment with new people. Recruits who experience stronger feelings of belonging are likely to be more motivated to excel than those who feel they do not belong. It is hypothesized that male cadets will experience greater feelings of belonging than female cadets. The following questions form the belonging scale:

- (1) People at the academy accept me.
- (2) I am satisfied with my training experience.
- (3) I feel like I belong here at the academy.

Some research has shown that women may feel that they have to exert more effort than men in a variety of settings (Smith et al., 2012). This may be particularly true in male-dominated settings like policing. Effort is shown to be related to how confident women feel in a variety of settings including educational environments such as science, technology, engineering, and math (STEM). As women start to feel as though their success requires more effort than men, they begin to doubt their abilities and this can cause them to become less successful (Smith et al., 2012). If the feeling that women have to expend more effort than their male counterparts is prevalent in other male-dominated fields, it is possible that it impacts female cadets in the police academy. It is hypothesized that female cadets will report feeling like they have to put more effort into academy training than male cadets. The following questions form the effort scale:

- (1) Compared with other cadets I find the material and training in the academy more challenging. (Reverse Scored)

(2) Compared with other cadets, it takes me more energy to succeed at the academy.

(Reverse Scored)

(3) Compared with other cadets, I expend more effort in the academy. (Reverse Scored)

According to Gregory and Levy (2010), effective communication in a work environment refers to how well a supervisor is able to communicate with their employees and to what extent the employees view their supervisor as available to them. The genuineness of a relationship between a supervisor and subordinate impacts how effective the communication will be. Genuineness refers to how well the supervisor is able to convince the subordinate that they care, are interested in the subordinate's success, and how comfortable supervisors make their subordinate feel. Supervisors who are more genuine tend to also be more effective in communication with their employees. Both genuineness and communication have an impact on how comfortable employees are and how well their development is supported. Employees who are comfortable around their superiors are more likely to develop and improve their work performance (Gregory & Levy, 2010). Police academy recruits who feel their superiors are ingenuine and hard to communicate with will likely have a harder time being successful in the academy. If recruits feel as though they cannot build a rapport with their superiors, they may feel less committed, causing them to perform more poorly as their skills are underdeveloped. It is hypothesized that male cadets will be more likely than female cadets to view their supervisor as genuine. The following questions form the genuineness scale:

(1) My instructors and I have mutual respect for one another.

(2) I believe that my instructors truly care about me.

(3) I believe my instructors feel a sense of commitment to me.

It is hypothesized that male cadets will be more likely than female cadets to feel that their supervisor adequately communicates with them. The following questions form the communication scale:

- (1) My instructors are easy to talk to.
- (2) My instructors are effective at communicating with me.
- (3) My instructors are good listeners.

It is hypothesized that male cadets will feel more comfort with their supervisors than female cadets. The following questions form the comfort scale:

- (1) I am content to discuss my concerns or troubles with my instructors.
- (2) I feel safe being open and honest with my instructors.
- (3) I feel at ease talking with my instructors about my performance.

Beyond genuineness, communication, and comfort Gregory and Levy (2010) found that the belief that authority figures facilitate an individual's development was a substantial predictor of work performance. Police cadets who feel their supervisors are committed to their progress throughout the academy will be more likely to successfully complete the academy. As with communication and genuineness, it is likely that this belief also impacts the way cadets feel about academy instructors. It is hypothesized that male cadets will be more likely than female cadets to feel their supervisors are dedicated to their individual development. The following questions form the development scale:

- (1) My instructors engage in activities that help me unlock my potential.
- (2) My instructors enable me to develop as an employee of our organization.

- (3) My instructors help me to identify and build upon my strengths.

Netemeyer et al. (1996) established that work-family conflict (WFC) and family-work conflict (FWC) fall under what is known as inter-role conflict. Inter-role conflict occurs when an individual's membership in one group conflicts with their roles in another group. Although similar, the definition of these phrases have an inverse relationship. WFC refers to how strain created by an individual's job interferes with their ability to fulfill familial responsibilities, while FWC refers to how an individual's family demands strain the individual's performance at work. WFC and FWC is suggested by Netemeyer et al. (1996) to be positively associated with job burnout, job tension, and an individual's intention to leave an organization. WCF and FWC have also been found to be positively correlated with depression and other physical health issues (Netemeyer et al., 1996). Given that the police academy experience is all-consuming and a high stress time for many recruits, it is likely that WFC and FWC could cause some recruits to be less successful than others. It is hypothesized that female cadets will report experiencing higher levels of work-family conflict and family-work conflict than male cadets. The following questions form the WFC scale:

- (1) My training produces strain that makes it difficult to fulfill family duties.
(Reverse Scored)
- (2) The amount of time the academy takes up makes it difficult to fulfill family responsibilities. (Reverse Scored)
- (3) Things I want to do at home do not get done because of the demands the academy puts on me. (Reverse Scored)

The following questions form the FWC scale:

(1) Sometimes it is hard to focus on training because of the problems at home.

(Reverse Scored)

(2) The demands of my family or spouse/partner interfere with training. (Reverse Scored)

(3) I had to put off doing things to prepare for the training because of demands on my time at home. (Reverse Scored)

Cullen et al. (1985) operationalized familial support as whether an individual feels they can talk to family members about their work and feel understood. This is essential to an individual's work performance as Cullen et al. (1985) found that familial support can reduce an individual's stress from work. In this same study by Cullen et al. (1985), it was also found that peer support is not as rewarding as familial support and can increase an individual's work stress, specifically with police officers who are peers. Once an individual becomes a police officer it becomes increasingly common for them to only associate themselves with other police officers outside of work. This can have negative impacts as the officers may reinforce or add onto each other's stress levels through their exchange of work incidents and traumatic encounters from policing. During the police academy, recruits are constantly surrounded by sworn officers and other recruits while being away from family, potentially causing their stress levels to increase, negatively impacting their performance as a result. It is hypothesized that female cadets will report less support from both their friends and family than male cadets. The following questions form the familial support scale:

(1) No one in my family can really understand how tough training can be. (Reverse Scored)

(2) I have people in my family that I can talk to about the problems I have at the academy.

(3) My spouse/partner can't really help me much when the academy gets me tense

The following questions form the friend support scale:

(1) None of my friends outside the academy can really understand how tough training can be. (Reverse Scored)

(2) My friends outside the academy can't really help me much when training gets me tense. (Reverse Scored)

(3) I have friends outside of the academy that I can talk to about the problems I have at the academy.

Meyer and Allen (2004) analyzed three types of commitment: affective, continuance, and normative. Work environments strive to promote employee commitment because committed employees have intentions of staying with the organization for a long period of time. Organizations with higher levels of commitment from their employees experience less turnover and tend to be more successful as committed employees are also more likely to work harder than those who are not committed. Employee commitment can be categorized into three groups: affective commitment, which includes employees who stay because they want to; normative commitment, which includes employees who stay because they feel they have to; and continuance commitment, which includes employees who have no other option but to stay.

It is important to differentiate between the three types of commitment because those who desire to stay at an organization have been found to outperform those who feel

obligated to stay and those who only stay because they cannot leave. Employees who stay because they have to, because otherwise they would lose something of value, tend to perform the worst as they only do the minimum that is required to keep their job (Meyer & Allen, 2004). This relates to police academy performance because those who feel welcomed and comfortable will more likely be committed, while others who may not feel as welcomed will remain out of obligation or because they have no other choice. It is hypothesized that male cadets will report greater feelings of commitment to policing than female cadets across all three types. The following questions form the affective commitment scale:

- (1) My police department has a great deal of personal meaning for me.
- (2) I would be very happy spending the rest of my career with this police department.
- (3) I do not feel “emotionally attached” to my police department. (Reverse Scored)

The following questions form the continuance commitment scale:

- (1) It would be very hard for me to leave my police department right now, even if I wanted to. (Reverse Scored)
- (2) I feel that I have too few options to consider leaving my police department.
(Reverse Scored)
- (3) Too much of my life would be disrupted if I decided I wanted to leave my police department now. (Reverse Scored)

The following questions form the normative commitment scale:

- (1) I would feel guilty if I left my police department now.
- (2) My police department deserves my loyalty.

- (3) I would not leave my police department right now because I have a sense of obligation to the people in it.

Unlike Cullen et al. (1985), who examined peer relationships in general, Haines et al. (1991) investigated collegial relationships and found that social supports can reduce an individual's stress induced by the work environment when those social supports are supervisors or co-workers. The study also found that of the various social groups examined (age, education, income, and gender), gender was the only significant factor impacting an individual's ability to access support at work. The gender composition of police academies and policing in general tends to favor males, leaving females with less collegial support than males. This may result in higher levels of stress for females, and will consequently also result in poorer levels of performance in the academy when compared to males. It is hypothesized that male cadets will report experiencing greater collegial support than female cadets. The following questions form the collegial scale:

- (1) I know I can get help from other cadets when I need it.
- (2) The other cadets are helpful to me in getting my training done.
- (3) Other cadets respect my work and abilities.

General self-efficacy (GSE) has been defined by Chen et al. (2004) as a motivational trait that refers to whether an individual believes in themselves, specifically in their ability and competence to perform in a variety of situations. GSE is thought to develop over the course of an individual's lifetime based on their success and failure with different tasks. The more success an individual accumulates in a variety of situations, the higher their GSE will be. Subsequently, GSE has been strongly correlated to other self-evaluation constructs such as self-esteem, neuroticism, and the need for achievement.

Individuals with high GSE who are more confident in their abilities are shielded from external influences that would otherwise be discouraging for the individual (Chen et al., 2004). It is essential that recruits in the police academy be confident in their capabilities to perform the various tasks demanded of them, as the tasks can be both physically and mentally taxing. It is reasonable to assume that recruits with high GSE are more likely to perform well as GSE provides them with a shield from the negative feedback they are likely to experience. It is hypothesized that male cadets will report experiencing greater feelings of GSE than female cadets. The following questions form the GSE scale:

- (1) I can always manage to solve difficult problems if I try hard enough.
- (2) I am confident that I could deal efficiently with unexpected events.
- (3) If I am in trouble, I can usually think of a solution.
- (4) I can usually handle whatever comes my way.

Data Analysis Strategy

Descriptive statistics were calculated for the entire sample for each concept assessed in the surveys. To assess reliability, Cronbach's alpha was calculated for each set of statements with a cutoff of 0.6. Although a minimum level of 0.7 for Cronbach's alpha is often preferred to establish reliability, due to the exploratory nature of this study a lower standard of 0.6 was used. This lower standard has been utilized as the standard for reliability in exploratory research when the goal is to provide a basic understanding of concepts that should be further studied rather than attempting to generate conclusive results (Hair et al., 2006).

Reliable responses were converted to mean scales for analysis, and reverse-coded items were converted to align with the other measures for scaling. Given the individual

items were collected using a Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). The scaled measures were also on Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). For these scales, a measure of four indicated that an individual was neither in agreement nor disagreement. Scores lower than 4 indicated disagreement, while scores above 4 indicated that an individual agreed.

Differences between the male cadets and female cadets for the scaled measures were analyzed using independent samples t-tests. An alpha level of 0.05 was used as the threshold for establishing statistical significance, but exploratory results were also evaluated using an alpha level of 0.10. While alpha levels lower than 0.05 are generally preferred, a less conservative alpha level such as 0.10 can be employed in exploratory research (Schumm et al., 2013). The rationale behind this decision relates to concerns that an alpha level of 0.05 can be too strict and increase the likelihood of a type II error (failing to find a difference in a sample when one exists in the population) in exploratory studies (Schumm et al., 2013). Given that exploratory studies serve as the basis for subsequent confirmatory studies, the increased likelihood of a Type I error (finding a difference in a sample that does not exist in the population) is mitigated through replication; however it is important to note that all findings at $p < 0.10$ should be viewed as exploratory (Schumm et al., 2013). All statistics were calculated using SPSS 27.

Results

The following tables summarize the reliability of the measures used (see Table 1) and provide descriptive statistics for each construct (see Table 2). The mean responses calculated for each construct's scale were based on a Likert scale ranging from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*).

Table 1*Construct Reliability*

Construct	Cronbach's Alpha
Grit-P	0.53
Grit-C	0.54
Coping with feedback	0.41
Belonging	0.62
Effort	0.70
Genuineness	0.75
Communication	0.73
Comfort	0.85
Development	0.63
General self-efficacy	0.73
Collegial	0.70
Affective commitment	0.41
Normative commitment	0.60
Continuance commitment	0.62
Family support	0.62
Friend support	0.68
Work-family conflict	0.87
Family-work conflict	0.66

Table 2*Descriptive Statistics for Constructs*

Construct	<i>M</i>	<i>SD</i>
Belonging	6.25	0.70
Effort	2.98	1.44
Genuineness	5.92	1.06
Communication	5.64	1.67
Comfort	4.89	1.61
Development	5.86	1.02
General self-efficacy	6.16	0.70
Collegial	5.95	1.10
Continuance commitment	0.43	1.43
Family support	2.92	1.54
Friend Support	3.25	1.47
Work-family conflict	3.86	1.55
Family-work conflict	2.85	1.32

Grit (Duckworth & Quinn, 2009)

The Grit scale had two dimensions, perseverance (Grit-P) and completion (Grit-C). Both were testing for reliability across the three questions that were asked for each dimension. Grit-P was found to be unreliable (Cronbach's alpha = .53), and Grit-C was also found to be unreliable (Cronbach's alpha = .54). The reliability of neither dimension could be improved by dropping questions, therefore this measure was deemed unreliable and removed from the analysis.

Coping with Feedback (Shannahan et al., 2013)

The coping scale was initially found to be unreliable (Cronbach's alpha = .41), and analysis demonstrated that the reliability of the measure could not be sufficiently improved through dropping items to yield sufficient reliability for analysis. Therefore coping was removed from the analysis.

Belonging and Effort (Zumbrunn et al. 2014)

Belonging exhibited adequate reliability for analysis (Cronbach's alpha = .62) across all four questions. A scale was created from these to measure belonging by calculating the mean of all three responses. The mean response for the belonging scale was 6.25 (SD = .70) suggesting that, on average, respondents felt that they belonged within the academy.

Using all three questions, effort did not exhibit sufficient reliability (Cronbach's alpha = .38); however, analysis suggested that one question was substantially reducing the reliability of the set: "Compared with other cadets, I expend more effort in the academy." By removing this question, the reliability of the remaining question was sufficient (Cronbach's alpha = .69) to create an effort scale using the mean of both

retained items. The mean for the effort scale was 2.98 (SD = 1.44) suggesting that, on average, respondents did not feel like they had to make more effort than other cadets.

Genuineness, Communication, Comfort and Development (Gregory & Levy, 2010)

Genuineness was reliable across all three questions (Cronbach's alpha = .75). A scale was created using the mean of all three questions that resulted in an average of 5.92 (SD = 1.06). This suggests that, on average, respondents found instructors to be genuine.

Communication was reliable across all three questions (Cronbach's alpha = .73), and a scale was created using the mean of all three questions. The average for the communication scale was 5.64 (SD = 1.67) indicating that, on average respondents found the instructors to be good communicators.

Comfort was reliable across all three questions (Cronbach's alpha = .85), and a scale was created using the mean of all three questions. The comfort scale resulted in a mean an average of 4.89 (SD = 1.61), suggesting that, on average, respondents felt comfortable around their fellow cadets and superiors.

Development was reliable across all three questions (Cronbach's alpha = .63), and a scale was created by calculating the mean of all three questions. The average for the development scale was 5.86 (SD = 1.02), indicating that, on average, cadets felt their professional development was promoted by their superiors.

General Self-Efficacy (Chen et al., 2004)

General self-efficacy was reliable across all four questions (Cronbach's Alpha = .73), and a scale was created by calculating the mean of all four responses. The general self-efficacy scale reported a mean of 6.16 (SD = .70) suggesting that, on average, academy recruits felt confident in their ability to perform in a variety of different

situations and successfully complete the academy.

Collegial (Haines et al., 1991)

Using all three questions, collegiality was found to be unreliable (Cronbach's alpha = .57) However, analysis suggested that one question, "Other cadets respect my work and abilities," was notably reducing the reliability of the entire set and therefore was removed. The two remaining questions were found to be reliable (Cronbach's alpha = .70) and were used to create a scale. The collegial scale produced a mean of 5.95 (SD = 1.10), suggesting that, on average, respondents agreed that collegial support reduced stress caused from the work environment.

Affective, Continuance, and Normative Commitment (Meyer & Allen, 2004)

The commitment scale had three dimensions: affective commitment, continuance commitment, and normative commitment. Affective commitment was removed from the analysis as it was unreliable (Cronbach's alpha = .41) and could not be sufficiently improved through dropping any of the questions. Normative commitment was also dropped from the analysis as it was unreliable (Cronbach's alpha = .60) and could not be improved. Continuance commitment was found to be reliable across all four questions (Cronbach's alpha = .618) and a scale was created. The mean response for the continuance scale was .43 (SD = 1.43), signifying that, on average, academy recruits had career options other than policing and did not have to stay in policing if they did not want to.

Familial and Friend Support (Cullen et al., 1985)

Using all four questions, family support was initially unreliable (Cronbach's alpha = .58). However, after removing two of the questions that were analyzed to be reducing

the reliability of the set, “I have people in my family that I can talk to about the problems I have at the academy” and “My spouse/partner can’t really help me much when the academy gets me tense,” the two remaining questions were found to be reliable (Cronbach’s alpha = .62). The scale created using the remaining two questions had an average of 2.92 (SD = 1.54), suggesting that, on average, respondents did not feel they could talk to family about their stress nor feel understood.

Friend support was initially found unreliable for all four questions (Cronbach’s alpha = .52). After determining that one question, “I have friends outside the academy that I can talk to about the problems I have at the academy,” was reducing the reliability for all four questions, it was removed. A scale was created for friend support using the remaining three questions that produced a mean of 3.25 (SD = 1.47). This suggests that, on average, respondents did not feel they could talk to friends about their stress nor feel understood.

Work-Family Conflict and Family-Work Conflict (Netemeyer et al., 1996)

Work-family conflict was reliable across all four questions (Cronbach’s alpha = .87). Using the mean of all four questions, a scale was created. The mean for the work-family conflict scale was 3.86 (SD = 1.55), suggesting that, on average, police cadets did not find their role at work to interfere with their familial responsibilities.

Family-work conflict was found to be reliable across all three questions (Cronbach’s alpha = .66), and a scale was created based on the means of all three questions. The average for the family-work conflict scale was 2.85 (SD = 1.32), indicating that, on average, police cadets did not find their familial roles to interfere with their work responsibilities.

Table 3*Differences in Constructs Between Men and Women*

Construct	<i>N</i>	<i>t</i>	<i>df</i>	<i>p</i>
Belonging	224	-1.344	222	0.180
Effort	224	2.651**	222	0.009
Genuineness	224	-0.699	222	0.485
Communication	224	-1.120	222	0.264
Comfort	224	-0.642	222	0.521
Development	224	-1.823 [†]	222	0.070
General Self-Efficacy	224	-1.466	222	0.144
Collegial	224	1.345	222	0.180
Continuance	224	0.080	222	0.936
Family Support	224	-1.832 [†]	222	0.068
Friend Support	224	-1.027	222	0.306
Work-Family Conflict	224	1.236	222	0.218
Family-Work Conflict	224	0.269	222	0.788

[†]Exploratory finding ($p < 0.10$), **Significant finding ($p < 0.05$)

Hypothesis Test Results

Statistically significant results were found for effort, supporting the alternative hypothesis, with female recruits believing they had to exert more effort than male recruits, $t(222) = 2.651, p = 0.009$. Female recruits were less likely than male recruits to report that their superior effectively supported their development, $t(222) = -1.823, p = .070$, and female recruits felt less support from their family than male recruits did, $t(222) = -1.832, p = .068$. Findings for development and familial support were significant at an exploratory level, supporting the alternative hypothesis and suggesting that they should be further researched.

No significant differences were found between female and male recruits' feelings of belonging, $t(222) = -1.344, p = .180$. The communication scale resulted in no significant differences between male and female recruits, $t(222) = -1.120, p = .264$. There was no significant difference between female and male recruits reported feelings of

comfort, $t(222) = -.642, p = .521$. Female and male recruits did not significantly differ along the genuineness scale, $t(222) = -.699, p = .485$. No significant differences were found between female and male recruits' feelings toward work-family conflict, $t(222) = 1.236, p = .218$, nor was there a significant difference between female and male recruits' feelings toward family-work conflict, $t(222) = .269, p = .788$. The scale measuring support from friends resulted in no significant differences between female and male recruits, $t(222) = -1.027, p = .306$. There was no significant difference between female and male recruits along the continuance commitment scale, $t(222) = .080, p = .936$. No significant difference between female and male recruits was found for the collegial scale $t(222) = 1.345, p = .180$. The GSE scale resulted in no significant differences between female and male recruits, $t(222) = -1.466, p = .144$. Findings failed to support the hypotheses pertaining to each of the constructs discussed in the above paragraph.

Discussion

Despite increases in female representation in the police force over the last few decades, females still only account for about 13% of all law enforcement officers in the country (FBI, 2019). Several studies have attributed this lack of representation to physical fitness tests that are unrelated to the duties of the job and also the anti-feminine, pro-masculine culture that surrounds policing (Harrington, 2000). However, few studies have determined whether there are inherent personality differences between the types of men and women who join the police academy.

According to Smith et al. (2012) and Oberfield (2016), measures of personality related to confidence such as an individual's sense of fitting in and how accepted they feel by others can impact how well they perform on tasks and how successful they will

be. It is possible that other personality constructs such as commitment, general self-efficacy, and a person's ability to manage their work and home life also impact their performance, with some of these personality traits manifesting more so in women than in men and vice versa. As many police academies neglect training areas related to personality such as problem-solving and communication (Chappell, 2008), training practices could be indirectly eliminating females based on personality differences.

Conclusion

It is important to note that female cadets reported feeling like they had to work harder and exert more effort than their male counterparts. This difference should be explored as a potential reason that female cadets leave academy training at higher rates than male cadets. Additionally, the results showed that when compared to male cadets, female cadets were more likely to report that they received less developmental support from instructors as well as less social support from their family. While not statistically significant, both of these findings may be characterized as exploratory evidence. Thus, the levels of support that female cadets feel they receive compared to male cadets should be further researched.

Despite these findings, the overall results did not support the general hypothesis that personality differences exist between female and male police academy cadets. This implies that different rates of academy completion for women cannot likely be explained by personality differences. Women are more likely turned away due to biased training academy requirements and the existence of a culture in which women are not generally accepted as demonstrated by previous research (Prokos & Pavic, 2002).

It was hypothesized that these barriers to policing would be exacerbated by

personality characteristics that varied between male and female cadets. Each of the constructs used to assess cadets' personalities were previously related to success either in the academy or in other fields. Although results found few significant differences between male and female recruits, this study serves as a foundation for determining what factors are and are not contributing to the significant gender disparities in policing. If academy success is not directly related to most of the personality constructs measured within this study, it is likely that other factors within the police academy play the largest role in limiting female recruits.

Limitations and Directions for Future Research

There are several limitations to the study that could have impacted these results and should be noted. The first limitation is that only two samples of cadets from two agencies were investigated. Each exhibited a relatively small sample size from each, reducing the overall statistical power within the study. It is possible that differences in personality constructs would be more apparent among a larger group of participants. It is suggested for future studies that they not only utilize larger sample sizes for analysis but also more than two agencies. Future studies should also consider gender and its role in different cultural settings, which may have an impact on participants' responses and willingness to participate.

A second limitation to the study is that the analysis was only capable of demonstrating whether male and female recruits varied along the measured personality constructs. While it was theorized that these characteristics may potentially impact academy success, the design of the study could not test that hypothesis. As such, the relationship between these factors and law enforcement attrition after cadets graduated

the academy were not examined. Future studies should attempt to relate any measured differences between male and female recruits to actual attrition.

A final limitation to this study is the narrowness of the personality constructs that were examined. Personalities are complex and can be defined and measured in a multitude of ways such as the Big Five personality traits: agreeableness, openness, conscientiousness, extraversion, and neuroticism. Future research should investigate differences between other aspects of male and female cadets' personalities such as specific personality traits can be used to better inform the constructs measured in this study.

Finally, it is important to reiterate that this study was exploratory in design. Given the exploratory nature, methodological considerations such as using a threshold of 0.6 for Cronbach's alpha to establish reliability and using an alpha of 0.10 for exploratory tests of statistical significance were incorporated into the design. While this approach increased the likelihood of finding differences, it also increased the likelihood that any findings could be in error. As a result, these findings should be viewed in the exploratory context only, and the differences discovered should not be treated as confirmed.

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Appendix

Circle the number indicating the extent to which you agree or disagree with the following statements.

	Strongly Disagree					Strongly Agree	
	1	2	3	4	5	6	7
I often set a goal but later choose to pursue a different one. [GRIT1-C]	1	2	3	4	5	6	7
After my instructors give me advice, I work really hard on what they told me to do. [COPING1]	1	2	3	4	5	6	7
I maintain emotional control no matter how things are going for me. [ADVERSITY1]	1	2	3	4	5	6	7
To me, pressure situations are challenges that I welcome. [PRESSURE1]	1	2	3	4	5	6	7
I tend to do lots of planning about, how to reach my goals. [GOAL2]	1	2	3	4	5	6	7
Compared with other cadets, I expend more effort in the academy? [EFFORT1]	1	2	3	4	5	6	7
People at the academy accept me. [BELONGING3]	1	2	3	4	5	6	7
I care very much how well I do in at the academy. [MOTIVATION]	1	2	3	4	5	6	7
My instructors and I have mutual respect for one another. [GENUINE1]	1	2	3	4	5	6	7
My instructors are easy to talk to. [COMM2]	1	2	3	4	5	6	7
Things I want to do at home do not get done because of the demands the academy puts on me. [WFC2]	1	2	3	4	5	6	7
My spouse/partner can't really help me much when the academy gets me tense. [FAMILY3]	1	2	3	4	5	6	7
On a daily or weekly basis, I set very specific goals for myself that guide what I do. [GOAL1]	1	2	3	4	5	6	7
I do not feel "emotionally attached" to APD. [AFFECTIVE2]	1	2	3	4	5	6	7
It would be very hard for me to leave APD right now, even if I wanted to. [CONTINUE1]	1	2	3	4	5	6	7
I know I can get help from other cadets when I need it. [COLLEGIAL2]	1	2	3	4	5	6	7
I have friends outside the academy that I can talk to about the problems I have at the academy. [FRIEND1]	1	2	3	4	5	6	7
I am satisfied with my training experience. [BELONGING2]	1	2	3	4	5	6	7
The instructors don't respect people in the community. [DISS13]	1	2	3	4	5	6	7
I would not leave APD right now because I have a sense of obligation to the people in it. [NORM3]	1	2	3	4	5	6	7
Sometimes it is hard to focus on training because of problems at home. [FWC3]	1	2	3	4	5	6	7

My friends outside the academy can't really help me much when training gets me tense. [FRIEND3]	1	2	3	4	5	6	7
Instructors often put down or humiliate cadets for no good reason. [DISS10]	1	2	3	4	5	6	7
I can always manage to solve difficult problems if I try hard enough. [GSE1-1]	1	2	3	4	5	6	7
I have difficulty maintaining my focus on projects that take more than a few months to complete. [GRIT2-C]	1	2	3	4	5	6	7
I always listen closely when my instructors are giving me instructions. [COPING3]	1	2	3	4	5	6	7
I am confident that I could deal efficiently with unexpected events. [GSE2-1]	1	2	3	4	5	6	7
I am not learning anything that will help me be a good police officer. [DISS12]	1	2	3	4	5	6	7
I tend to perform better under pressure because I think more clearly. [PRESSURE3]	1	2	3	4	5	6	7
I am uncomfortable with things I am being asked to do at the training academy. [DISS8]	1	2	3	4	5	6	7
I set my own goals for each day. [GOAL3]	1	2	3	4	5	6	7
New ideas and projects sometimes distract me from previous ones. [GRIT3-C]	1	2	3	4	5	6	7
Compared with other cadets, it takes me more energy to succeed at the academy? [EFFORT3]	1	2	3	4	5	6	7
The demands of my family or spouse/partner interfere with training. [FWC1]	1	2	3	4	5	6	7
I am content to discuss my concerns or troubles with my instructors. [COMFORT2]	1	2	3	4	5	6	7
I have little in common with my classmates. [DISS3]	1	2	3	4	5	6	7
My instructors engage in activities that help me unlock my potential. [DEVELOP3]	1	2	3	4	5	6	7
Setbacks don't discourage me. [GRIT5-P]	1	2	3	4	5	6	7
I feel that I have too few options to consider leaving APD. [CONTINUE3]	1	2	3	4	5	6	7
I finish whatever I begin. [GRIT4-P]	1	2	3	4	5	6	7
I don't take it personally or get frustrated when my instructors correct me when I make a mistake. [COPING2]	1	2	3	4	5	6	7
The training academy does not prepare cadets for the challenges of modern policing. [DISS15]	1	2	3	4	5	6	7
Compared with other cadets, I find the material and training in the academy more challenging? [EFFORT2]	1	2	3	4	5	6	7

My training produces strain that makes it difficult to fulfill family duties. [WFC3]	1	2	3	4	5	6	7
I feel safe being open and honest with my instructors. [COMFORT3]	1	2	3	4	5	6	7
Too much of my life would be disrupted if I decided I wanted to leave APD now. [CONTINUE2]	1	2	3	4	5	6	7
No one in my family can really understand how tough training can be. [FAMILY2]	1	2	3	4	5	6	7
I am a hard worker. [GRIT6-P]	1	2	3	4	5	6	7
I would feel guilty if I left APD now. [NORM1]	1	2	3	4	5	6	7
When things are going badly, I tell myself to keep calm, and this works for me. [ADVERSITY2]	1	2	3	4	5	6	7
I hate physical training. [DISS2]	1	2	3	4	5	6	7
APD has a great deal of personal meaning for me. [AFFECTIVE3]	1	2	3	4	5	6	7
I enjoy learning about and doing paperwork. [DISS1]	1	2	3	4	5	6	7
My instructors are effective at communicating with me. [COMM3]	1	2	3	4	5	6	7
At the end of most days I am stressed out. [DISS7]	1	2	3	4	5	6	7
Some cadets are treated differently than others at the training academy. [DISS11]	1	2	3	4	5	6	7
The other cadets are helpful to me in getting my training done. [COLLEGIAL1]	1	2	3	4	5	6	7
What is being taught at the training academy is out of step with reforms being promoted by the department. [DISS16]	1	2	3	4	5	6	7
I would be very happy to spend the rest of my career with APD. [AFFECTIVE1]	1	2	3	4	5	6	7
At the end of most days I feel discouraged. [DISS4]	1	2	3	4	5	6	7
APD deserves my loyalty. [NORM2]	1	2	3	4	5	6	7
I am having doubts about my abilities. [DISS5]	1	2	3	4	5	6	7
None of my friends outside the academy can really understand how tough training can be. [FRIEND2]	1	2	3	4	5	6	7
My attitudes about policing are similar to my instructor's attitudes. [DISS9]	1	2	3	4	5	6	7
I feel at ease talking with my instructors about my performance. [COMFORT1]	1	2	3	4	5	6	7
The more pressure, the more I enjoy it. [PRESSURE2]	1	2	3	4	5	6	7
I feel like I belong here at the academy. [BELONGING1]	1	2	3	4	5	6	7
I have people in my family that I can talk to about the problems I have at the academy. [FAMILY1]	1	2	3	4	5	6	7
I get really angry when someone criticizes or yells at me. [COPING4-A]	1	2	3	4	5	6	7

Cadets are unnecessarily subjected to demeaning and abusive behavior. [DISS18]	1	2	3	4	5	6	7
My instructors enable me to develop as an employee of our organization. [DEVELOP2]	1	2	3	4	5	6	7
The amount of time the academy takes up makes it difficult to fulfill family responsibilities. [WFC1]	1	2	3	4	5	6	7
If I am in trouble, I can usually think of a solution. [GSE3-1]	1	2	3	4	5	6	7
I am questioning my decision to become a police officer. [DISS6]	1	2	3	4	5	6	7
I remain positive and enthusiastic, no matter how badly things are going. [ADVERSITY3]	1	2	3	4	5	6	7
I believe that my instructors truly care about me. [GENUINE2]	1	2	3	4	5	6	7
I have to put off doing things to prepare for training because of demands on my time at home. [FWC2]	1	2	3	4	5	6	7
I believe my instructors feel a sense of commitment to me. [GENUINE3]	1	2	3	4	5	6	7
The training academy is unnecessarily aggressive. [DISS17]	1	2	3	4	5	6	7
My instructors are good listeners. [COMM1]	1	2	3	4	5	6	7
My instructors help me to identify and build upon my strengths. [DEVELOP1]	1	2	3	4	5	6	7
What I am learning at the academy is not consistent with my values. [DISS14]	1	2	3	4	5	6	7
I can usually handle whatever comes my way. [GSE4-1]	1	2	3	4	5	6	7
When I encounter problems,							
I know what has to be done, so I double my efforts to make things work. [PROBLEM1]	1	2	3	4	5	6	7
I try to see thing from the other person's point of view. [PROBLEM2]	1	2	3	4	5	6	7
I come up with a couple of different solutions to the problem. [PROBLEM3]	1	2	3	4	5	6	7
I try to analyze the problem in order to understand it better. [PROBLEM4]	1	2	3	4	5	6	7
I go on as if nothing has happened. [DETATCH1]	1	2	3	4	5	6	7
I try to forget the whole thing. [DETATCH2]	1	2	3	4	5	6	7
I wait to see what will happen before I do anything. [DETATCH3]	1	2	3	4	5	6	7
I have fantasies or wishes about how things might turn out. [WISH1]	1	2	3	4	5	6	7
I daydream of imaging a better time or place than the one I'm in. [WISH2]	1	2	3	4	5	6	7
I hope a miracle will happen. [WISH3]	1	2	3	4	5	6	7

I talk to someone about how I am feeling. [SOCIAL1]	1	2	3	4	5	6	7
I talk to someone who can do something concrete about the problem. [SOCIAL2]	1	2	3	4	5	6	7
I accept sympathy and understanding from someone. [SOCIAL3]	1	2	3	4	5	6	7
I am inspired to do something creative. [POSITIVE1]	1	2	3	4	5	6	7
I look for the silver lining, so to speak; look on the bright side of things. [POSITIVE2]	1	2	3	4	5	6	7

Have you ever been in a situation where a member of this agency:	Never	Once or twice	Sometimes	Often	Most of the time
Habitually told suggestive stories or offensive jokes? [HARASS1]	1	2	3	4	5
Crude or offensive remarks, either publicly (e.g., in the office, meeting), or to you privately? [HARASS2]	1	2	3	4	5
Treated you differently because of your sex (e.g., mistreated, slighted, or ignored you)? [HARASS3]	1	2	3	4	5
Displayed, used, or distributed sexist or suggestive materials (e.g., pictures, stories, pornography) to you or in your presence? [HARASS4]	1	2	3	4	5
Frequently made sexist remarks to you? [HARASS5]	1	2	3	4	5
“Put you down” or was condescending toward you due to your sex? [HARASS6]	1	2	3	4	5
Made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., attempted to discuss or comment on your sex life)? [SEXUAL1]	1	2	3	4	5
Gave you unwanted sexual attention? [SEXUAL2]	1	2	3	4	5
Attempted to establish a romantic sexual relationship with you despite your efforts to discourage them? [SEXUAL3]	1	2	3	4	5
Has continued to ask you for dates, dinner, etc. even though you have said “no”? [SEXUAL4]	1	2	3	4	5
Made unwanted attempts to stroke or fondle you? [SEXUAL5]	1	2	3	4	5
Made you feel like you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior? [COERCE1]	1	2	3	4	5
Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of upcoming evaluation, review, etc.)? [COERCE2]	1	2	3	4	5
Implied better treatment if you were sexually cooperative? [COERCE3]	1	2	3	4	5

Made it necessary for you to respond positively to sexual or social invitations to be well treated? [COERCE4]	1	2	3	4	5
Made you afraid that you would be treated poorly if you didn't cooperate sexually? [COERCE5]	1	2	3	4	5
Treated you badly for refusing to have sex? [COERCE6]	1	2	3	4	5

Year of birth _____

Male Female

Race/ethnicity (mark all that apply)

White/Caucasian Latino/a African American Asian-Pacific Islander Other:

Highest level of education?

High school diploma/equivalent Some college Bachelor's degree
 Master's degree JD/Professional degree Doctorate degree

Marital status (mark all that apply):

Single, never married In a relationship, not married Married/civil union
 Separated Divorced Widowed

Prior law enforcement experience? Yes No Prior military experience? Yes No

Do you have family members in law enforcement? Yes No Are any in APD? Yes No

Do you have friends in law enforcement? Yes No Are any in APD? Yes No

In your previous work experience, have you ever been sexually harassed? Yes No