

Fall 2011

Job Satisfaction and the Internship in State Level Law Enforcement

Catherine J. Sapp

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/etd>

Recommended Citation

Sapp, Catherine J., "Job Satisfaction and the Internship in State Level Law Enforcement" (2011). *Electronic Theses and Dissertations*. 379.

<https://digitalcommons.georgiasouthern.edu/etd/379>

This dissertation (open access) is brought to you for free and open access by the Graduate Studies, Jack N. Averitt College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

JOB SATISFACTION AND THE INTERNSHIP IN STATE LEVEL LAW
ENFORCEMENT

by

CATHERINE J. SAPP

(Under the Direction of Teri Denlea Melton)

ABSTRACT

It was the hypothesis of the researcher that exposing criminal justice students to the career field through the completion of a criminal justice internship will increase job satisfaction for the individual in state level investigative law enforcement and the field as a whole. Increased job satisfaction, in turn, produces higher retention rates which may lead to making the state level investigative law enforcement field a more stable environment. Therefore, the purpose of this correlational study was to discover if there was a difference in the score on Spector's Job Satisfaction Survey between state level investigative law enforcement personnel who completed an internship and those who did not. Data were collected by electronically delivering the Job Satisfaction Survey, along with demographic questions, to the personnel from state level investigative law enforcement agencies in Georgia, Tennessee, and Oklahoma through *SurveyMonkey*©. The participants from Oklahoma were omitted due to the insignificant response. The results were statistically investigated. The findings for those who completed an internship and those who did not were compared across the demographic questions concerning age, gender, experience, and race/ethnicity to determine if these demographics have an impact. Further, scores for those who completed an internship and

those who did not were compared across the four sub-scales related to an internship. These sub-scales were: operating conditions, coworkers, nature of work, and communication. It was determined that there was no significant difference in job satisfaction between those who completed an internship and those who did not. Further, it was determined there were no significant differences relating to the demographic questions nor the sub-scales related to an internship; however, mean scores calculated for the sub-scales were highest for nature of work and lowest for operating conditions.

INDEX WORDS: State level law enforcement, Internship, Job satisfaction, Job retention, Criminal justice internship

JOB SATISFACTION AND THE INTERNSHIP IN STATE LEVEL LAW
ENFORCEMENT

by

CATHERINE J. SAPP

Bachelor of Arts, Georgia Southern University, 1990

Master of Public Administration, Georgia Southern University, 2003

A Dissertation Submitted to the Graduate Faculty of Georgia Southern University in
Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION IN EDUCATIONAL ADMINISTRATION

STATESBORO, GEORGIA

2011

© 2011

CATHERINE J. SAPP

All Rights Reserved

JOB SATISFACTION AND THE INTERNSHIP IN STATE LEVEL LAW
ENFORCEMENT

by

CATHERINE J. SAPP

Major Professor: Teri Denlea Melton
Committee: Randall Carlson
Linda M. Arthur

Electronic Version Approved:
DECEMBER 2011

ACKNOWLEDGMENTS

First and foremost, I would like to commend my family for coping with the many nights and weekends involved in completing my doctoral degree. They never (hardly ever) complained, supported my “homework days,” and cooked many meals without me.

I wish to thank the professors and staff of Georgia Southern University for guiding me through this lengthy process, in particular, my chair professor, Dr. Teri Melton. Without her guidance and persistence, this process would have been even longer. She has assisted by answering questions, has tolerated my work schedule, and has mentored to me when I was in doubt. I swore I would never return for further education once I completed my Master’s degree, but once I decided this was the correct path, she was diligent in assisting to achieve my goal.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	vi
CHAPTER	
I. INTRODUCTION.....	5
Problem Statement.....	9
Purpose Statement.....	11
Significance of the Study.....	12
Procedures.....	15
Definitions of Key Terms.....	16
Limitations and Delimitations.....	17
Chapter Summary.....	17
II. REVIEW OF RESEARCH AND RELATED LITERATURE.....	20
Internships.....	20
Benefits of an Internship.....	22
Negatives of an Internship.....	36
Law Enforcement.....	37
Investigative Law Enforcement Retention Rates.....	38
Law Enforcement Internship.....	39
Job Satisfaction.....	40
Chapter Summary.....	44
III. METHODS.....	46
Research Question.....	46
Methodology.....	47

Population.....	47
Sample and Response Rate.....	48
Instrumentation and Data Collection.....	48
Data Analysis.....	51
Chapter Summary.....	54
IV. REPORT OF DATA AND DATA ANALYSIS.....	55
Introduction.....	55
Research Design.....	56
Sample.....	58
Findings.....	60
Chapter Summary.....	66
V. SUMMARY, CONCLUSIONS, AND IMPLICATIONS.....	67
Summary.....	67
Analysis of Research Findings.....	67
Discussion of Research Findings.....	68
Recommendations.....	72
REFERENCES.....	78
APPENDICES.....	85
A. Letter to Gatekeeper.....	85
B. Letter to Participants.....	86
C. Job Satisfaction Survey.....	87

LIST OF TABLES

Table 2.1: Herzberg's Factors for Satisfaction and Dissatisfaction.....	44
Table 3.1: Internal consistency reliabilities based on a sample of 2,870.....	51
Table 3.2: Items assigned to subscales.....	52
Table 4.1: Internal consistency reliabilities based on a sample of 2,870.....	59
Table 4.2: T-test for completion of an internship.....	63
Table 4.2: ANOVA evaluations.....	65
Table 4.4: Mean scores for sub-scales and total satisfaction scores.....	66
Table 4.5: T-test results.....	67
Table 4.6: T-test results.....	67

LIST OF FIGURES

Figure 4.1: Age Groups.....	61
Figure 4.2: Ranges of years of service.....	62

CHAPTER I

INTRODUCTION

In the past, earning a college degree meant a guaranteed path to employment and career advancement. Not so in the current battle for a career. “In 2000, more than 1.2 million people received bachelor’s degrees in the United States. This year [2010], that number is expected to rise 30 percent to more than 1.6 million” (Burnsed, 2010). Completing a college degree has become the necessary step to obtain employment or career advancement. This is true in the field of law enforcement, as well as a variety of other fields.

Today’s law enforcement is much different than the agencies of 100 years ago, or even 15 years ago. With advancements in technology, both on the law enforcement side and the criminal side, today’s police officers must possess many more skills and be much more versatile than those officers of just 15 years ago. Officers must possess the skills to communicate with the public, with other agencies, and with computers and other technology. These skills are not necessarily confined to seasoned officers; they also apply to new recruits fresh out of the training academy embarking on a new career (Dale, 1996).

Unfortunately, during the beginning phase of their careers, most law enforcement officers discover the “true” meaning of the career field they have chosen. Television programs, books, magazines and the like have glamorized the field so far from the true aspects of the career that new employees are, in effect, entering an unknown area when walking through the door of their career future. When new officers realize that they have

not been hired to perform a job that is glamour-filled or they realize the position requires long hours, much paperwork, and being thrust into dangerous and stressful situations, law enforcement agencies suffer retention issues, morale issues, and work ethic issues (Dale, 1996; DeShaw, 2006). Exposure to the career field prior to an individual's lifetime commitment may help to minimize retention, morale, and work ethic issues. A student internship provides such an opportunity by allowing the student to witness, first hand, the reality of the career field for which he or she has been studying.

The very nature of an internship is to expose higher education students to the field for which they have been studying throughout their college careers (Garner, 1999). This exposure will enable the student to apply the academic theories and basics learned thus far to a "hands-on" environment. Students choosing law enforcement as their future career choice spend time delving in textbooks, and studying procedures and applicable laws. While this academic approach provides a foundation for the student, it does not encompass practical aspects of the field. The completion of an internship program allows the student the opportunity to become more-well rounded in his or her education. Students are given the opportunity to apply the techniques and theories they have only studied to this point (Govekar & Rishi, 2007; Harmus, Cauthen, & Levine, 2006; Penn, 2003).

Currently, criminal justice internships are a voluntary path some students choose to take. Students are not required to complete an internship prior to graduation from most higher education institutions. This demonstrates several negative aspects--potential lack of experience and professionalism on behalf of the student, a potential lack of representation for the higher education institution within the community or career field,

and, in current budget strife, a lack of potential workers to fill in a gap currently being experienced by many law enforcement agencies across the country.

Internships should be an important aspect of completing a degree in higher education, specifically in the criminal justice field. As stated previously, often the media glamorizes law enforcement. The over-dramatization can range from being unrealistic in glamour (CSI) to stupidly comedic (Reno 911) to dramatically notorious (The Shield). Students do not and cannot have a realistic picture of what the career field entails. Law enforcement is a very “hands-on” career with many aspects of the career based on performance of duties. These duties can be described in a classroom setting but cannot be fully understood until one is immersed in the environment. Statistics (Digest of Education Statistics, 2009) show the increasing popularity of careers in law enforcement. Bachelor’s degrees conferred for criminal justice students rose from 2,045 in 1970-71 to 40,235 in 2007-08, an increase of 1,867%. During the same timeframe, business degrees rose 190%, engineering degrees rose 52%, health related degrees rose 341%, and education degrees fell 441%. Unfortunately, for most law enforcement agencies, after an employee discovers the reality of the position, he or she also realizes law enforcement is not the career field for his or her future. By this time, law enforcement agencies have invested tens of thousands of dollars in training and equipment for each officer only to have to begin anew with another person. Hopefully, this person will not come to the same conclusion as his or her predecessor.

The completion of a criminal justice internship, in turn, should have a profound effect on job satisfaction in law enforcement. The completion of the internship program allows a student the opportunity to experience the potential career for which he or she is

studying. This opportunity enables the student to answer questions concerning a career path that normally would go unanswered. Lt. David Hubbard (2008) of the Eustis, Florida, Police Department, interviewed police academy recruits at five different training academies in Florida. His findings indicated that once recruits graduated from the training academy and began a career in law enforcement, 31% of those recruits were applying for other jobs within their first two years of employment. Hubbard also determined through his interviews that 30.8% of the new recruits chose law enforcement as a career for the excitement factor. This percentage demonstrates the inadequate perceptions of new law enforcement personnel. Once the new hire realizes there is more than excitement to a law enforcement career, his or her job satisfaction decreases, resulting in a career change (Hubbard, 2008).

College graduates, fresh from the academic mindset, often present future law enforcement employers with little, if any, career experience. More often than not, the graduate offers little to an employer in the way of enhancement to the future employer. These graduates do not present experience, knowledge, or maturity in the career field for which they have studied. The completion of an internship may remedy this lack of knowledge of the chosen career field, thus bringing a sense of job satisfaction.

Job satisfaction has been an overlooked issue within the law enforcement field. The primary research conducted thus far focuses on job satisfaction as it relates to gender, ethnicity, stress, and compensation (Bennett, 1997; Bromley, Cochran, & Halsted, 2000; Brough & Frame, 2004; Hubbard, 2008). However, research conducted by Özel et al. (2009) determined that a strong correlation exists between job satisfaction and job retention in the field of law enforcement. Further research conducted by Özel et

al. (2009) determined that officers are more motivated by performing work they consider important to the community they serve. A student who completes a criminal justice internship will be exposed to the more realistic aspects of the career field; this exposure may lead to more overall job satisfaction within the agency (Hubbard, 2008), thus reducing job turnover rates as a whole.

Envisia Learning conducted research that has demonstrated the link between job satisfaction and retention rates. The results of their research revealed that “employees who experience lower engagement, commitment and involvement with his or her organization and job reported significantly higher intentions to leave the organization within 12 months, greater levels of perceived work stress and lower overall job satisfaction and engagement” (Nowack, 2010, p. 5). However, this research was conducted utilizing a large food service company.

Little, if any, research has explored if there is a relationship between completing an internship in the field of criminal justice and job satisfaction in the milieu of law enforcement. Institutions of higher learning have worked in conjunction with different law enforcement agencies to address these issues of job satisfaction and retention. One of the efforts to reduce these problems includes completion of an internship program. Students who commit themselves to serving in the field prior to graduation have an epiphany concerning the career field. Service to the career field benefits many customers; among those are the student, the university, and the potential future employer.

Problem Statement

Many new police officers have preconceived notions concerning a career in state level investigative law enforcement. These preconceived notions are created from a

variety of sources, with the media being the most prevalent. The advent of television shows such as CSI, NCIS, and Forensic Files have overly dramatized a career field that is not necessarily glamorous. This has led to an increased level of interest toward a career in law enforcement. Unfortunately, college graduates are entering the field in great numbers only to be leaving in greater numbers. This mismatch between expectations and the reality of the job in law enforcement may lead to job dissatisfaction and ultimately contribute to rising turnover rates among the state level investigative law enforcement ranks. While the manpower of law enforcement is increasing, the actual attrition rate is also increasing. This is explained that as more law enforcement personnel are needed to fill vacant slots, ever more increasingly, those same slots are being vacated again for a variety of reasons. The problem is that retention rates among new police officers are falling, costing agencies a loss of resources in terms of time and money, as well as a decrease in morale among officers and leaving recent graduates without a career. Exposure to the field of law enforcement, vis-à-vis an internship, may serve to provide a more realistic understanding of what the job entails; thereby, increasing job satisfaction in those who chose a career in law enforcement.

However, little, if any, empirical research exists on the internship in law enforcement as it relates to job satisfaction for law enforcement personnel. As a result of this lack of research, there is no support toward an emphasis of any type of internship to promote satisfaction in a career field for which these students are about to devote a large portion of their lives. While colleges and universities seek better ways to prepare their students for their career field in the most effective and efficient manner, establishing a relationship between an internship and job satisfaction would be meaningful.

Purpose Statement

The increased demands for more law enforcement personnel, the decreased retention rates, and increased costs call for exploration of means to retain law enforcement personnel. One such mean that bears investigation is the internship, which has implications for colleges/universities as well as the field. Therefore, the purpose of this correlational study was to discover if any relationship existed between completion of a criminal justice internship and the job satisfaction level of state level investigative law enforcement personnel. The independent variable will be generally defined as the completion of a criminal justice internship program at an institution of higher learning. The dependent variable will be generally defined as the level of job satisfaction of current state level investigative law enforcement personnel as measured by the Job Satisfaction Survey (Spector, 1985) with the permission of the author. The population examined by this survey consisted of state level investigative law enforcement agencies in Georgia and Tennessee. These agencies are consistent in their hiring requirements for state level investigative law enforcement personnel.

The overarching research question that guided this study was as follows:

R₁: What is the relationship of job satisfaction between state level investigative law enforcement personnel who completed an internship and those who did not?

Two sub questions were developed based on this overarching research question:

1. What is the relationship of job satisfaction between state level investigative law enforcement personnel who completed an internship and those who did not based on age, gender, race, and experience?

2. What is the relationship of job satisfaction between state level investigative law enforcement personnel who completed an internship and those who did not based on subscales of operating conditions, coworkers, nature of work, and communication?

Significance of the Study

This study of the relationship between the completion of a criminal justice internship program and state level investigative law enforcement personnel job satisfaction is important to the university systems, the future employers, and the student for several reasons. First is the impact on the higher education system. Universities can utilize the internship program to promote and enhance recruitment—both student and staff, increase student retention rates, build relationships with employers of future graduates, and assist with recognition for fund raisers (Henry, 2002; Reference for Business, n.d.; Verney, Holoviak, & Winter, 2009). The Dakota State University's (2010) internship program web page outlines not only the requirements to apply for an internship, but the benefits for the employer, student, and university. The benefits listed for the university are:

- Returning students produce higher quality coursework
- Returning students participate more in class
- Improved retention
- Faculty welcome the current professional information from returning students
- Student experience aids in updating curriculum
- Internship experiences enhance the quality of the University's graduates (n.p.)

The benefits for the future employer concern many aspects. Fiscally, the capital investment required for training each new police recruit reduces the operating budget of a police department. In fiscal year 2006 (most current data available to date), \$842.4 million was spent on training academy operating expenditures in the United States. During this same fiscal year, 57,000 trainees began their careers in law enforcement at the police academy, but only 49,000 trainees completed the course. This translates to an 86% completion rate overall. Of the 57,000 trainees entering the academies in 2005, only 21% were being trained at the state police level (Bureau of Justice Statistics, 2010). The amount of money being spent each fiscal year on new recruits entering the police training academies translates to large sums of money. Unfortunately, the time and monetary investment being made in each recruit is not being returned. The recruits are not completing the academies or recruits are remaining employed with the police agencies for only short periods of time. Not only are finances being invested in these new recruits, manpower is invested as well. State and local law enforcement academies employ approximately 10,000 full-time instructors and 28,000 part time instructors. Approximately 39% of these instructors were considered sworn personnel permanently assigned to the training academy.

While the manpower of law enforcement is increasing (Bureau of Labor Statistics, 2008), the actual attrition rate is also increasing (Koper, 2004). This is explained that as more law enforcement personnel are needed to fill vacant slots, ever more increasingly, those same slots are being vacated again for a variety of reasons. Therefore, a study examining the relationship between completion of a criminal justice internship and the job satisfaction level of state level investigative law enforcement personnel was

significant research for state level investigative law enforcement leaders responsible for the recruitment and retention of officers and for professors of criminal justice students at institutions of higher learning.

Students who complete degrees in law enforcement and find that is not a suitable or desirable career choice have wasted time and money and may not be qualified to compete for alternative sources of employment. Previous research (Carini, Kuh, & Klien, 2006; Dale, 1996; DeShaw, 2006; Dimaria, 2006; Fredericksen, 2000) has established a link between completion of an internship and job satisfaction. In addition, previous research (Brough & Frame, 2004; Carlan, 2007; Dantzker, 1994; Hart, 1999; Hubbard, 2008) has established a link between job satisfaction and retention. However, few, if any, studies have involved the field of law enforcement. This study was the first step in exploring the issues related to low retention rates in law enforcement.

This researcher has approximately 21 years of experience as a sworn law enforcement officer. Over the course of this career, many higher education student interns have completed their student internship program. This researcher has witnessed many interns develop a greater sense of reality over the course of their exposure to the law enforcement career field. Many interns have entered the law enforcement career field, while many others have realized a career in law enforcement was not the path for their future employment. This researcher believes it is paramount that a university offering a degree in a criminal justice program be required to have students complete a student internship in their desired career field.

Procedures

This study was quantitative in nature as it sought to determine if there is a difference in the score on the Job Satisfaction Survey between state level investigative law enforcement personnel who completed an internship and those who did not. This researcher surveyed state level investigative law enforcement personnel in Georgia, Tennessee, and Oklahoma utilizing the Job Satisfaction Survey (Spector, 1985).

There are approximately 488 sworn law enforcement investigators employed by these three states; therefore, a response of 216 participants was necessary to be within $\pm .05$ of the population with a 95 percent level of confidence (Krejcie & Morgan, 1970).

The results of the surveys were entered into the Statistical Package for Social Sciences (SPSS) utilizing a t-test to obtain descriptive statistics and determine if a difference exists between completion of a criminal justice internship and the job satisfaction of state level investigative law enforcement personnel. This t-test determined if “the mean scores between the two groups on a measure is likely to have occurred by chance, or if it represents a true difference in the scores of the populations” (Glatthorn & Joyner, 2005, p. 133). The findings for those who have completed an internship and those who have not were compared across the demographics. Further, these scores for those who have completed an internship and those who have not were compared across the four sub-scales related to an internship. These sub-scales are as follows: operating conditions, coworkers, nature of work, and communication. These subscales are the most closely related to a criminal justice internship.

Definition of Key Terms

Internship – An internship is a program sanctioned by an institution of higher learning that provides a student with personal experiences in his or her particular area of study (Furco, 1996).

Criminal Justice Internship – A criminal justice internship is a program sanctioned by an institution of higher learning that provides a student with personal experiences in the field of criminal justice. The standards for meeting the criteria necessary to participate in the criminal justice internship are the following: 1) completion of an application for internship; 2) completion of a polygraph examination; 3) completion of an interview with the state level investigative law enforcement agency's representatives; and, 4) completion of a criminal history background investigation.

Job Retention – For the purpose of this study, job retention is defined as retaining a position in state level investigative law enforcement for more than five years. Continued retention within a state level investigative law enforcement agency reduces training costs, manpower costs, supply costs and time invested in new recruits.

Job Satisfaction – Job Satisfaction is an emotional state an employee has obtained from a combination of experiences and environments at his or her place of employment (Encyclopedia of Business and Finance, 2009). For the purposes of this study, job satisfaction will be determined by a score on the Job Satisfaction Survey (Spector, 1985).

State Level Investigative Law Enforcement – State level investigative law enforcement is the investigative division of a state level law enforcement agency. This does not include law enforcement in patrol functions.

Limitations and Delimitations

A limitation of this study may be due to the sensitivity of the job field, as respondents may have been reluctant to be honest and forthcoming. This study was delimited to the self-selected state level investigative law enforcement personnel completing the survey. In addition, this sample did not account for those people who may or may not have completed an internship and left the law enforcement agency prior to the study. Also, this study was delimited to currently employed state level investigative law enforcement in Georgia, Tennessee, and Oklahoma, and not state level law enforcement as a whole or the entire United States. The findings cannot be generalized to the entire United States due to the convenience sampling of these three states. Only the investigative divisions were surveyed; not personnel in patrol functions or other functions within the state law enforcement milieu.

The survey was distributed through *SurveyMonkey*©. Electronic distribution negatively affects the percentage of respondents (Kaplowitz, Hadlock, & Levin, 2004); however, it was the most cost effective and manageable method for surveying state law enforcement personnel. The researcher was making the assumption that the participants were open and honest in answering the survey instrument.

Chapter Summary

Exposing higher education students to their future career fields by completing an internship is beneficial to the university, the future employer, and the student. The

university that employs an internship program benefits through public relations aspects—fundraisers, university recognition among the public/community, and through funding aspects—increased reputation, increased student retention, and increased staffing/students.

It was the hypothesis of this researcher that exposing criminal justice students to the career field through the completion of a criminal justice internship will increase job satisfaction for the individual in state level investigative law enforcement and the field as a whole. Increased job satisfaction, in turn, produces higher retention rates which may lead to making the state level investigative law enforcement field a more stable environment. Therefore, the purpose of this correlational study was to discover if there was a difference in the score on the Job Satisfaction Survey between state level investigative law enforcement personnel who completed an internship and those who did not. Data were collected by electronically delivering the Job Satisfaction Survey, along with demographic questions, to the personnel from state level investigative law enforcement agencies in Georgia, Tennessee, and Oklahoma through *SurveyMonkey*©. The results were statistically investigated through t-test analysis to determine if a relationship existed between completion of a criminal justice internship and the job satisfaction of state level investigative law enforcement personnel. The findings for those who have completed an internship and those that have not were compared across the demographics. Further, these scores for those that have completed an internship and those that have not were compared across the four sub-scales related to an internship. These sub-scales are: operating conditions, coworkers, nature of work, and

communication. These subscales are the most closely related to a criminal justice internship.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

This chapter will briefly discuss the internship, as it relates to law enforcement, as a method of exposing students to the career fields which they have chosen to study. As with any method, there are positive and negative aspects. The benefits and negative aspects of completing an internship prior to total commitment to a career field will be discussed.

Internships

The 1862 Land Grant Act made service to the community the foundation of higher education institutions (Hirschinger-Blank & Markowitz, 2006; Penn, 2003). Since that time, a variety of service-oriented commitments have been implemented to expose interested college students to a particular career field, one of which is the internship. An internship is defined as providing out of classroom, field-based experience to the student. This allows students to practice the theories and lessons they have been taught thus far during their college careers. The internship program affords students the ability to experience “real world” life outside of academia in not so ideal situations (Furco, 1996).

Internships in higher education often provide insight for students pursuing a future career in their field of interest. An internship is one of a variety of service-oriented commitments that have been implemented to expose college students interested in a particular career field. The others include: service learning, field education, community service, and volunteerism. These four areas are defined by Furco (1996) as service learning in nature where the balance of educational goals meets the “service” needs of the community and others (Penn, 2003).

Service learning combines the academic classroom with the hands-on learning (Furco,1996). Class lessons are divided to accommodate both of these learning environments in the block of instruction. This type of learning enables the instructor to guide the students during their exposure to their chosen career field. Field education can be co-defined as a cooperative program as well. Education students, for example, commit a longer amount of time dedicated to a service-learning portion of their education through student teaching practicum. Students interested in becoming teachers are required to commit one year of student teaching to hone their skills before continuing with their formal education to complete their degrees (Georgia Southern University, 2011).

The third area is community service, which is, essentially, a benefit being received by the organization, not the student performing the work (Furco,1996). The student may learn greater depth of meaning for helping others within the community or giving of one's self, but overall, the greater benefit is gathered by the entity receiving the work.

The fourth area, volunteerism, is similar to community service in that the benefit lies with the service recipient (Toole & Toole, 1992). Volunteer programs are not focused for student learning, but rather recipient benefit. Volunteerism is considered casual, non-commitment labor without compensation.

This researcher has found that the terms "internship" and "service learning" are used interchangeably within the literature (Furco, 1996). Because of this interchangeability, the focus of this study will center on the formal internship, not the other forms of service learning.

Benefits of Internship

There are benefits of completing an internship that affect not only the student but the higher education institution and the potential future employer as well. Some of the benefits tend to cross lines of distinction to determine which group gains the most benefit.

Some of the benefits for the university include: enhanced community relationships, improved student retention/classroom participation, and updated curriculum. The students are representatives of the institution. When the institution is well represented by a student, the community looks favorably on the institution, thus enhancing that institution's reputation. Also, collaborations are fostered between the institutions and the program sites. The institutions build trust with the sites through long standing relationships. These relationships are strengthened by the surrounding communities the institutions serve (Andersen, 1998; Hosmer, 2004; Penn, 2003). Not only are the students representatives of the university, they are representatives for the agency sponsoring their internships. "Interns also often prove to be invaluable recruiting tools when they return to campus. A student returning from an internship with a favorable impression becomes an on-campus advertisement" (Reference for Business, n.p.). While the benefits for the internship program site include: recruiting and assessing a potential future employee; low-cost manpower; and, new views and outlooks from the students' perspectives (DeShaw, 2006; Fredericksen, 2000; Hirschinger-Blank & Markowitz, 2006).

The university can utilize the internship program to assess its curricular programs to determine any gaps in academic lessons. This is learned through communication with

the program sites to determine what information the students may be missing (Dale, 1996; Hosmer, 2004). “Universities and colleges that provided students with a well maintained internship program are able to substantiate their curriculum in applied settings” (Verney, Holoviak & Winter, 2009, n.p.). Not only do the internship programs allow an opportunity for the professors to see what is “missing” with instruction, but it allows them to witness what the students have learned. Students are required to participate in assigned activities by their mentoring agency. These activities should be a direct reflection of the academic information previously obtained during classroom lessons. The student now has the opportunity to mix the two environments, blending the different lessons for a complete learning environment (Andersen, 1998; Harmus, Cauthen, & Levine, 2006; Penn, 2003).

A successful internship program does not abandon the student at his or her placement site. There must be oversight by the university to ascertain continuous learning is being achieved by the student and that the placement agency is benefiting from the student as well. There must also be reflection by the student concerning the information the student is gaining from the placement agency and how that information compares to the academic environment to which the student was previously exposed. Most internship programs require the student to maintain a journal of activities conducted during the internship. These journals afford an opportunity for the student to reflect what has been learned over the course of the internship. Also, this journal approach enables the student to conduct self evaluation to determine individual growth or weaknesses (Andersen, 1998; Dimaria, 2006; Furco, 1996; Govekar & Rishi, 2007; Steffes, 2004).

A continuing quantitative study is conducted annually by the Oregon University System (Portland State University Survey Research Lab, 2008) to follow the progress of bachelor degree students one year after graduation. In the most recent study (2008), a random telephone survey was conducted of 1,231 students of the total 12,668 graduate population at the Oregon University System (OUS). These numbers were obtained to meet the 3% margin of error at the 95% confidence level required.

The methods used to survey this random sampling--telephone surveys--appear to be successful. The stratification of sampling across gender, ethnicity, institution and discipline are consistent with the acceptable margin of error. The information gleaned from these surveys provides the researchers with a road map of the direction for future progression for the university system in order to appeal to future students and to make the Oregon University System degree a more revered document to its graduates.

This study was first conducted in 1996 to determine the “success” rate of OUS graduates. This success rate was defined as finding employment within their career fields. Since that first survey, subsequent data had been gathered to compare and contrast information from the years following the original information. Not only does this research compare the success rate of the graduates, but it documents their continuity between degree and present career, their income level, and whether they remained in Oregon as productive citizens.

Overall, the graduates expressed satisfaction with their progress one year after graduation. The majority of the graduates were employed in career fields closely related to their degrees and the bulk of the students were employed within the state of Oregon. Graduates who participated with internship programs expressed more preparedness for

their career field. The rate of student participation for internship programs was 64% in 2000-01, 48.1% in 2002-03, 83.8% in 2004-05, and 89.6% in 2006-07. This demonstrates the upward swing in participation in an internship program. According to the Oregon study, of the 2006-07 students completing an internship program, 34% stated the internship led directly to their career employment (Office of Strategic Programs & Planning, 2010).

In current budget strife, requiring a mandatory internship can impact both the future employers, new college graduates, and the universities. With dwindling dollars, governments and public sector companies are forced to make those available funds stretch to capacity--projects are cut, funding is revoked, and agencies are compelled to complete their missions with fewer employees. Many organizations are looking to the internship programs to supplement lowered staffing numbers. Unfortunately, these dwindling dollars negatively affect internship programs as well. The University of South Florida's (2011) Predoctoral Psychology Internship Program was discontinued due to budget cuts. "Because of the impact the economic downturn of 2008-09 had on the university budget, as well as the budgets of our partnering agencies, the FMHI [Florida Mental Health Institute] internship ended in 2009" (University of South Florida, 2011). Other universities have been adversely affected as well. Syracuse University was forced to cut their 10-year-old Renaissance Internship program due to state budget cuts (Fultonberg, 2010).

This dire economic situation can be a positive environment for students to complete an internship in their career field, one of which is criminal justice. Criminal justice agencies are pairing with colleges and universities to help supplement their staff

by allowing students to complete internship programs with their agencies. Not only does this pairing offer the law enforcement agency an opportunity to expand staff with zero cost, it offers the higher education student the opportunity to learn about the career field to which he or she has only been academically exposed. While little, if any, research has been completed regarding the internship in the field of criminal justice, research has been conducted on other fields. Villanova University in Pennsylvania promotes their internship programs strongly:

The school has seen a 30 percent jump in enrollment in internships in the past three years alone. Such efforts are lauded by large employers that hire a bulk of their interns. Accounting giant PricewaterhouseCoopers, for instance, draws more than 70 percent of its new hires from its internship program. (Burnsed, 2010, n.p.)

A few of the benefits for students completing an internship include: the reduction of stereotypes for the career field, enhanced communication skills, and building a team concept within a professional environment. Marketing the internship program to the student is not a difficult task. The benefits of participating in an internship program for the higher education student are many. Students are given the opportunity to explore a specified job within their desired career field. Career exposure, vis-à-vis an internship, allows students the opportunity to experience the environment without making the long-term commitment required by employment. Arguments are made that this awareness comes too late in students' educations, as most internships do not occur until the junior or senior level of education (Harmus, Cauthen, & Levine, 2006; Hirschinger-Blank & Markowitz, 2006). Realistically, a student has approximately three years invested in a

college degree at this time. When one is considering the remainder of a lifetime, if a change in plans is to be made, this would be the better timeframe.

The learning opportunities are another benefit awarded to the students. As one student wrote in his journal pertaining to his internship, "I feel [the internship] should be required of all students as it teaches many things that cannot be learned in a classroom" (Dimaria, 2006, p. 50). Students are taught basic skills in the classroom environment. However, during an internship the student is exposed to more in-depth lessons involving those basic skills. An example of this in the field of criminal justice would be the basic skill concerning the examination of objects for fingerprints. In the classroom, a student is instructed from a textbook about various methods to complete this task. Routinely, the instructors explain the utilization of basic black fingerprint powder, Ninhydrin, and cyanoacrylate. These are rudimentary forms of examinations, but the basis of most examinations nonetheless. When a criminal justice intern student is exposed to the forensic aspect of the career field, they learn there are many more forms of examination and many creative ways to utilize even the basic forms. Without the internship program, the student would never learn these processes until full emersion into the workforce.

Another benefit of an internship is that students who complete internship programs build several networks during that completion. A bond is created among the other peers in the intern program class as they discuss their various experiences during their programs. A career network is formed between the student and the agency with which the internship is being completed. A more loosely knitted network is created between the student and those professionals who are exposed to the student during the internship that the student would not have encountered otherwise (Andersen, 1998).

The theory of social capital attaches itself to the internship program based on this notion of networking. Social capital essentially outlines that one's self worth increases as one's social connections increase (Edelman, Bresnen, Newell, Scarbrough, & Swan, 2004). These connections can lead to future employment after graduation or a more favorable outcome during an interview based on prior relationships developed during the internship. This is demonstrated by PricewaterhouseCoopers hiring more than 70 percent of its new hires from its internship program (Burnsed, 2010).

The reduction of stereotypes, the increase in communication skills, and the increase in "team" concept are additional benefits to students participating in an internship program. The reduction of stereotypes, simply stated, is the exposure of the student to many different cultures and many different environments. This exposure creates a broader understanding of the complexities of the human condition other than the biases one is accustomed through one's lifestyle (Andersen, 1998; Govekar & Rishi, 2007; Hirschinger-Blank & Markowitz, 2006).

An increase of communication skills has been noted in students who complete an internship program. These students are exposed to professionals engaged in the career fields the students wish to enter into. The students are thrust into an environment where they are expected to behave and act similar to these same professionals. Students will begin adapting their communication skills--body language, tone of voice and language itself--to that of the professional environment to which they are exposed (Govekar & Rishi, 2007; Hirschinger-Blank & Markowitz, 2006). These life skills extend beyond just communication. Research conducted by Govekar and Rishi (2007) has shown that

students exposed to professional environments will adapt to their surroundings and become more inclined to evolve into what is expected of them from those surroundings.

The increase in “team” concept evolves when the student discovers he or she must rely on others to complete job duties assigned during the internship. The internship program is not a session for individual projects; rather, it is a professional environment exposing the student to a cohesive form of problem solving and reasoning (Andersen, 1998; Dimaria, 2006; Govekar & Rishi, 2007).

The benefits to the future employer include: cost effective supplemental staffing, pre-screening for potential new hires, and partnering with the university. College graduates, fresh from the academic mindset, often present future law enforcement employers with little, if any, career experience. More often than not, the graduate offers little to an employer in the way of enhancement to the future employer. These graduates do not present experience, knowledge, or maturity. According to Danny Huffman, Education Career Services, there is a distinct lack of professional behavior among recent graduates (2009). Huffman’s company attempts to utilize interns twice per year to assist them with exposure to reality. Huffman further noted the current generation has a sense of entitlement that is exhibited, not only in their personal lives, but in their professional careers as well. Huffman firmly stated:

To be direct, students should be required to work in their field to grasp an understanding of what is expected of them if they plan on succeeding out of the gate. True enough, after several jobs and disappointments, they will get it right...I believe it is the college’s responsibility to prepare students, not just in theory but

in practice. Internships, externships and/or a form of apprenticeship should be a mandatory part of an undergraduate degree. (n.p.)

Fraport AG, the parent company for the Frankfurt International Airport, recruits interns through the internet. On their page devoted to information about the internship, it clearly states:

We give preference to mandatory internships stipulated by the rules and regulations of your college or university. However, remember that applications for mandatory internships can only be classified as such if you send us suitable evidence from your educational establishment. Otherwise we will treat your application as a request for a voluntary internship and give it a lower priority. (n.p.)

Mandatory internships extend to many other types of organizations that are beginning to demand students who are dedicated to their craft, not just looking for a semester of fun. For example, Bucerius Law School in Hamburg, Germany, requires a mandatory internship for 34 law firms, both in the United States and abroad, and for banks, insurance companies and trade/logistics companies (Bucerius Law School, 2011). Corvinus University of Budapest also demands a mandatory internship for completion of a Business Administration degree (2011). Their internship information page stated:

The aims of the internship/placement in the 7th semester of studies in the Bachelor program in “Business and Management” is to deepen and develop the knowledge and competences acquired in the frame of the academic program in a real economic atmosphere, and to thus improve the career prospects of the students completing the program. (n.p.)

Not only European entities are requiring mandatory internships, Pepperdine University and Emerson College (2011) in the United States demand mandatory internships for completion of a degree. Longwood University in Virginia requires a mandatory internship of all of its graduates:

These internships give these students an edge that they would not have otherwise...Longwood, with an enrollment of roughly 4,800, saw 74 percent of their 2008 graduating class attain jobs within six months of graduation, despite the fact that students were thrust into one of the worst job markets on record. (Burnsed, 2010, n.p.)

To be effective, leadership, of any type of organization, should be aware of generational issues. Different generations of employees have differing beliefs, morals, values, and perceptions (Moore, 2008). Those differences should be understood by leaders in order to effectively guide their agencies forward. By participating in partnerships with institutions of higher learning, agencies are bolstering their understanding of the younger generations. Age differences do make a separation, but this does not have to be the deciding factor between generations. Communication and understanding are core issues at the center of leading all generations, no matter what the age difference. The internship programs promote this understanding between generations (Edwards, 2008; Hosmer, 2004) by exposing people of varying ages to each other.

Student engagement within their prospective future career field is a benefit. Students can apply the theories and applications learned in the classroom to the professional environment. "Students become 'active learners,' engaging in service projects that are connected to course content and allow them to better understand

concepts by applying them to ‘real-world’ problems and issues” (Harmus, Cauthen, & Levine, 2006, p. 25). The internship also attends to facets of student engagement by intimately involving the student in his or her prospective career field. A student intern can simply complete the minimum requirements to achieve the desired grade, or a student can actively participate in the learning process during the internship. Research has established that students completing internship programs have demonstrated a deeper understanding of course material. This understanding was reported through grade performance and self-reporting (Fredericksen, 2000; Harmus, Cauthen, & Levine). Students completing an internship program obtained higher academic standing than those students who did not complete any type of mentoring program (Andersen, 1998; Harmus, Cauthen, & Levine; Oregon University System, 2007; Penn, 2003).

This student engagement, vis-à-vis the internship, also offers students an opportunity to gain experience in their future career field without actually entering the workforce. Hands-on skills and practical experience are reinforced through this experiential education (Hosmer, 2004). Students are taught skills that can only be learned through “on the job” training. These skills are considered marketable experiences that cannot be obtained through academic environments (Andersen, 1998).

Student engagement encompasses practical experience and hands-on skill attainment. Student engagement is considered a competent predictor of student understanding and accomplishment (Carini, Kuh, & Klien, 2006). Essentially, the more a student is exposed to the career field, the more a student will become familiar with this same career field. Student engagement is an opportunity for the student to witness academic learning put into practice. “The very act of being engaged also adds to the

foundation of skills and dispositions that is essential to live a productive and satisfying life after college” (Carini, Kuh, & Klien, p. 2).

Of significant interest were the students who participated in internships who expressed more preparedness for their career fields (Oregon University System, 2007). Informative data were developed concerning internship programs. According to the research, 42% of the graduates engaged in an actual internship program and “over 26% [of these graduates] indicated that this experience led directly to their current employment” (Oregon University System, p. 11). Not only did the internship have an impact on students’ current career fields, but also, these same students expressed an extreme satisfaction in being skilled in “speaking clearly and effectively, acquiring professional competence, working effectively with others, and contributing to the welfare of their community” (Oregon University System, p. 17).

Institutions of higher education compete for students and their associated tuition dollars, and great sums are spent on marketing. While high graduate employment rate, increased generational communication, active student engagement, higher academic standing, increased preparedness for the career field bode well for the student, they also bode well for the college/university. Benefits such as these enhance the reputation of the college/university and go a long way for future marketing for the institution and making significant gains in the competition for students.

Benefits of the internship to the potential future employers include familiarity with the students (potential future employee), low cost manpower without long-term commitment, and recruiting. The time invested in mentoring a student can be costly to a program site; however, in the long run, this investment will pay multiple dividends.

Through the internship, students will have a basis of knowledge concerning the agency, its mission statement, its policies, and its future directions.

In another study, research was conducted involving the Federal Bureau of Prisons (Magaletta, McLearn, & Patry, 2008). There was a need to fill mental health positions in the prison system; these positions had a consistently high turnover rate. At the same time, a need was recognized for doctoral students requiring clinical experience for graduation. Marrying these two needs bridged this gap. The students completed their clinical experience within the prison system, which produced a win-win situation.

According to this research:

More than 70 percent of eligible interns have gone on to become BOP (Bureau of Prisons) psychologists. Those interns who are recruited often accept positions that are the most difficult to fill and retain, frequently in rural locations or at new facilities. In addition, some have gone on to take significant leadership posts in the agency, including one who became the agency's director. (p.57)

The doctoral students could be presented with an abundance of academic lessons, but no university in the country could teach an academic lesson as realistic as coping with inmates' mental health issues as the internship could. The Bureau of Prisons was apparently forward thinking in nature in that it recognized a growing problem--retention of mental health counselors--and found an unfulfilled need--the doctoral students requiring clinical experience. By uniting the two, the Bureau lowered its high rate of employee attrition (Magaletta, McLearn, & Patry, 2008). These research studies demonstrate the benefit of the completion of an internship for the student, but also suggest a benefit for the sponsor site through career field position placement and

personnel retention. The university benefitted through enhanced reputation, placement of students, and community relationships.

Another research project conducted concerned 200 undergraduate science students over a 15-year period. These students completed a 12-week summer internship through Sam Houston State University where they were placed at M.D. Anderson Hospital in Houston, Texas. The students were required to complete 480 hours of time in either the safety or industrial hygiene field. It was noted during this research that not only did the students benefit from the internship, but the sponsor benefitted as well.

Approximately 70 percent (of the 200 students) received job offers as a direct or indirect result of their undergraduate experience. The students that have internships in the area of industrial hygiene or safety have a higher job offer rate than the other interns. This is possibly explained because of the huge need for well-prepared people in the greater Houston area. (DeShaw, 2006, p. 3)

These same students were monitored for five years after completion of their internships. According to the literature, “nearly all of the students that have entered the career path stayed with the profession” (DeShaw, p. 3), thus demonstrating the effectiveness of an internship on retention.

The sponsor sites learn from the students as well. The students approach the internship with a fresh, open, often unbiased, outlook. This unblemished view is often needed to remind a cynical environment there are unlimited ways to complete a task. Imagination and creativity are still available. A questioning intern often forces the employee to take an objective look at the routine methods being utilized. At times, interns are taken for granted due to their “student” status. Students often have abilities

and talents that are useful to the sponsoring agency, i.e. a foreign language or a photography specialty (Furco, 1996; Hosmer, 2004).

While there are few, if any, studies on the law enforcement internship and retention, the research involving Sam Houston State University (DeShaw, 2006), the Federal Bureau of Prisons (Magaletta, McLearn, & Patry, 2008) and the Oregon University System (2007) all demonstrate the high retention of students after the completion of their internship programs.

Negatives of Internship

Arguments are made that career awareness gleaned from an internship comes too late in students' educations, as most internships do not occur until the junior or senior level of education (Harmus, Cauthen, & Levine, 2006; Hirschinger-Blank & Markowitz, 2006). Realistically, a student has approximately three years invested in a college degree at this time. When one is considering the remainder of a lifetime, if a change in plans is to be made, this would be the better timeframe.

Another negative aspect of the internship focuses on the potential employer. The potential employer is given the duty to provide experiences for the student in order to allow the student to expand his or her knowledge concerning the career field. The employer must monitor this exposure so as not to "overexpose" a student to information he or she is not capable of understanding. Also, the employer must be wary not to devote an overabundance of energy towards the student intern, thus disregarding the official nature of the work site (Maassen, n.d.)

Law Enforcement

A career in law enforcement offers challenges on a day-to-day basis. The job is difficult to imagine at times, and to others, rewarding. In McKay's (2009) study, a police officer (anonymous) appropriately described the difficult aspect of a career in law enforcement. When asked what the most difficult aspect of the job was, he stated:

The human animal. You see the worst in people. You will be asked to do what other people are too unskilled, unwilling, or afraid to do themselves. They will be happy to judge how you do it, or criticize your decision though. It can be very easy to develop a general disdain for people, or groups of people. (p. 1)

On the other hand, the rewarding aspect of the career is obvious--the ability to help the human condition, knowing that your input can make a difference to another human being.

Television programs, books, magazines and the like have glamorized the field of law enforcement so far from the true aspects of the career that new employees are, in effect, entering an unknown area when walking through the door of their career future. When new officers realize that they have not been hired to perform a job that is glamour-filled or they realize the position requires long hours, much paperwork, and being thrust in dangerous and stressful situations, law enforcement agencies suffer retention issues, morale issues, and work ethic issues (Dale, 1996; DeShaw, 2006).

A career in law enforcement offers a wide variety of defined job positions. Law enforcement careers include: patrol officer, investigator, parole officer, and training officers. The direction a college student takes for career building is determined by a multitude of influencing factors. Students are swayed by the wearing of the uniform, the

authoritarian position, the altruistic environment of the career field, and a host of other factors.

Investigative Law Enforcement Retention Rates

A myriad of reasons produce attrition in today's law enforcement circle (Carlan, 2007; Orrick, 2005; Vanderpool, 2008). Among these are salaries, job importance, and job satisfaction. Attrition comparisons are made across other professions. The average rate for nurses is 12%, and the average rate for teachers is 13%, while the average rate for law enforcement is 14%. The average career duration for a police officer is 33 months (Orrick, 2005). Oftentimes, high attrition rates are due to a lack of job satisfaction. Job satisfaction affects the quality of work and desirable interactions between the community and the police who serve the community (Hwang, 2008).

Reasons for job satisfaction among career fields have been studied by many researchers; however, research concerning job satisfaction in law enforcement has been slim. One of those few studies was conducted by Boke and Nalla (2009). They believed that job satisfaction is a neglected topic in police studies; however, they believe it to be timely and important. Hart (1999) stated that law enforcement personnel provide outstanding research participants, as the law enforcement profession is more than just a job, it is a way of life.

There are a variety of factors that affect job satisfaction—among these are salary, self worth, supervisor support, and job challenges (Boke & Nalla, 2009). The lack of research in the law enforcement field regarding the effect of the criminal justice internship on job satisfaction begs for further investigation.

Law Enforcement Internship

The very nature of an internship is to expose the higher education students to the field for which they have been studying throughout their college career. This exposure will enable the student to apply the academic theories and basics learned thus far to a “hands-on” environment. Students choosing law enforcement as their future career spend time delving in textbooks, and studying procedures and applicable laws through college course work. While this academic approach provides a foundation for the student, it does not encompass the full aspects of the field. The completion of an internship program allows the student the opportunity to become more-well rounded in his or her education. Through the internship, students are given the opportunity to apply the techniques they have only studied to this point (Govekar & Rishi, 2007; Harmus, Cauthen, & Levine, 2006; Penn, 2003).

The question has arisen if an internship program in law enforcement should be mandatory or voluntary. Research conducted by Andersen (1998) illustrated the internship program is successful due to the student’s attitudes and experiences during the program. If a student is forced to participate in a program unwillingly, the outcome may not be as positive (Andersen). However, in a diligent search of databases (ProQuest, Galileo, etc.) no research was found that demonstrated this negative outcome. The suggestion and supposition gained from the research was to encourage students to want to participate in an internship program to enhance their college experience, to advance their learning experience, and to make them more marketable to their prospective employers. By marketing the internship program as a benefit to the student, the student will feel

compelled to participate--thus rendering useless the issue of mandatory or not. An internship is more likely to be successful if voluntary rather than mandatory.

As previously discussed, many institutions and organizations are requiring mandatory internships (Bucerius Law School, 2011; Emerson College, 2011; Pepperdine University, 2011). These benefit the institution through public relations aspects—fundraisers, university recognition among the public/community, and through funding aspects—increased reputation, increased student retention, and increased staffing/students.

Currently, criminal justice internships are a voluntary path some students choose to take. Students are not required to complete an internship prior to graduation from most higher education institutions. This demonstrates several negative aspects--potential lack of experience and professionalism on behalf of the student, a potential lack of representation for the higher education institution within the community or career field, and, in current budget strife, a lack of potential workers to fill in a gap currently being experienced by many law enforcement agencies across the country.

Job Satisfaction

Job satisfaction is defined as an emotional state an employee has obtained from a combination of experiences and environments at his or her place of employment (Encyclopedia of Business and Finance, 2009). Job satisfaction has an effect on the overall well-being of the workplace. The Encyclopedia of Business and Finance outlined that “job satisfaction and occupational success are major factors in personal satisfaction, self-respect, self-esteem, and self-development” (p. 1). A positive increase in these

factors tends to influence the worker into being a more productive employee. Essentially, happy employees are productive and motivated employees.

Job satisfaction benefits to the organization include reduction in complaints and grievances, absenteeism, turnover, and termination; as well as improved punctuality and worker morale. Job satisfaction is also linked to a more healthy work force and has been found to be a good indicator of longevity. (p. 1)

This “longevity” is experienced through job retention.

The term “job satisfaction” has been defined in many ways by researchers. Özel, Bayındır, Inan, and Özel (2009) stated that previous researchers defined job satisfaction as a reaction to job conditions; they believed this definition falls short of the target. Özel et al. defined job satisfaction as one’s attitude toward the job; however, they expanded on the definition:

Job satisfaction is the positive excitement that occurs as a result of people’s job experiences, but the level of satisfaction also shows variability depending on people’s motivation and needs. Moreover, job satisfaction has a complex structure. For example, a person might be happy about his or her co-workers, but unhappy about work conditions and promotion opportunities. (p. 359)

Frederick Herzberg’s theory concerning motivation also demonstrates influences on job satisfaction and dissatisfaction. The motivators that satisfy or dissatisfy an employee are not usually the same motivators. Herzberg’s research was founded in the well-being of employees while at work (Mind Tools, n.d.).

Herzberg's findings revealed that certain characteristics of a job are consistently related to job satisfaction, while different factors are associated with job dissatisfaction.

These characteristics are outlined in Table 2.1.

Table 2.1

Herzberg's Factors for Satisfaction and Dissatisfaction

Factors for Satisfaction	Factors for Dissatisfaction
Achievement	Company Policies
Recognition	Supervision
The work itself	Relationship with Supervisor and Peers
Responsibility	Work conditions
Advancement	Salary
Growth	Status
	Security

The conclusion he drew is that job satisfaction and job dissatisfaction are not opposites. Instead, the opposite of satisfaction is no satisfaction; and, the opposite of dissatisfaction is no dissatisfaction.

The literature provides extensive information regarding the level of job satisfaction in a variety of fields; however, little, if any, information was able to be uncovered regarding levels of job satisfaction in law enforcement.

Much of it [knowledge] has been limited to certain occupations such as factory workers, teachers, and social workers. More recently, the literature has begun to expand in its coverage and includes policing, as an occupation, in which job satisfaction can have impact and influence behavior. (p. 1)

However, no such studies involving law enforcement could be found.

It is generally thought that job satisfaction leads to retention. “The possibility of dissatisfied employees seems far less likely when both employers and employees have clear expectations of each other” (Reference for Business, n.d., n.p.). These clear expectations are outlined by Herzberg’s satisfactors of “know the work.” It is possible that these new recruits would have benefitted from an internship in which they could become acquainted with “the work itself;” thereby, increasing their chances of job satisfaction and, ultimately, their retention. If an employee is highly satisfied with the characteristics pointed out by Herzberg, he or she is more likely to remain employed at the current job. Conversely, low job satisfaction is associated with decreased productivity, higher absenteeism and increased employee turnover (Meisinger, 2007; Smith, 2009). This satisfaction, or lack thereof, will ultimately impact retention rates in law enforcement.

New police recruits are entering the training academies in large numbers. The problem is they are also leaving law enforcement as a career in equally large numbers. This decrease in retention of law enforcement officers is attributed, mainly, to the lack of information about the career field held by the new recruits. The media, primarily television shows, portray the law enforcement field as glamour-filled and exciting. While

the field can have times of excitement, there are many more instances of hard work, depressing environments, and gore.

The Minneapolis Police Department conducted a study (2008) regarding a recruitment and retention plan for their agency. Written surveys were conducted at every precinct at each roll call. Information was gathered from the surveys to develop five focus groups. During that study, it was learned that “most of the officers would agree that the main reason they become cops would be the excitement and adventure of police work and the subsequent challenge of being a police officer” (Tom Dupont & Associates, Inc., 2008, powerpoint slide 8). This study is one of many that lends credence to the theory that many new recruits in law enforcement have chosen the career field, not because of the knowledge of the field, but rather the glamour and excitement offered by the perceived career.

Chapter Summary

Internships not only benefit the student performing them, but they benefit the institutions of higher learning by creating partnerships with the sponsoring agencies, assisting in recognizing any gaps in education, and bolstering the institution’s reputation by student representation. The institutions also benefit through public relations aspects—fundraisers, university recognition among the public/community, and through funding aspects—increased reputation, increased student retention, and increased staffing/students.

The sponsoring agencies also obtain benefits from the internship program. These agencies reap the benefits of potential future employees, grooming future employees, recruitment, and learning from future generations. The internship program allows an

agency to “pre-screen” future candidates for employment by monitoring their work ethic. The agency can instill in them a sense of mission and vision for the future. The internship is also a monetary investment in the future. The student is given the opportunity to discover the career field before training and equipment costs are invested by the agency. These initial mentoring costs are miniscule compared to the actual retention costs.

Herzberg lists factors for satisfaction and dissatisfaction. “Knowing the work” is one of the factors for satisfaction. Students who complete an internship, increase their knowledge of the work required in their career field, which could lead to the enhancement of job satisfaction. Research has indicated that higher job satisfaction leads to increased retention.

Law enforcement is over-glamorized by the media as a whole. College students seek criminal justice degrees based on the television shows they watch on television rather than experience and knowledge. Based on this error in judgment, new college graduates are switching employment fields which is costing law enforcement agencies valuable resources. Law enforcement, as a whole, is experiencing turnover by its sworn employees. This turnover is a result of a myriad of reasons, one of which may be job satisfaction. A lack of job satisfaction will drive an employee to seek other means of employment.

While studies link an internship to job satisfaction and other studies link job satisfaction to retention, few, if any, studies examine the relationship between an internship and job satisfaction within the field of law enforcement, which is suffering from a retention crisis.

CHAPTER III

METHODS

This chapter outlines the research methods used in conducting this study. It describes the survey instrument and its reliability and validity, the way data were collected and analyzed, and data analysis procedures. The chapter has the following sections: 1) research question, 2) research design, 3) discussion of population and sample, 4) discussion of sample and response rate, 5) discussion of instrumentation and data collection, 6) discussion of data analysis, and 7) discussion of how the findings were presented.

Research Question

The purpose of this study was to discover if a relationship existed between completion of a criminal justice internship and the job satisfaction level of state level investigative law enforcement personnel. In addition, a number of demographic variables were examined in comparison to job satisfaction. Therefore, the research question that guided this study was:

R₁: What is the relationship of job satisfaction between state level investigative law enforcement personnel who completed an internship and those who did not?

Two sub questions were developed based on this overarching research question:

1. What is the relationship of job satisfaction between state level investigative law enforcement personnel who completed an internship and those who did not based on age, gender, race, and experience?

2. What is the relationship of job satisfaction between state level investigative law enforcement personnel who completed an internship and those who did not based on subscales of operating conditions, coworkers, nature of work, and communication?

Methodology

This study was quantitative in nature as it sought to determine if a difference existed in the score on the Job Satisfaction Survey of state level investigative law enforcement personnel who completed an internship and those who did not. Quantitative research attempts to assign measurable values to situations, observations, and/or events. This numerical assignment can then be measured, evaluated, and understood by researchers. This form of research enables the researcher to draw conclusions of hypothetical information based on mathematical calculations (Golafshani, 2003).

Population

This researcher surveyed state level investigative law enforcement personnel in three different states—Georgia, Tennessee, and Oklahoma, utilizing the Job Satisfaction Survey (Spector, 1985). These states were chosen by the researcher because of access and convenience sampling. The personnel to be sampled were identified through the human resources departments of the state law enforcement agencies for the states of Georgia, Tennessee, and Oklahoma. Permission to conduct research was given from each of the chief state law enforcement executives from each state.

The personnel to be sampled were identified through the human resources departments of the state law enforcement agencies for the states of Georgia, Tennessee, and Oklahoma. Permission to conduct research was given from each of the chief state

law enforcement executives from Georgia, Tennessee, and Oklahoma. The human resources manager for each state law enforcement investigative bureau served as the gatekeeper and forwarded the questionnaire to the law enforcement personnel. The survey was administered to all personnel identified by their employing agencies. Those personnel self-selected by completing the survey at will. This cross-sectional survey was administered through *SurveyMonkey*© to expedite completion of the survey, to encourage participation in the survey, and to reduce costs of processing the survey. The anonymous survey was available for a period of two weeks. The researcher utilized all responses from the survey. If an insufficient response rate was achieved by two weeks, the survey was to be resent to the gatekeepers for redistribution. *SurveyMonkey*© automatically denied access to anyone who had already completed the survey, which reduced any type of duplication. The researcher had to remind the Georgia state level investigative law enforcement personnel to complete the survey. The Tennessee state level investigative law enforcement personnel were prompt and completed the survey without a reminder.

Sample and Response Rate

Through personal communication, the researcher learned there are approximately 488 sworn law enforcement investigators employed by these three states; therefore, a response of 216 participants was necessary to be within $\pm .05$ of the standard error with a 95 percent level of confidence (Krejcie & Morgan, 1970).

Instrumentation and Data Collection

The instrument used in the study was the Job Satisfaction Survey (Spector, 1985), which consisted of 36 questions using a Likert-style scale for responses ranging from “disagree very much” to “agree very much” on a 1 – 6 scoring index. In addition, six

demographic questions were asked, one of which was related to completion of an internship. The researcher contacted the survey's developer, Paul Spector, and received personal permission to use the survey. This survey has a total Cronbach's Alpha of .91 concerning reliability.

The Job Satisfaction Survey was developed by Spector in 1985 to determine employee attitudes about their jobs in nine areas of concern: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. Each of these areas has been evaluated by Spector to determine their Cronbach's alpha. See Table 3.1 for a description of the sub-scales as well as the Cronbach's alpha for the instrument and sub-scales.

Table 3.1

Internal consistency reliabilities based on a sample of 2,870

Scale	Alpha	Description
Pay	.75	Pay and remuneration
Promotion	.73	Promotion opportunities
Supervision	.82	Immediate supervisor
Fringe benefits	.73	Monetary and nonmonetary fringe benefits
Contingent rewards	.76	Appreciation, recognition, and rewards for good work
Operating procedures	.62	Operating policies and procedures
Coworkers	.60	People you work with
Nature of work	.78	Job tasks themselves
Communication	.71	Communication within the organization
Total	.91	Total of all facets

Each of these nine facets contains four items used to assess the facet. The questions pertaining to each of the facets are outlined in Table 3.2. Items are written both negatively and positively, requiring the researcher to reverse score one half of the items. The negative items are: 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36.

Table 3.2

Items assigned to subscales

Subscale	Item Numbers
Pay	1, 10, 19, 28
Promotion	2, 11, 20, 33
Supervision	3, 12, 21, 30
Fringe benefits	4, 13, 22, 29
Contingent rewards	5, 14, 23, 32
Operating conditions	6, 15, 24, 31
Coworkers	7, 16, 25, 34
Nature of work	8, 17, 27, 35
Communication	9, 18, 26, 36
Total satisfaction	1-36

The current research is appropriate as the survey questions contained in the Job Satisfaction Survey were also utilized by Spector for surveying police officers. The survey questions within the Job Satisfaction Survey are generic in nature and are applicable to any career field.

Data Analysis

The Job Satisfaction Survey can be analyzed in two different ways: normative approach and absolute approach. The normative approach compares the respondent's answers to employment norms as developed by Spector. The absolute approach determines raw scores to represent satisfaction and dissatisfaction. Because the survey has 36 items allowing for a range of 1 - 6 for an answer, the total score for the entire survey ranges from 36 - 216. Spector determined, based on these ranges, the score for satisfaction is 144 - 216. This absolute approach was developed across all employment types for job satisfaction. The researcher utilized the absolute approach to determine a cut score as it relates to job satisfaction for state level investigative law enforcement personnel.

The results of the survey were entered into the Statistical Package for Social Sciences (SPSS) utilizing a t-test to obtain descriptive statistics and determine if a difference existed in the Job Satisfaction Scores of state level investigative law enforcement personnel who completed a criminal justice internship and those who did not. This t-test determined if "the mean scores between the two groups on a measure is likely to have occurred by chance, or if it represents a true difference in the scores of the populations" (Glatthorn & Joyner, 2005, p. 133). The findings for those who have completed an internship and those who have not were compared across the demographic questions concerning age, gender, and race/ethnicity to determine if these demographics had an impact. Further, these scores for those who have completed an internship and those who have not were compared on the four sub-scales related to an internship. These sub-scales are: operating conditions, coworkers, nature of work, and communication.

These subscales are the most closely related to a criminal justice internship and are closely tied to Herzberg's factors for satisfaction and dissatisfaction – work conditions, relationship with supervisor and peers, the work itself, and company policies. The questions included in these subscales are as follows:

Operating conditions:

- 6. Many of our rules and procedures make doing a good job difficult.
- 15. My efforts to do a good job are seldom blocked by red tape.
- 24. I have too much to do at work.
- 31. I have too much paperwork.

Coworkers:

- 7. I like the people I work with.
- 16. I find I have to work harder at my job because of the incompetence of people I work with.
- 25. I enjoy my coworkers.
- 34. There is too much bickering and fighting at work.

Nature of work:

- 8. I sometimes feel my job is meaningless.
- 17. I like doing the things I do at work.
- 27. I feel a sense of pride in doing my job.
- 35. My job is enjoyable.

Communication:

- 9. Communications seem good within this organization.
- 18. The goals of this organization are not clear to me.

26. I often feel that I do not know what is going on with the organization.

36. Work assignments are not fully explained.

Once data were entered into SPSS, the Cronbach's alpha was calculated for this research to determine reliability. The Job Satisfaction Survey has already been determined to be reliable through Spector's research.

The current research demonstrated validity as the survey questions contained in the Job Satisfaction Survey were also utilized by Spector for surveying police officers. The survey questions within the Job Satisfaction Survey are generic in nature and are applicable to any career field.

The results meet all four criteria of Campbell and Fiske (1959). First, the validity correlations between equivalent sub-scales from both instruments [Job Satisfaction Survey and Job Descriptive Index] were significantly larger than zero and of reasonable magnitude, .61 to .80. Second, these values were all higher than correlations between noncorresponding sub-scales across instruments. Finally, the pattern of interrelationships among subscales for both instruments were reasonably consistent, with all but one correlation from each instrument ranging from .20 to .37. In addition, the validity correlations were all higher than relationships between each common sub-scale and the additional Job Satisfaction Survey. (p. 701 - 702)

Once data were collected and analyzed, findings were reported utilizing text, graphs, and charts to demonstrate the difference, if any, that existed between the completion of a criminal justice internship and job satisfaction of state level investigative law enforcement personnel.

Chapter Summary

The purpose of this study was to determine if there is a difference in the score on the Job Satisfaction Survey state level investigative law enforcement personnel who completed an internship and those who did not. Data were collected by electronically delivering the Job Satisfaction Survey, along with demographic questions, to the personnel from state level investigative law enforcement agencies in Georgia, Tennessee, and Oklahoma through *SurveyMonkey*©. The results were statistically investigated through a t-test to obtain descriptive statistics and determine if a difference existed between completion of a criminal justice internship and the job satisfaction of state level investigative law enforcement personnel. The findings for those who have completed an internship and those who have not were compared across the demographic questions concerning age, gender, and race/ethnicity to determine if these demographics had an impact. Further, these scores for those who have completed an internship and those who have not were compared across the four sub-scales related to an internship. These sub-scales are: operating conditions, coworkers, nature of work, and communication. These subscales are the most closely related to a criminal justice internship.

CHAPTER IV
REPORT OF DATA AND DATA ANALYSIS

Introduction

The purpose of this research was to discover if a relationship existed between completion of a criminal justice internship and the job satisfaction score of state level investigative law enforcement personnel. In addition, a number of demographic variables were examined in comparison to job satisfaction among those who completed an internship and those who did not. Therefore, the research question that guided this study was:

R₁: What is the relationship of job satisfaction between state level investigative law enforcement personnel who completed an internship and those who did not?

Two sub questions were developed based on this overarching research question:

1. What is the relationship of job satisfaction between state level investigative law enforcement personnel who completed an internship and those who did not based on age, gender, race, and experience?
2. What is the relationship of job satisfaction between state level investigative law enforcement personnel who completed an internship and those who did not based on subscales of operating conditions, coworkers, nature of work, and communication?

The findings for those who have completed an internship and those who did not were compared across the demographic questions concerning age, gender,

and race/ethnicity to determine if these demographics have an impact. Further, scores for those who completed an internship and those who did not were compared on the four sub-scales of the Job Satisfaction Survey related to an internship. These sub-scales are: operating conditions, coworkers, nature of work, and communication. These sub-scales were chosen because they are the most closely related to a criminal justice internship.

Research Design

This study was quantitative in nature as it sought to determine if a difference exists in the score on the Job Satisfaction Survey of state level investigative law enforcement personnel who completed an internship and those who did not. The instrument used in the study was the Job Satisfaction Survey (Spector, 1985), which consists of 36 questions using a Likert-style scale for responses ranging from “disagree very much” to “agree very much.” In addition, six demographic questions were asked, one of which is related to completion of an internship. An absolute approach to determine raw scores to represent satisfaction and dissatisfaction was utilized by the researcher. Because the survey has 36 items allowing for a range of 1-6 for an answer, the total score for the entire survey ranges from 36-216. Spector determined, based on these ranges, the score for satisfaction is 144-216. Several of the questions were written both negatively and positively, requiring the researcher to reverse score one half of the items. The negative items were: 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36. This researcher created a variable “total” in order to tally the satisfaction scores from each of the respondents. The score range for this survey was 57 (lowest satisfaction) to 200 (highest satisfaction). The mean score for the survey was 135.94.

This was eight points below Spector’s identified lowest mean satisfaction score within the “satisfied” range of 144 - 216.

The Job Satisfaction Survey was developed by Paul Spector in 1985 to determine employee attitudes about their jobs in nine areas of concern: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. Each of these areas has been evaluated by Spector to determine their Cronbach’s alpha. See Table 4.1 for a description of the sub-scales as well as the Cronbach’s alpha for the instrument and sub-scales.

Table 4.1

Internal consistency reliabilities based on a sample of 2,870

Scale	Alpha	Description
Pay	.75	Pay and remuneration
Promotion	.73	Promotion opportunities
Supervision	.82	Immediate supervisor
Fringe benefits	.73	Monetary and nonmonetary fringe benefits
Contingent rewards	.76	Appreciation, recognition, and rewards for good work
Operating procedures	.62	Operating policies and procedures
Coworkers	.60	People you work with
Nature of work	.78	Job tasks themselves
Communication	.71	Communication within the organization
Total	.91	Total of all facets

The reliability for this researcher's survey was calculated and determined to have a Cronbach's Alpha of .902 for the survey questions. The Cronbach's Alpha for the subscales were as follows: operating procedures was .691, coworkers was .679, nature of the work was .706, and communication was .727.

Sample

This researcher surveyed state level investigative law enforcement personnel in three different states—Georgia (N=148), Tennessee (N=149), and Oklahoma (N=22) utilizing the Job Satisfaction Survey (Spector, 1985). One respondent did not indicate the employing state. These states were chosen by the researcher because of access; therefore, this represents a convenience sampling. The sampled personnel were identified through the human resources departments of the state law enforcement agencies for the states of Georgia, Tennessee, and Oklahoma. Permission to conduct research was given from the chief state law enforcement executives from each state. The respondents self-selected by choosing to answer the survey or not. The respondents from Oklahoma only totaled 22 participants; the researcher decided to not include these answers in the final research analysis due to the very small response. Thus, the remainder was 297 participants from Georgia and Tennessee.

The gender question resulted in 214 (72.1%) participants stating they were male, and 80 (26.8%) participants stating they were female. Three respondents chose not to answer this question.

Of the 297 participants, 21 (7%) stated they were African American/Black, 3 (1%) stated they were Asian, 3 (1%) stated they were Hispanic, 264 (88.5%) stated they

were White (non-Hispanic), and 4 (1%) listed themselves as Other. Two respondents chose not to answer this question.

When asked about age, of the 297 participants, 281 (94%) participants responded, 16 participants declined to answer this question. The age range for the respondents was between 25 and 64 years old, with the vast majority of participants falling in the 31 – 40 and 41 – 50 year age groups. See Figure 4.1 for age groups.

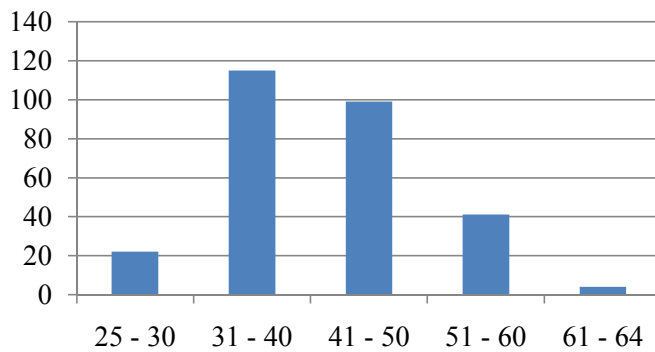


Figure 4.1 Age Groups

Of the 297 participants, 291 (97.7%) submitted a response for years of service in law enforcement. The years of service ranged from less than 1 year to 64 years, with the mode falling in the 11 – 20 years of service group. Six declined to answer. See Figure 4.2 for ranges in years of service.

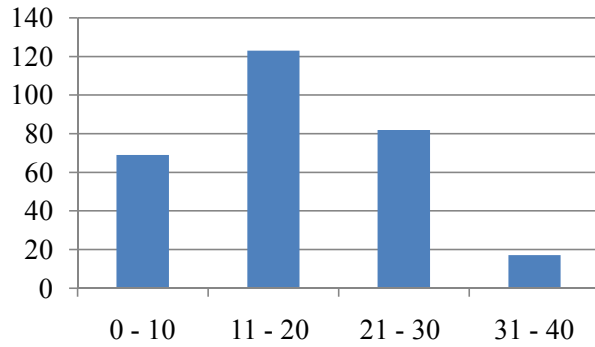


Figure 4.2 Ranges of years of service

When asked what state employed them, 149 (50%) participants stated they were employed by Tennessee; 148 (50%) participants stated they were employed by Georgia. One participant declined to answer the question.

Of the 297 participants, 109 (36.6%) stated they had completed an internship prior to employment with a law enforcement agency, while 187 (63.1%) stated they had not. One respondent chose not to answer this question.

Findings

There were 466 surveys distributed through *SurveyMonkey*© to gatekeepers for the states of Georgia and Tennessee with 297 responses received for a 64% response rate. These figures do not account for the small response from the Oklahoma employees. Each survey was compiled and entered into statistical software (SPSS) for analysis. Of the 36 Job Satisfaction Survey questions, each and every question was answered by the 298 respondents. However, a few respondents chose not to answer several of the demographic questions.

The researcher utilized SPSS to analyze the data with t-test statistics concerning whether or not a respondent completed a criminal justice internship prior to employment with law enforcement and total job satisfaction. The significance (p) value was 0.634. Since this value is greater than 0.05, no significant difference existed between those who completed an internship and those who did not concerning job satisfaction. See Table 4.2.

Table 4.2

T-test for completion of an internship

Completed an internship prior to employment with law enforcement	N	Mean	Std. Deviation	t	p
Yes	109	134.1376	21.28618		
No	188	135.4096	22.67622		
				-0.476	.634

The researcher utilized SPSS to analyze the data with one way ANOVA statistics concerning whether or not a respondent completed a criminal justice internship prior to employment with law enforcement compared to the sub-scales of the Job Satisfaction Survey for operating conditions, coworkers, nature of the work, and communication. The questions included in these subscales are as follows:

Operating conditions:

- 6. Many of our rules and procedures make doing a good job difficult.
- 15. My efforts to do a good job are seldom blocked by red tape.
- 24. I have too much to do at work.
- 31. I have too much paperwork.

Coworkers:

- 7. I like the people I work with.
- 16. I find I have to work harder at my job because of the incompetence of people I work with.
- 25. I enjoy my coworkers.
- 34. There is too much bickering and fighting at work.

Nature of work:

- 8. I sometimes feel my job is meaningless.
- 17. I like doing the things I do at work.
- 27. I feel a sense of pride in doing my job.
- 35. My job is enjoyable.

Communication:

- 9. Communications seem good within this organization.
- 18. The goals of this organization are not clear to me.
- 26. I often feel that I do not know what is going on with the organization.
- 36. Work assignments are not fully explained.

The (F) value for operating conditions was .171, with a (p) value of .679. The (F) value for coworkers was .024, with a (p) value of .877. The (F) value for nature of the

work was .777, with a (p) value of .379. The (F) value for communication was .814, with a (p) value of .368. The critical value at the .05 level was 3.84. Since these values are not greater than 3.84, no significant difference existed. See Table 4.3.

Table 4.3

ANOVA evaluations

		Sum of	df	Mean	F	p
		Squares		Square		
Operating conditions (6, 15, 24, 31)	Between groups	2.691	1	2.691	.171	.679
	Within groups	4630.824	295	15.698		
Coworkers (7, 16, 25, 34)	Between groups	.230	1	.230	.024	.877
	Within groups	2844.686	295	9.643		
Nature of work (8, 17, 27, 35)	Between groups	7.155	1	7.155	.777	.379
	Within groups	2715.619	295	9.205		
Communication (9, 18, 26, 36)	Between groups	13.226	1	13.226	.814	.368
	Within groups	4795.831	295	16.257		

This researcher utilized SPSS to determine the mean scores of those who completed an internship and those who did not in relation to the sub-scale questions. Each of the sub-scales has a possible high score of 24 points. The mean scores calculated for the sub-scales were highest for nature of work and lowest for operating conditions. The total satisfaction score for the entire survey can range from 36 – 216. Spector determined, based on these ranges, the score for satisfaction is 144 – 216. The difference between the mean score for those completing an internship and those not completing an internship were insignificant. See Table 4.4 for output.

Table 4.4

Mean scores for sub-scales and total satisfaction scores

	Operating Conditions	Coworkers	Nature of Work	Communication	Total Satisfaction Score
Completed internship	12.8624	20.1284	20.6514	17.5229	134.1376
Did not complete internship	12.6649	20.1862	20.9734	17.0851	135.4096

This researcher utilized SPSS to analyze the data with t-test statistics to compare job satisfaction (total) and the gender of the respondent. The significance (p) value was 0.709. Since this value is greater than 0.05, there was no significance. See Table 4.5 for output.

Table 4.5

T-test results

Gender	N	Mean	Std. Deviation	t	p
Male	215	135.5209	22.97455		
				.374	.709
Female	80	134.4250	20.71859		

This researcher utilized SPSS to analyze the data with t-test statistics to compare job satisfaction (total) and the state of employment for the respondent. The significance (p) value was 0.065. Since this value is greater than 0.05, there was no significance. See Table 4.6 for output.

Table 4.6

T-test results

State	N	Mean	Std. Deviation	t	p
Tennessee	149	137.5839	24.43361		
				1.853	.065
Georgia	148	132.8108	19.69438		

Chapter Summary

The purpose of this study was to determine if there was a difference in the score on the Job Satisfaction Survey of state level investigative law enforcement personnel who completed an internship and those who did not. Data were collected by electronically delivering the Job Satisfaction Survey, along with demographic questions, to the personnel from state level investigative law enforcement agencies in Georgia, Tennessee, and Oklahoma through *SurveyMonkey*©. The participants from Oklahoma were omitted due to the insignificant response. The results were statistically investigated to obtain descriptive statistics and determine if a difference existed between completion of a criminal justice internship and the job satisfaction of state level investigative law enforcement personnel. The findings for those who completed an internship and those who did not were compared across the demographic questions concerning age, gender, and race/ethnicity to determine if these demographics had an impact. Further, these scores for those that have completed an internship and those who did not were compared across the four sub-scales related to an internship. These sub-scales are: operating conditions, coworkers, nature of work, and communication. These subscales are the most closely related to a criminal justice internship. It was determined there was no significant difference in job satisfaction between those who had completed an internship and those who had not. Further, it was determined there were no significant differences relating to the demographic questions nor the sub-scales related to an internship; however, the mean scores calculated for the sub-scales were highest for nature of work and lowest for operating conditions.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The purpose of this study was to determine if a relationship existed between job satisfaction of state level investigative law enforcement personnel who completed an internship and those who did not. Data were collected by electronically delivering the Job Satisfaction Survey (Spector, 1985), along with demographic questions, to personnel from state level investigative law enforcement agencies in Georgia and Tennessee through *SurveyMonkey*©.

Analysis of Research Findings

The results were statistically investigated through a t-test to obtain descriptive statistics and determine if a relationship exists between the job satisfaction of state level investigative law enforcement personnel who completed an internship and those who did not. The findings for those who completed an internship and those who did not were compared across the demographic questions concerning age, gender, and race/ethnicity to determine if these demographics have an impact. Further, scores for those who have completed an internship and those who did not were compared across the four sub-scales of the Job Satisfaction Survey related to an internship. These sub-scales were: operating conditions, coworkers, nature of work, and communication. It was determined there was no significant difference in job satisfaction on sub-scales between those who completed an internship and those who did not. Further, it was determined there were no significant differences relating to the demographic questions nor the sub-scales related to an internship.

Discussion of Research Findings

The 1862 Land Grant Act made service to the community the foundation of higher education institutions (Hirschinger-Blank & Markowitz, 2006; Penn, 2003). Since that time, a variety of service-oriented commitments have been implemented to expose interested college students to a particular career field, one of which is the internship.

Exposure to the career field prior to an individual's lifetime commitment may help to minimize attrition, increase morale, and enhance work ethic issues. A student internship provides such an opportunity by allowing the student to witness, first hand, the reality of the career field for which he or she has been studying (Garner, 1999).

In the past, earning a college degree meant a guaranteed path to employment and career advancement. Not so in the current battle for a career. "In 2000, more than 1.2 million people received bachelor's degrees in the United States. This year [2010], that number is expected to rise 30 percent to more than 1.6 million" (Burnsed, 2010). Completing a college degree has become the necessary step to obtain employment or career advancement, but does not necessitate that one will obtain scarce positions. This is true in the field of law enforcement, as well as many other fields.

The researcher analyzed total job satisfaction scores developed by respondents' answers to the Job Satisfaction Survey (Spector, 1985). The findings for those who completed an internship and those who did not were compared across the demographic questions concerning age, gender, experience, and race/ethnicity to determine if these demographics were related. Further, these scores for those who had completed an internship and those who had not were compared across the four sub-scales related to an internship. These sub-scales were: operating conditions, coworkers, nature of work, and

communication. These subscales are the most closely related to a criminal justice internship. It was determined there is no significant difference in job satisfaction based on sub-scales between those who have completed an internship and those who have not. Further, it was determined there were no significant differences in job satisfaction relating to the demographic questions concerning age, gender, experience, and race/ethnicity nor the sub-scales related to an internship.

Despite the lack of significance between completion of a criminal justice internship and job satisfaction, there remain problems with decreasing retention rates, capital expenditures with new trainees, and preconceived notions concerning a career in state level investigative law enforcement.

While the manpower of law enforcement is increasing (Bureau of Labor Statistics, 2008), the actual attrition rate is also increasing (Koper, 2004). This is explained that as more law enforcement personnel are needed to fill vacant slots, ever more increasingly, those same slots are being vacated again for a variety of reasons. Students who complete degrees in law enforcement and find that is not a suitable or desirable career choice have wasted time and money and may not be qualified to compete for alternative sources of employment. Previous research (Carini, Kuh, & Klien, 2006; Dale, 1996; DeShaw, 2006; Dimaria, 2006; Fredericksen, 2000) has established a link between completion of an internship and job satisfaction. In addition, previous research (Brough & Frame, 2004; Carlan, 2007; Dantzker, 1994; Hart, 1999; Hubbard, 2008) has established a link between job satisfaction and retention. However, few, if any, studies have involved the field of law enforcement. This study was the first step in exploring the issues related to low retention rates in law enforcement.

Fiscally, the capital investment required for training each new police recruit reduces the operating budget of a police department. In fiscal year 2006 (most current data available to date), \$842.4 million was spent on training academy operating expenditures. During this same fiscal year, 57,000 trainees began their careers in law enforcement at the police academy, but only 49,000 trainees completed the course. This translates to an 86% completion rate overall (Bureau of Justice Statistics, 2010). The amount of money being spent each fiscal year on new recruits entering the police training academies translates to large sums of money.

Preconceived notions concerning a career in law enforcement are created from a variety of sources, with the media being the most prevalent. The advent of television shows such as CSI, NCIS, and Forensic Files have overly dramatized a career field that is not necessarily glamorous. This has led to an increased level of interest toward a career in law enforcement. Unfortunately, college graduates are entering the field in great numbers only to be leaving in greater numbers. This mismatch between expectations and the reality of the job in law enforcement may lead to job dissatisfaction, and ultimately, contribute to rising turnover rates among the state level investigative law enforcement ranks. While the manpower of law enforcement is increasing, the actual attrition rate is also increasing. This is explained that as more law enforcement personnel are needed to fill vacant slots, ever more increasingly, those same slots are being vacated again for a variety of reasons. The problem is that retention rates among new police officers are falling, costing agencies a loss of resources in terms of time and money, as well as a decrease in morale among officers and leaving recent graduates without a career.

Even though the present study showed no significance, other studies have demonstrated positive outcomes related to completing an internship. For example, the continuing quantitative study conducted annually by the Oregon University System (Portland State University Survey Research Lab, 2008) that follows the progress of bachelor degree students one year after graduation demonstrated that graduates expressed satisfaction with their progress one year after graduation. The majority of the graduates were employed in career fields closely related to their degrees and the bulk of the students were employed within the state of Oregon. Graduates who participated in internship programs expressed more preparedness for their career field. This preparedness may be linked to Spector's (1985) nature of the work sub-scale.

In current budget strife, requiring a mandatory internship can impact both the future employers, new college graduates, and the universities. With dwindling dollars, governments and public sector companies are forced to make available funds stretch to capacity; often, projects are cut, funding is revoked, and agencies are compelled to complete their missions with fewer employees. This dire economic situation can be a positive environment for students to complete an internship in their career field, one of which is criminal justice. Criminal justice agencies are pairing with colleges and universities to help supplement their staff by allowing students to complete internship programs with their agencies. Not only does this pairing offer the law enforcement agency an opportunity to expand staff with zero cost, it offers the higher education student the opportunity to learn about the career field to which he or she has only been academically exposed (Govekar & Rishi, 2007; Harmus, Cauthen, & Levine, 2006; Penn, 2003).

Mandatory internships are developing in many other types of organizations that are beginning to demand students who are dedicated to their craft, not just looking for a semester of fun. Pepperdine University and Emerson College (2011) in the United States demand mandatory internships for completion of a degree. Longwood University in Virginia requires a mandatory internship of all of its graduates:

These internships give these students an edge that they would not have otherwise...Longwood, with an enrollment of roughly 4,800, saw 74 percent of their 2008 graduating class attain jobs within six months of graduation, despite the fact that students were thrust into one of the worst job markets on record. (Burnsed, 2010, n.p.)

In another study, research was conducted involving the Federal Bureau of Prisons (Magaletta, McLearn, & Patry, 2008). There was a need to fill mental health positions in the prison system; these positions had a consistently high turnover rate. At the same time, a need was recognized for doctoral students requiring clinical experience for graduation. Marrying these two needs bridged this gap. The students completed their clinical experience within the prison system, which produced a win-win situation. The students were hired as new employees and the prison system filled vacant positions.

Recommendations

Obviously, there must be an explanation for the rising turnover rates in state level investigative law enforcement; therefore, further examination of the impacts of job satisfaction on state level investigative law enforcement personnel should be pursued. Future research questions might examine the effects of job satisfaction on job performance, the possibility of a more appropriate survey to measure job satisfaction,

examination of individual states rather than a grouping of states, a different level of law enforcement other than state levels, the impact of pay and benefits on job satisfaction, and the level of law enforcement supervisors' satisfaction concerning the work of their personnel.

The examination of job satisfaction for individual states may be an important aspect. This researcher is most closely familiar with the emphasis placed on the internship program within the state of Georgia. State level investigative law enforcement in Georgia is most cooperative with the university systems to provide a meaningful learning environment to students of higher education. Other states may not be as willing to promote the learning environment conducive to a successful internship program.

The researcher focused on the job satisfaction scores for state level investigative law enforcement using Spector's (1985) Job Satisfaction Survey. Spector's survey was found to be applicable to law enforcement and contained high psychometrics. However, when Spector conducted his original research to produce norms for police officers, he did not specify the employment level of the law enforcement officers involved in the study. Differences in job satisfaction may be found at the county and local levels of law enforcement.

During this research, the nation was in a recession. These difficult economic times have an impact on employment as well as individuals' perceptions of their satisfaction with current positions. People are more inclined to remain at employed at their current positions despite satisfaction levels. Switching careers may not be an option, as there is not a plethora of available jobs to be found. This lack of employment choice forces employees to remain at their current jobs in order to maintain standards of

living. Regardless of the fact that the survey was anonymous, expressing a lack of satisfaction may not have seemed prudent to respondents.

A final area to be examined concerns the level of satisfaction for a law enforcement supervisor based on their employees' work. As with any supervisory position, the burden of leadership can have a profound effect on both the supervisor and the employee. Because law enforcement can be unionized or under a merit system, not all unsatisfactory employees can be terminated for their poor performance. This scenario forces supervisors to constantly battle for authority, satisfactory performance, and cohesiveness among the employees. If a law enforcement supervisor is constantly exposed to employees who do not satisfactorily perform their duties, this would lead to a lack of satisfaction.

While the researcher was enlightened by the lack of significance of the internship and job satisfaction on state level investigative law enforcement personnel, there are still many areas to pursue regarding completion of an internship in law enforcement.

A few of the benefits for students completing an internship include: the reduction of stereotypes for the career field, enhanced communication skills, and building a team concept within a professional environment. Marketing the internship program to the student is not a difficult task. The benefits of participating in an internship program for the higher education student are many. Students are given the opportunity to explore a specified job within their desired career field. Career exposure, vis-à-vis an internship, allows students the opportunity to experience the environment without making the long-term commitment required by employment.

The learning opportunities are another benefit awarded to the students. As one student wrote in his journal pertaining to his internship, “I feel [the internship] should be required of all students as it teaches many things that cannot be learned in a classroom” (Dimaria, 2006, p. 50). Students are taught basic skills in the classroom environment. However, during an internship the student is exposed to more in-depth lessons involving those basic skills.

Another benefit of an internship is that students who complete internship programs build several networks during that completion. A bond is created among the other peers in the intern program class as they discuss their various experiences during their programs. A career network is formed between the student and the agency with which the internship is being completed. A more loosely knitted network is created between the student and those professionals who are exposed to the student during the internship that the student would not have encountered otherwise (Andersen, 1998).

The theory of social capital attaches itself to the internship program based on this notion of networking. Social capital essentially outlines that one’s self worth increases as one’s social connections increase (Edelman, Bresnen, Newell, Scarbrough, & Swan, 2004). These connections can lead to future employment after graduation or a more favorable outcome during an interview based on prior relationships developed during the internship. This is demonstrated by PricewaterhouseCoopers hiring more than 70 percent of its new hires from its internship program (Burnsed, 2010).

Student engagement within a prospective future career field is also a benefit. Much research has been conducted regarding the relationship between student engagement and student persistence to degree attainment (Carini, Kuh, & Klien, 2006).

Students can apply the theories and applications learned in the classroom to the professional environment. “Students become ‘active learners,’ engaging in service projects that are connected to course content and allow them to better understand concepts by applying them to ‘real-world’ problems and issues” (Harmus, Cauthen, & Levine, 2006, p. 25). The internship also attends to facets of student engagement by intimately involving the student in his or her prospective career field. A student intern can simply complete the minimum requirements to achieve the desired grade, or a student can actively participate in the learning process during the internship. Research has established that students completing internship programs have demonstrated a deeper understanding of course material; this understanding was reported through grade performance and self-reporting (Fredericksen, 2000; Harmus, Cauthen, & Levine). Students completing an internship program obtained higher academic standing than those students who did not complete any type of mentoring program (Andersen, 1998; Harmus, Cauthen, & Levine; Oregon University System, 2007; Penn, 2003).

This student engagement, vis-à-vis the internship, also offers students an opportunity to gain experience in their future career field without actually entering the workforce. Hands-on skills and practical experience are reinforced through this experiential education (Hosmer, 2004). Students are taught skills that can only be learned through “on the job” training. These skills are considered marketable experiences that cannot be obtained through academic environments (Andersen, 1998).

Student engagement encompasses practical experience and hands-on skill attainment. Student engagement is considered a competent predictor of student understanding and accomplishment (Carini, Kuh, & Klien, 2006). Essentially, the more a

student is exposed to the career field, the more a student will become familiar with this same career field. Student engagement is an opportunity for the student to witness academic learning put into practice. “The very act of being engaged also adds to the foundation of skills and dispositions that is essential to live a productive and satisfying life after college” (Carini, Kuh, & Klien, p. 2).

Job satisfaction has been an overlooked issue within the law enforcement field. The primary research conducted thus far focuses on job satisfaction as it relates to gender, ethnicity, stress, and compensation (Bennett, 1997; Bromley, Cockran, & Halsted, 2000; Brough & Frame, 2004; Hubbard, 2008). However, research conducted by Özel et al. (2009) determined that a strong correlation exists between job satisfaction and job retention in the field of law enforcement. Further research conducted by Özel et al. (2009) determined that officers are more motivated by performing work they consider important to the community they serve. A student who completes a criminal justice internship will be exposed to the more realistic aspects of the career field; this exposure may lead to more overall job satisfaction within the agency (Hubbard, 2008), thus reducing job turnover rates as a whole.

These positive aspects of the completion of a student internship prior to graduation with a criminal justice degree are influential factors on job satisfaction. Despite the lack of significance during this study, these positive factors should be further investigated to determine the impact of the completion of a student internship on job satisfaction within the law enforcement field.

REFERENCES

- Andersen, S. (1998, September). *Service learning: A national strategy for youth development*. Washington, D.C.: The Communitarian Network.
- Bennett, R. R. (1997). Job satisfaction among police constables: A comparative study in three developing nations. *Justice Quarterly*, *14*, 295-323.
- Boke, K., & Nalla, M. (2009). *Police organizational culture and job satisfaction: A comparison of law enforcement officers' perceptions in two Midwestern states in the U.S.* Retrieved from http://www.fvv.uni-mb.si/varstvoslovje/Articles/Kaan-Nalla_VS_2008-4_ang.pdf.
- Bromley, M. L., Cochran, J. K., & Halsted, A. J. (2000). The effects of work orientations on job satisfaction among sheriffs' deputies practicing community-oriented policing. *Policing: An International Journal of Police Strategies & Management*, *23*(1), 82-104.
- Brough, P., & Frame, R. (2004). Predicting police job satisfaction and turnover intentions: The role of social support and police organisational variables. *New Zealand Journal of Psychology*, *33*(1), 8-16.
- Bureau of Justice Statistics. (2006). Law Enforcement Training Academies. Retrieved from <http://bjs.ojp.usdoj.gov/index.cfm?ty=tp&tid=77#>.
- Bureau of Labor Statistics. (2008). *Occupational Outlook Handbook*. Retrieved from U.S. Department of Labor: <http://www.bls.gov/oco/ocos160.htm>.

- Burnsed, B. (2010). Degrees are great, but internships make a difference. *U.S. News and World Report*. Retrieved from <http://www.usnews.com/education/articles/2010/04/15/when-a-degree-isnt-enough>.
- Carini, R., Kuh, G., & Klien, S. (2006). Student engagement and student learning. *Research in Higher Education*, 47(1), 1-32.
- Carlan, P. (2007). The search for job satisfaction: A survey of Alabama policing. *American Journal of Criminal Justice*, 32(1-2), 74-86.
- Dakota State University. (2010). Internship programs. Retrieved from <http://www.dsu.edu/career/employers/internship-program.aspx>.
- Dale, K. W. (1996). College internship program: Prospective recruits get hands-on experience. *FBI Law Enforcement Bulletin*, 65(9). FindArticles.com. http://findarticles.com/p/articles/mi_m2194/is_n9_v65/ai_18826918/.
- Dantzker, M. (1994). Identifying determinants of job satisfaction among police officers. *Journal of Police and Criminal Psychology*, 10(1), 47-56.
- DeShaw, J. D. (2006). The use of undergraduate interns as a means of creating interest in safety and industrial hygiene careers. *The Journal of American Society of Safety Engineers Research*, 3(2), 1-3.
- Dimaria, F. (2006). Service learning now attracts a new kind of student. *The Hispanic Outlook in Higher Education*, 16, 50-54.
- Edelman, L. F., Bresnen, M., Newell, S., Scarbrough, H., & Swan, J. (2004). The benefits and pitfalls of social capital: Empirical evidence from two organizations in the United Kingdom. *British Journal of Management*, 15(1), 59-69.

- Edwards, J. (2008, September 30). *Issues in communication*. Lecture. Georgia Bureau of Investigation Leadership Training.
- Encyclopedia of Business and Finance*. (2009). Retrieved from enotes:
<http://www.enotes.com/business-finance-encyclopedia/job-satisfaction.htm>
- Fredericksen, P. J. (2000). Does service learning make a difference in student performance? *Journal of Experiential Education*, 23, 64-74.
- Fultonberg, L. (2010). New York State budget fiasco threatens internships, work-study. *The Daily Orange*. Retrieved from <http://www.dailyorange.com/news/new-york-state-budget-fiasco-threatens-internships-work-study-1.1551218>.
- Furco, A. (1996). *Service-learning: A balanced approach to experiential education*. Washington, D.C.: Corporation for National Service.
- Garner, R. (1999). *College-educated cops: The time is now*. In J. Sewell (Ed.), *Controversial Issues in Law Enforcement*. New York: Allyn and Bacon.
- Georgia Southern University. (2011). Office of undergraduate teacher education and accreditation. Retrieved from
<http://coe.georgiasouthern.edu/oute/stuteachexp.html>.
- Glatthorn, A., & Joyner, R. (2005). *Writing the winning thesis or dissertation: A step-by-step guide* (2nd ed.). Thousand Oaks, CA: Sage.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8, 597-607.
- Govekar, M., & Rishi, M. (2007). Service learning: Bringing real-world education into the b-school classroom. *Journal of Education for Business*, 83(1), 3-9.

- Harmus, D. M., Cauthen, J. N., & Levine, J. P. (2006). Enriching student understanding of trial courts through service learning. *Journal of Criminal Justice Education*, 17(1), 23-37.
- Hart, P. M. (1999). Predicting employee life satisfaction: A coherent model of personality, work, and nonwork experiences, and domain satisfactions. *Journal of Applied Psychology*, 84, 564-584.
- Henry, E. (2002). Setting up a student internship with a university. *The National Public Accountant*. Retrieved from http://findarticles.com/p/articles/mi_m4325/is_2002_April/ai_n25046368/?tag=content;coll.
- Hirschinger-Blank, N., & Markowitz, M. (2006). An evaluation of a pilot service-learning course for criminal justice undergraduate students. *Journal of Criminal Justice Education*, 17(1), 69-86.
- Hosmer, C. (2004, July 21). Cyber security education: Meeting the needs of technology workers and employers. Lecture. Washington, D.C.
- Hubbard, D. (2008). *Officer retention in small police departments: Identifying issues while offering solutions*. Florida Department of Law Enforcement's Senior Leadership Program, Eustis Florida Police Department, Eustis, FL.
- Hwang, E. (2008). Determinants of job satisfaction among South Korean police officers: The effect of urbanization in a rapidly developing nation. *Policing*, 31, 694-714.
- Kaplowitz, M., Hadlock, T., & Levine, R. (2004). A comparison of web and mail survey response rates. *Public Opinion Quarterly*, 68(1) 94-101.

- Koper, C. (2004). *Hiring and Keeping Police Officers*. Washington, DC: U. S. Department of Justice.
- Krejcie, R., & Morgan, D. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*, 607-610.
- Maassen, G. (n.d.). *Capacity Building: Internship Programs*. Retrieved from <http://www.developmentwork.net/projects/project-tools/129-capacity-building-internship-programs>.
- Magaletta, P. R., McLearn, A. M., & Patry, M. W. (2008). Correctional predoctoral psychology internships: Creating a uniquely qualified mental health work force. *Corrections Today, 70(8)*, 56-60.
- McKay, B., & McKay, K. (2009). *So you want my job: Police officer*. Retrieved from <http://artofmanliness.com/2009/10/28/so-you-want-my-job-police-officer/>.
- Meisinger, S. (2007). *Job satisfaction: A key to engagement and retention*. Retrieved from <http://www.allbusiness.com/labor-employment/workplace-health-safety-workplace-morale/5504903-1.html>.
- Mind Tools (n.d.). *Herzberg's motivators and hygiene factors*. Retrieved from http://www.mindtools.com/pages/article/newTMM_74.htm.
- Moore, G. (2008, September 29). *Leadership in the 21st century*. Georgia Bureau of Investigation Leadership Training.
- Nowack, K. (2010). *Employee Engagement, Job Satisfaction, Retention and Stress*. Envisia Learning. Retrieved from <http://bjs.ojp.usdoj.gov/index.cfm?ty=tp&tid=77#>.

- Oregon University System. (2008). *One year later survey: Methodology report*. Portland State University Survey Research Lab, Portland, OR.
- Oregon University System. (2010). *2010 Performance Report*. Office of Strategic Programs & Planning, Eugene, OR.
- Orrick, D. (2005). Police turnover. *The Police Chief*, 72(9).
- Özel, A., Bayındır, N., İnan, H., & Özel, E. (2009). The effect of educational differences on the level of job satisfaction in police officers in Turkey. *International Journal of Police Science & Management*, 11, 358-365.
- Penn, E. B. (2003). Service-learning: A tool to enhance criminal justice. *Journal of Criminal Justice Education*, 14(2), 371-383.
- Reference for business. (n.d.). Internships. *Encyclopedia of Business*, 2nd ed. Retrieved from <http://www.referenceforbusiness.com/small/Inc-Mail/Internships.html>.
- Smith, G. (2009). *Employee engagement, employee retention and job satisfaction*. Retrieved from <http://chartcourse.wordpress.com/2009/12/23/employee-engagement-employee-retention-and-job-satisfaction/>.
- South Florida University. (2011). Predoctoral psychology internship program in public sector psychology. Retrieved from <http://www.fmhi.usf.edu/institute/academic/interns/>.
- Spector, P. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*, 13(6), 693-713.
- Steffes, J. (2004, May/June). Creating powerful learning environments beyond the classroom. *Change*, 46-50.

- Tom Dupont & Associates, Inc. (2008). *Summary of Recruitment / Retention Plan for the Minneapolis Police Department*. Power point.
- Toole, J., & Toole, P. (1992). Key definitions: Commonly used terms in the youth service field. Roseville, MN: National Youth Leadership Council.
- United States Department of Education. (2009). *Digest of Education Statistics*. National Center for Education Statistics. Retrieved from http://nces.ed.gov/programs/digest/d09/tables/dt09_271.asp.
- Vanderpool, T. (2008). Retention Blues: Why is the Border Patrol losing an increasing number of agents? *Tucson Weekly*. Retrieved from <http://www.tucsonweekly.com/tucson/retention-blues/Content?oid=1092522>.
- Verney, T., Holoviak, S., & Winter, A. (2009). Enhancing the reliability of internship evaluation. *Journal of Applied Business and Economics*, 9(1), 22-33.

APPENDIX A
Letter to Gatekeeper

Date

Thank you for taking time to act as a Gatekeeper for the administration of my dissertation research survey. I understand you have many other obligations; however, this should not drastically interfere with your schedule.

Please email the below link and participant letter [appendix B] to all of your sworn law enforcement personnel for their completion. The surveys will be anonymous and the results will be forwarded directly to me.

<http://www.surveymonkey.com/s/ZCVK6JW>

Thank you again for your participation in this matter. If you have questions, please feel free to contact me by the information listed below. If you have any problems, contact my dissertation supervisor, Dr. T. Melton, at tamelton@georgiasouthern.edu. Kind regards,

Catherine Sapp
Assistant Special Agent in Charge
Georgia Bureau of Investigation
38 Joe Kennedy Blvd
Statesboro, Georgia 30458
(912) 871-1121
Cathy.sapp@gbi.ga.gov

APPENDIX B

Letter to Participants

Date

In today's law enforcement, we are all experiencing "doing more with less." During these times of budget strain, law enforcement would like to maintain retention of good officers. I am conducting research through Georgia Southern University. My doctoral dissertation topic concerns the relationship between completing an internship and job satisfaction.

The survey should take no more than 10 minutes to complete. This survey is anonymous; there are no identifiers collected to link any individuals to responses. Please click on the link below to begin the survey.

<http://www.surveymonkey.com/s/ZCVK6JW>

Thank you for your support. If you would like to provide your comments to me directly, please feel free to contact me by the information listed below. If you have any problems, contact my dissertation supervisor, Dr. T. Melton, at tamelton@georgiasouthern.edu. Again, during these times of budget strain, law enforcement would like to maintain retention of good officers! As "one of you," I know all too well how valuable your time is and I do greatly appreciate your time and effort.

Kind regards,

Catherine Sapp
Assistant Special Agent in Charge
Georgia Bureau of Investigation
38 Joe Kennedy Blvd
Statesboro, Georgia 30458
(912) 871-1121
Cathy.sapp@gbi.ga.gov

APPENDIX C

Job Satisfaction Survey (Spector, 1985)

Introduction: The overall purpose of this questionnaire is to understand better how individuals view their day-to-day work life.

Instructions: Please answer the following questions to the best of your ability.

Remember, the answers should reflect your perceptions concerning your feelings towards each statement. If you disagree very much, select 1; if you agree very much, select 6.

The answers in between offer choices to be selected at your discretion.

Part I: Survey

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1. I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2. There is really too little chance for promotion on my job.	1	2	3	4	5	6
3. My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6

4. I am not
satisfied with the
benefits I receive.

1	2	3	4	5	6
---	---	---	---	---	---

5. When I do a
good job, I receive
the recognition for
it that I should
receive.

1	2	3	4	5	6
---	---	---	---	---	---

6. Many of our
rules and
procedures make
doing a good job
difficult.

1	2	3	4	5	6
---	---	---	---	---	---

7. I like the people
I work with.

1	2	3	4	5	6
---	---	---	---	---	---

8. I sometimes feel
my job is
meaningless.

1	2	3	4	5	6
---	---	---	---	---	---

9. Communications
seem good within
this organization.

1	2	3	4	5	6
---	---	---	---	---	---

10. Raises are too few and far between.	1	2	3	4	5	6
11. Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12. My supervisor is unfair to me.	1	2	3	4	5	6
13. The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14. I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15. My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6

16. I find I have to
work harder at my
job because of the
incompetence of
people I work
with.

1	2	3	4	5	6
---	---	---	---	---	---

17. I like doing the
things I do at
work.

1	2	3	4	5	6
---	---	---	---	---	---

18. The goals of
this organization
are not clear to me.

1	2	3	4	5	6
---	---	---	---	---	---

19. I feel
unappreciated by
the organization
when I think about
what they pay me.

1	2	3	4	5	6
---	---	---	---	---	---

20. People get
ahead as fast here
as they do in other
places.

1	2	3	4	5	6
---	---	---	---	---	---

21. My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22. The benefit package we have is equitable.	1	2	3	4	5	6
23. There are few rewards for those who work here.	1	2	3	4	5	6
24. I have too much to do at work.	1	2	3	4	5	6
25. I enjoy my coworkers.	1	2	3	4	5	6
26. I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27. I feel a sense of pride in doing my	1	2	3	4	5	6

job.

28. I feel satisfied
with my chances
for salary
increases.

1	2	3	4	5	6
---	---	---	---	---	---

29. There are
benefits we do not
have which we
should have.

1	2	3	4	5	6
---	---	---	---	---	---

30. I like my
supervisor.

1	2	3	4	5	6
---	---	---	---	---	---

31. I have too
much paperwork.

1	2	3	4	5	6
---	---	---	---	---	---

32. I don't feel my
efforts are
rewarded the way
they should be.

1	2	3	4	5	6
---	---	---	---	---	---

33. I am satisfied
with my chances
for promotion.

1	2	3	4	5	6
---	---	---	---	---	---

34. There is too
much bickering

1	2	3	4	5	6
---	---	---	---	---	---

4. Race/Ethnicity

- a. ____ African American/Black
- b. ____ Asian
- c. ____ Hispanic
- d. ____ White (non-Hispanic)
- e. ____ Other (identify)

5. Gender:

- a. ____ Male
- b. ____ Female

6. What is your age? _____

Thank you for your cooperation.