ABSTRACT

The study of psychological constructs in relation to police personnel is a relatively unexplored area of research especially in our country. Against this background, this study seeks to invoke two psychological concepts, viz., emotional intelligence (E.I) and job satisfaction (J.S) in order to investigate their applications on the police force. The key questions confronting this investigation are: What is the level of E.I in police personnel? What is the level of J.S in police personnel? What is relationship between E.I and J.S in police personnel? Does intervention help to improve levels of E.I in police personnel? What will be the impact of tailor made intervention program to improve levels of E.I in police personnel?

The major aims and objectives of this study revolve around three major concerns. They are: EI, JS and training in EI in target sample of police personnel in the country. Its generic aims are: to profile the nature, content, type, frequency, intensity and extensity of EI as well as JS separately for various cadres of police personnel and in relation to associated personal and socio-demographic variables before attempting to evaluate the impact of an half day orientation program covering aspects of EI for police personal in order to examine its concurrent effects on their reports of JS as an additional outcome variable. The subsidiary aims were to determine the reliability and validity of the instrument being used for measurement of EI and JS in the targeted population of police personnel.

Armed with a set of hypothesis and operational definitions of the key terms and variables, the investigator uses a one-shot cross sectional purposive sample survey design having an embedded ingredient of tool validation. For the latter part of this study involving training of police personnel on EI, a pretest-posttest intervention based quasi-experimental research design was used.

From the available population data of reportedly 1155 police personnel across 17 police stations in Mysore Urban District, Karnataka, India, as per official records at the time of this study, 687 respondents (59.48%) participated in the survey on EI and JS. The sample included 623 men and 64 women which was proportional and representative of the gender wise distribution in the larger population. Their age varied from 21-60 years, along with their cadre ranging from ‘Police Constable’ (N:
For the latter part of this study on delivering the half day ‘Orientation Program’, only 30 participants were recruited from among those who scored low or below the cut-off points in their EI and JS scores.

The following instruments were used for the purpose of data collection in this study: (a) Socio-Demographic Personal Data Sheet; (b) Emotional Intelligence Scale (Hyde, Pethe & Dhar, 2002); and, (iii) Job Satisfaction Survey (Spector, 1997; 1985).

The procedure of study involved subjecting the chosen tools in the study to reverse translation in regional language by using two mutually blinded expert examiners. Results are presented as three broad but inter-connected headings: (a) E.I in Police Personnel; (b) J.S in Police Personnel; and, (c) Training Program on E.I in Police Personnel. Each segment once again covers the findings in terms of trends in relation to overall sample, various socio-demographic variables, domain-wise and item analysis respectively. Half day training program conducted for those who scored less than cut off point in E.I and J.S. The study shows that EI and JS can be independently and collectively assessed using a combination of objective and subjective measures on police personnel. It is seen that such measurements can be undertaken for individuals as well as groups of persons against various organismic and socio-demographic variables. By doing so, it is seen that there are observed and statistically significant differences in the measured EI of police personnel with respect to gender, marital status, age, job position (cadre), experience and the number of transfers effected upon them. The variables, such as, education, number of children in case of married personnel and number of dependents does not emerge as significant in influencing the degree or extent of EI. A domain wise distribution of EI scores shows that police personnel show high scores in ‘commitment’ followed by ‘self awareness’, and ‘value orientation’, and low scores in ‘emotional stability’, ‘self development’ and ‘empathy’. Analysis of individual test items on EI shows both positive as well as negative attributes in the police personnel.

With respect to JS, the overall impression one gathers on this studied sample of police personnel is that they are ‘ambivalent’ or ‘undecided’. In relation to various personal-socio-demographic variables, the married police workers appear to show significantly lower JS scores than their unmarried or single counterparts. Likewise, the personnel
in the higher job cadre are more satisfied with their job than colleagues in the lower ranks. In short, all the socio-demographic correlates, such as, age, education, job position, years of service experience and/or number of transfers affected on them, except gender and number of dependents appear to significantly influence their sense of JS. A facet-wise distribution as well as item-wise analysis of JS scores shows distinctive profiles of the police personnel.

The results on changes in EI and JS scores as outcome variable between pretest and posttest owing to the impact of the treatment given as half day training program for police personnel show significant gain across all domains as well as in their overall EI. There is improvement in their ‘empathy’, and ‘emotional stability’. The same trend is seen across overall JS scores as well as in relation to their individual facets.

The Training Program used in this study was essentially a half-day orientation program on EI for the targeted police personnel. Prior to the program, participants were asked to complete the self-report measure of EI. This measure was then repeated after 2 weeks following participants attended the session. The framework for orientation was drawn from multiple sources. Beginning with basics in psychology of human emotions, the orientation covered information on the ten areas of EI. A wide assortment of materials, methods and activities were used including power point presentations, didactic lectures, brain storming, guided group discussions, role modeling, question-answer sessions, group play or game based quizzing, focus group topic based facilitations and display of posters, charts, brochures, booklets, or reading materials.

The findings are discussed in the light of limited literature available on this theme in the country before highlighting their utility and implications in the larger context of a need to undertake such empirical researches for the optimal functioning of police organizations in the country. Additionally, suggestions are given for establishing a monitoring and mentoring police research agency that would exclusively focus on such themes relevant to the application of psychology for police personnel in our country.