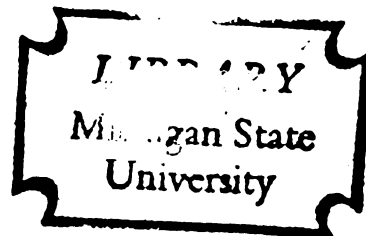


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SAUDI ARABIAN STUDENTS' ATTITUDES TOWARD POLICE: AN
EXPLORATORY CASE STUDY WITH SOME COMPARISON OF
AMERICAN STUDENTS' ATTITUDES TOWARD POLICE

presented by

Mohammad Owayed R. Rajehi

has been accepted towards fulfillment
of the requirements for

M.S. degree in Criminal Justice

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Major professor

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SAUDI ARABIAN STUDENTS' ATTITUDES TOWARD POLICE:
AN EXPLORATORY CASE STUDY WITH SOME
COMPARISONS OF AMERICAN STUDENTS'
ATTITUDES TOWARD POLICE

By

Mohammad Owayed R. Rajehi

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF SCIENCE

School of Criminal Justice

1977

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ABSTRACT

SAUDI ARABIAN STUDENTS' ATTITUDES TOWARD POLICE: AN EXPLORATORY CASE STUDY WITH SOME COMPARISONS OF AMERICAN STUDENTS' ATTITUDES TOWARD POLICE

By

Mohammad Owayed R. Rajehi

The problem this study is concerned with is whether a society of homogeneous social settings, like Saudi Arabia, faces the same police-public relations problem that faces a heterogeneous one, like the United States.

In order to answer this question, the writer chose general questionnaire terms which had been administered on American students concerning their attitudes toward police. With some changes and modifications to suit the purpose of the study, these terms were translated into the Arabic language questionnaire format. Three-hundred and forty-four students were selected randomly from the total population of 1,353 of senior high school students in nine high schools in Riyadh City, the capital of Saudi Arabia. The responses of this study sample were compared to those responses reported by earlier research findings conducted in the United States. Four hypotheses were originally introduced by the writer (see Chapter I). This field research study is

designed to be descriptive and exploratory in nature, and the instrument used is a three-fold questionnaire format (see Index). The statistical techniques used are descriptive as well as inferencial statistics.

The findings of this study are:

1. Students in Saudi Arabia tend to have more favorable attitudes toward the police than in the United States.
2. More students in Saudi Arabia favor entering police work as a career than in the U.S.A.
3. Race is the most significant factor contributing to negative attitudes toward police in the United States (Prof. Bouma, 1969).
4. Students with more self-reported delinquency tend to have negative attitudes toward police compared to less self-reporting on nonself-reporting delinquency in both countries.
5. A significant relationship was found to exist between the student's attitudes toward police and the estimated reaction of significant others' attitudes toward police in both countries.

6. Socio-economic status has no significant bearing on Saudi Arabian students' attitudes toward police. While Johnson (1969) and Dr. Portune (1971) reported that a relationship was found to exist in the United States.
7. Grade point average had no bearing on students' attitudes toward police in Saudi Arabia.

إهداء

أهدي هذا الجهد المتواضع للرجل
الذي جعل تحقيقه ممكناً بعبد الله صاحب
السمو الملكي الأمير أحمد بن عبد العزيز
آل سعود نائب وزير الداخلية لا لأدفع
ديناً ولكن لأعترف به

محمد الراجحي

Dedication

*I dedicate this humble effort to
the man who made its achievement
possible, after God, Prince Ahmed
Iben Abdulaziz. Vice Minister of the
Interior, not to pay a debt but to
acknowledge it.*

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ACKNOWLEDGEMENTS

The writer wishes to extend many thanks to the many individuals who, without their help, completing this study in its present format would be completely impossible.

Many thanks of gratitude goes to Dr. John Hudzik, the committee chairman for his valuable advice and his academic guidance. He contributed a lot of his time and patience to help, direct and assist in many phases and situations before, during and in the final process of the study. Also, my thanks to Professor Ralph Turner, Professor Robert Scott, members of the Study Committee for their helpful comments, valuable corrections, and who put their long-time professional experiences before me as guidelines.

To Dr. Kenneth Christian whose encouragement was the first incentive for me to choose field research project over other possible means.

To Dr. Frank Horvath for his assistance and direction on the right track of research methodology.

To Professor Louis Radelet for his valuable material which is the mean authority source for the subject matter of this study.

Along this line go my thanks to those authors whose material I used for my comparative analysis, especially Dr. Bruce Benson, Knowlton Johnson, John Snyder, Dr. Portune, Professor D. Bouma and Dr. Peter Manning and the many others whose names I did not mention here regarding this matter.

Also, I would like to thank the Saudi Arabian educational authorities on all levels, especially those principles of the nine Riyadh City high schools for their help and assistance in supervising the operational process of administering the questionnaire in their schools. Also, I would like to extend my thanks to my cousins, Tamy Al-Bogumi and Ayied Al-Bogumi for their unlimited help. Special thanks and special mention should go to my wife, Sameera, whose patience and understanding made a lot of difference in finishing this project.

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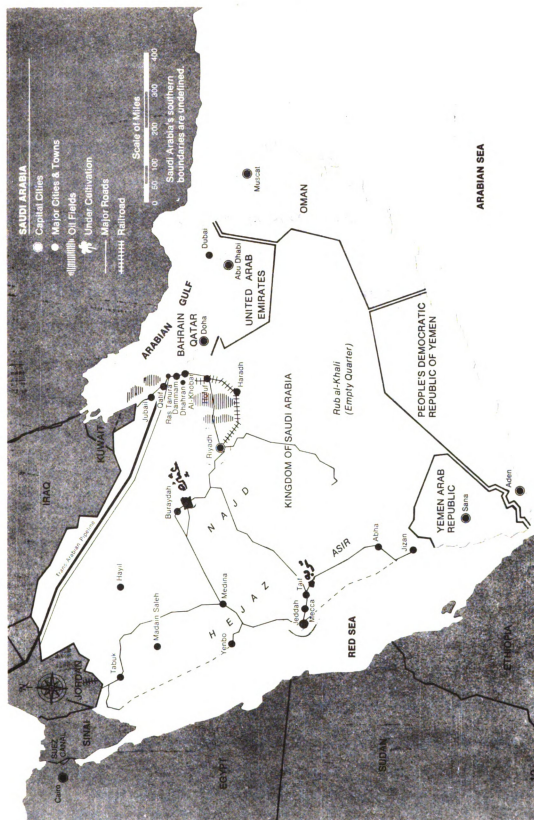
CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

Introduction to Saudi Arabia

Because this research was done in Saudi Arabia and it is the context in which questions of police-public relations were explored, a brief introduction to the country and its people seems appropriate. This will include a look at Saudi Arabia's geographic location, its society, its governmental structure, the relationship of the people to the government, the role of Islamic Law, and, finally, how the Saudi criminal justice system operates within this context.

Geographically, Saudi Arabia is bounded to the north by Jordan, Iraq, and Kuwait; to the east by Qatar, the United Arab Emirates, and the Sultanate of Oman; to the west by the Red Sea; and to the south by Yemen and Oman (see map on the next page). There are no permanent rivers and the climate is permanently hot and dry, particularly in the central area. Average rainfall is 76.2 millimeters (about 3.5 inches) per year in most areas, but occasional heavy rainstorms may occur during the winter months. The mountain areas tend to be temperate, the coastal areas are more humid, while inland areas such as



the capital city, Riyadh, experience very hot summers and moderately cold winters.¹

The country is divided into several administrative provinces which actually function as local government with wide range of delegated authority and administrative flexibility of decision making. These provinces include the central province known as Najad, with Riyadh as its capital. Riyadh is also the national capital. The western province is historically known as Hijaz, its major cities being the holy cities of Mecca and Medina. Taif is the summer resort city, where the government resides during the three summer months. Jiddah, Saudi Arabia's commercial capital and home of Arabia's and foreign embassies, is a port city on the Red Sea. The eastern province, al-Ahsa is the site of Arabia's oil reserves and has Dammam as its capital city. The southern province is historically known as Asir, its capital being Abha. And finally, the northern province has Tabouk as its capital.²

The Form of Government

Saudi Arabia is ruled, at present, by one of the founder's sons, King Khaled Bin Abdulaziz. The King heads the government as

¹Saudi Arabia, Ministry of Information Publication, 1977, pp. 4-20.

²Ibid.

prime minister. The Council of Ministers has full executive powers, direct administrative responsibility and financial control. Each ministry has a full complement of supporting staff and services to insure the smooth fulfillment of the overall national development plan. Saudi Arabia is a founder member of the Congress of Islamic World, the Arab League, the United Nations, the International Monetary Fund, and a wide range of other international organizations. The Saudi Arabian governmental structure is centralized yet flexible and elastic. An example of this was the element of decentralization which was introduced in 1963 when the country was divided into four provinces: western, central, southern and eastern province, and lately, northern province. Each has an appointed governor (AMIR) who is charged with local administration maintenance of peace and order and interpretation of Islamic laws. Those governors were given a directed delegation of authority to deal with all matters regarding their provinces.

For example, every police department director was given a delegated authority which belongs to the general director of the public security headquarter to deal with any existing or unexpected situation. In turn, the general director of the public security was given some delegated authority from the Minister of Interior. In other words, delegation of authority within provincial or administration was given from the top levels to the bottom to facilitate

and expedite the administrative and operational everyday process. In such case, the police department director does not have to go to the National Public Security headquarters every time he is faced with an issue or situation which requires and asks for prompt decision.

Although there are no elections and no political party, Saudi Arabia has its own form of Islamic democracy; all men are regarded as equal and differences are minimized between the rich and the poor, the governors and the governed, ministers; public officials keep their doors open so that anyone with any business can call in, without prior appointment, and be offered refreshment in accordance with Arab customs. A morning visitor may find himself waiting with a large number of other callers.³

The King, who is the highest ranking official in the country, follows this pattern by devoting one hour of his working time every day except Thursday which is devoted completely to people to come in and talk to his Majesty about any problem or issues they might have been facing. This period of time is "spent giving audience open to all his people, hearing grievances, righting wrongs, dispensing reward and punishment."⁴ It was on such an occasion that King Faisal

³Robin Dunipace and Others, The Kingdom of Saudi Arabia (128 Kensington Church St., London, W8: Stacey International; printed in Japan, Tokyo: Dai Nippon Printing Co., Ltd., 1977), p. 124.

⁴Ibid., p. 84.

was assassinated. The Minister of Interior and most ministers who may have necessary public contact do the same thing every working day.

"Public official doors are open to the public, and they are referred to by their given names, including the King."⁵

More than any other country in the modern world, Saudi Arabia is identified by its monarch. The King represents his people in a unique way; he is their champion and they trust him; he speaks to them directly on all major matters which affect the welfare, honor and interest of the nation.⁶

Although the notion associated with a King gives the impression of absolutism, it should be noted that Islam has never attached any divinity to kings. Allah alone is God and under him all men are equal. The King's role is to lead his nation and keep in constant touch with the people. His role in itself as Mr. Nyrop said, is not absolute; his power is limited by the dictates of "Shariah" Islamic Law. Specific groups in the society must make up part of the consensus that offers allegiance to the King: the royal family, the principal tribal leaders, the Council of Ministers, the Consultative Council, the Ulama (religious heads), and the armed forces.⁷

⁵Ibid., pp. 120-122.

⁶Ibid., p. 124.

⁷Richard K. Nyrop and others, Area Handbook for Saudi Arabia, p. 157.

Population and Income

The total population of Saudi Arabia is estimated to be seven million people. (There is no official census to provide more precise estimates.) The total area is estimated at about 930,000 square miles. The settlements of Saudi Arabia roughly run in three belts from south-east to northwest. The port city of Jiddah has a population of over 700,000, and the capital city, Riyadh, has a population of 1,000,000.

Saudi Arabia's main source of income is oil. The Gross National Product derives 3% from the public sector, 15% from the private sector, with the remainder coming from oil. The Gross National Product is expected to reach 318 billion riyals (the dollar = 3.50 riyals) by the end of the year 1982. This projected growth of income from oil represents more than double the present 148.7 billion riyals per year.⁸

Public Service

The Saudi Arabian government provides an extensive array of services for its citizenry. Education is government financed at all levels, including studies abroad: in Europe, Arab countries, and in the United States. There are about 7,000 students from Saudi Arabia

⁸Saudi Arabia, Ministry of Information, 1977, pp. 1-3.

in the United States alone. All medical care, including hospitalization is free to recipients and is financed by the government. Postal services are provided by the government also, with only nominal postage fees paid by the sender of mail. Nationwide welfare system for the handicapped, the elderly, the widows or poor women with no source of support is also provided by the government.

Such comprehensive services foster an appreciative attitude of Saudi citizens toward their government. Further, there is no taxation of individual income. An Islamic requirement exists, however, which obliges the affluent to make a charitable contribution, or alms, called the "Zikah." This can be done personally within the community if one knows of persons in need to whom one chooses to give alms. Otherwise the "Zikah" can be donated through an alms officer at any mosque or at the religious sector of many government offices. There is no government checking up on individuals, because it is a religious requirement and anyone who fails to pay is committing a "sin" of neglecting one of the five Islamic basic requirements.

Thus, the government is a paternalistic provider, insuring for each individual a security and facilitating the procurement of the necessities of life as well as providing educational opportunities. In turn, the individual shares, with the government, the responsibility to reach their mutual goal--the national development plan. This official plan for development includes the following objectives:

to modernize urban development; to raise national literacy (which is estimated in 1970 at 15%)⁹ and elevate individual educational levels; to modernize and reorganize administrative procedures in government and business; and, most importantly through all these changes, to maintain the peace, tranquility, safety and security of the individual citizen.

These objectives require a collective effort on the part of the individual, the community, and organizations. The police, as one of the government organizations, has the obligation to contribute to the maintenance of individual safety and security. The continuing ability of the police to meet this obligation is enhanced by efforts to modernize their system (as the reader will see later) and to maintain good police-public relations.

Islamic Law and the Government

Islamic law is the foundation upon which Saudi Arabia's system of government is built. Its very existence as a legal form of government is centered on Islamic law. According to the commandments of the Holy Koran, there are clear specifications for all

⁹Richard K. Nyrop and others, Area Handbook for Saudi Arabia, A.U.W.D. (Washington, D.C.: Government Printing Office, W.D.E., Ed. 1977), p. viii.

Muslims to obey God, listen to what the prophet said, and obey those with power and authority. The individual obligation to obey rests on the ability of the ruler to obey God and rule according to his orders and commandments as prescribed in the Holy Koran. In other words, the sole reason for the existence of a body of government, in the Islamic perspective, is for the enforcement of Islamic laws, preservation of legal sanctions, and insure the observation of the sacred obligations of interpersonal interaction. If government exceeds or violates these limits, in the sense of allowing what God has prohibited or if prohibiting what God has allowed, the people have every right to disobey or disregard any such orders. On this subject, Prophet Mohammed said in accordance with the Holy Koran commandments, "There shall be no obedience for the created person [the ruler] which leads to disobedience to the Creator [God]."

"Islam," in the Arabic language means "submission," and in religion it denotes "submitting oneself to God." All that one does should be directed to God, asking his guidance and mercy. Even people are entitled to such a right to disobey, the government never encountered a major incident leading to this situation. The government itself realizes that Islamic law is the supreme law of the land, therefore, it enforces its commandments very strictly. As Mr. Nyrop said, "The establishment of a strong government supporting the Islamic concept of justice, combined with development of a dual system of

harsh repression of crime and swift and impartial justice, reportedly has successfully suppressed the growth of a criminal element."¹⁰

The Society Structure and Its Culture

Saudi Arabian society is characterized by close relationships between families and kinship. Families depend on each other a great deal. These kinship ties are maintained even in urban life. Dr. Ibrahim Al-Awaji, Deputy Minister of the Interior, said in his thesis that "the identity of the individual is identical with that of his group. Individual initiative is only encouraged when it serves and enhances the interests of the group."¹¹ Allegiance to Islam, loyalty to the family, and loyalty to the community are the bonds which hold the Saudi people very close together. Adding to this fact, the common faith which comprises 100% of the population, the common language, and the non-distinguished class characteristic. People are looked upon as equal and no one man is above others. The only difference that exists between one person and another is what each establishes between himself and his God through his true faith and

¹⁰ Richard F. Nyrop and others, Area Handbook for Saudi Arabia, American University, 3rd ed. (Washington, D.C.: Foreign Affairs Studies, Government Printing Office, 1977), p. 344.

¹¹ Ibrahim M. Al-Awaji, "Bureaucracy and Society in Saudi Arabia" (Ph.D. dissertation, University of Virginia, 1971), pp 134-149.

good belief. Social economic classes are there, of course, but the Islamic doctrine of equality does not differentiate between this in treatment. Those bonds in turn give the individual a sense of importance derived from his social group and a feeling of belonging.

Joseph Schacht describes the Saudi Arabs as follows:

The (Saudi) Arabs were, and are, bound by tradition and precedent; they were, and are, dominated by the past. . . . Whatever was customary was right and proper. Whatever their forefathers had done deserved to be imitated.¹²

What Mr. Schacht failed to realize was the fact that the Saudi's forefathers had never ridden an airplane, never gone abroad to study modern technology, and never had a rational developing plan to absorb the increasing economic growth of their country. But, their late sons did, still do, and will continue to do. Regarding this point, Nyrop said,

As long as the Saudi economy continues to expand rapidly, a talented, industrious and loyal secularly educated commoner can be certain of profitable employment and advancement. The best indication of the devotion and loyalty of this emerging modern middle-class was that as of the mid-70's almost all Saudis educated abroad returned home to work; this was in sharp contrast to almost all other developing nations which have experienced extensive brain drains.¹³

¹² Nyrop and others, Area Handbook for Saudi Arabia, p. 5.

¹³ Ibid., p. 5.

From this, it is clear that Saudi people are striving for better education, better scales and better growth for their country at the same time, and it shows that positions are held on qualification basis; that is, achieved, not ascribed. It is true that Saudis are faithful to their families and their group, but it holds true too, that they place much weight on loyalty to their country which is actually composed of the larger group.

In an article written in 1974, Harold W. Glidden observes that,

In group solidarity, stemming originally from Arab values, is probably the most salient characteristic of the mechanics of the Arab society. It demands a high degree of conformity and therefore imparts a strong authoritarian tone to Arab culture and society.¹⁴

This high conformity is really the key safeguard to stability and security against deviant behavior. People may conform in fear of punishment, but they certainly will conform if the deviant is pointed out in front of his family and group who had been clean and conforming. The consequences of this is not a feeling of guilt for the act itself, but actually the feeling of the aching shame. And for more in this regard, Mr. Glidden adds,

¹⁴Ibid., p. 5.

Whereas societies based at least in part on the so-called protestant ethic are often characterized as "guilt-ridden" or "guilt-oriented," the traditional Arab society is often described as "shame-oriented."

"Shame," according to Glidden, "that is 'intensely feared' comes not from the commission of an act condemned by the value system, but from the discovery by outsiders of that act. Hence, there is an intense concern with and catering to outward appearance and public opinion that many observers have noted as being the characteristic of the Arab society."¹⁵

The modern society has been presented as secular and rational. Their cultures have been represented as embodying attitude patterns which treat individuals in universalistic fashion, according to their formal and relevant roles rather than according to personal relationships and attributes. The bureaucrat looks with equal favor upon all applicants for services; he does not favor his brother or his cousin. Traditional societies, on the other hand, have been viewed in terms of ascription of particular statuses and diffuse and particularistic relationships. That is, individuals attain position

¹⁵Ibid., p. 5.

according to criteria other than their merit (such as status of parents) and personal relationship and informal communication.¹⁶

One cannot question the fact that, "the most modern cultures are permeated by ascribed, particularistic and informal relationships and attitudes."¹⁷ Secularization is a matter of degree of how each system differentiates and specializes its own political roles and culture.

Saudi Arabia as a social system is characterized by what the famous Max Weber called a "patrimonial system." There is an administrative staff, specialized roles and offices of one kind or another which are controlled by rules. In certain issues, such as administration, regulation of departmental policies and procedures, planning and organizing, control and decision making is left to the particular head of that organization or department. Delegation of authority is widely encouraged and practiced by Saudi Arabian government. Selection to hold an office is based on personal merit and ability to do the job. It is true that in certain cases personal favor treatment is recognized and practiced. An example of

¹⁶Gabriel A. Almond and G. Bingham Powell, Jr., Comparative Politics, A Developmental Approach (New York: Little, Brown & Co., 1966), p. 32.

¹⁷Ibid., p. 33.

this is found when two applicants apply for a job and both have the same qualifications, but one of them is known to the director personally as a good and outstanding individual. In this case, the known person would be chosen over the unknown. This procedure is followed, in my opinion, everywhere. Almond and Powell said, "In modern systems, particularistic and ascriptive criteria enter into the system process." Thus, they said, "Family relationships, social status and class, school ties and friendship enter into political recruitment in all modern political systems."¹⁸ When they use the term "political recruitment" it refers to the function of which the roles of political systems or jobs are filled.

National identity is another important factor characterizing Saudi Arabian culture. This national identity is well recognized through one language, one religion, one class and one race. This factor, of course, singles out Saudi Arabia as a homogeneous society. Where, on the other end of the line if one takes India or the United States, one country encompasses a lot of differences such as language, religion, race, or class which characterizes these countries as heterogeneous.

The stability of Saudi Arabian political as well as social system is due mostly to the fact that the "socialization" process

¹⁸Ibid., pp. 47 and 48.

that is class, family and group ties, and school's uniformity, are attained and maintained through homogeneous and consistent ways, where elements influencing the individual do not seriously conflict either with each other or with his adult activities and expectation. In spite of urbanization, new mass communication, widespread education, both vocational and academic, and rapid growth of economy and the rise of socioeconomic change, Saudi Arabia is still one of the most, if not the only stable and fast-growing country; but has yet to face violence, disruption or to experience the problem of major crimes or deviant behavior and at the same time keep its homogeneity. As Nyrop said,

. . . With development of a dual system of harsh repression of crime and swift and impartial justice, reportedly has successfully suppressed the growth of a criminal element. . . . Incidence of crime is not a major problem facing Saudi cities though figures are not publicly known. In 1976, they were reportedly very low.¹⁹

Regarding its homogeneity, Nyrop said,

The Saudis are relatively homogeneous ethnically and are primarily from indigenous Arab tribes. Within the tripartite division of Arab culture, Saudi Arabia shows a "high degree" of cultural uniformity . . . the country cultural homogeneity indicates a similar homogeneity of values. Founded on the triple foundation of Islam, family and tradition, the Saudi value system has shown relatively little erosion.²⁰

¹⁹Nyrop and others, Area Handbook for Saudi Arabia, p. 344.

²⁰Ibid., p. 64.

Therefore, modern administrative practices have to accommodate traditional values, rather than vice versa. The family loyalty and particulation, a sign of homogeneity of socialization, pervade all walks of life. Traditionally, a young boy subordinates his personal interest to those of his family and considered himself a member of a group whose importance outweighed his own, as does his father.

Defining man's relationship and obligation to his fellowman are five more principles. These, Islam characterizes as the rights of the individual which should be protected and insured. The first such right, "the self," concerns the right of a man to exist and to be free to enjoy his life. "The property" is the right which insures the right to preserve personal property ownership. Third is "the honor," stating the individual's right to defend against false allegations and accusations. And fourth, "the mind" asserts that a man has as much right to the use of his mind for judgment, reasoning and making rational decision as to life itself. A life without a reasoning mind is not a life at all. "The religion," the fifth right claims that a man has the right to practice his chosen faith, creed, and belief, providing this choice does not lead to practices violating Islamic law. Thus, Islam is inclusive. Interference with a man's prerogative to practice his preferred religion is a crime. The Islamic position is that religious humanism, whether Islamic or Christian, cannot be human without God, God being the beginning and

the end of all religions. After looking at how the government functions under the Islamic law and how that law affects the society, it is appropriate to look at how the criminal justice system functions under Islamic law.

How the Criminal Justice System Operates Under Islamic Law in Saudi Arabia

Saudi Arabia has no written criminal or civil law. The primary code of law which the country adheres to and applies is the Islamic law. All major crimes are prescribed by the Holy Koran. The penalties for homicide, rape, robbery, assault or burglary are specified in the Koran. Once the accused individual has been proven guilty beyond reasonable doubt, then he receives the fixed penalty which is specified, for that crime, in the Holy Koran. The judge cannot adjust the penalty.

There are some aspects of social and civil life which require some governmental regulation and police action. Traffic regulations, customs, naturalization, and civil service regulations are examples of such. But, even these regulations are formed to conform to the same basic principles of Islamic Law and follow the guidelines set down in the Koran, which call for justice, equality, fairness, and good faith. Therefore, the Saudi Arabian government makes it clear that in each instance when such regulations conflict with or disregard

Islamic Law, they are not enforceable and should be disregarded by the people. For example, any employee can leave his office at the time of prayer and join his colleagues in performing the prayer, and if his superior told him to stay and work at the time, he can refuse the order and no one can punish him for that disobedience.

How the Police System Operates in Saudi Arabia

Police operations in Saudi Arabia function within a legal Islamic system and through a form of centralized organization. The principal head of this system is the Minister of Interior. The public Security Headquarters Division is directly accountable to him. From the public security headquarters, located at the Ministry of the Interior at the Saudi Arabian capital city of Riyadh, stem all other public security departments; i.e., all individual city police departments. This form of structure is practiced in England and some other Arab countries, mainly semi-centralized police system, whereas in the United States it is the opposite in which the police are decentralized.

The Saudi Arabian police force operates under a formalized system in which all commissioned personnel (police officers) enjoy through a unified code (issued by a royal decree) equal treatment in pay and promotion. This system functions as follows:

1. All military officers, starting from the second lieutenant to the highest rank full general, the non-commissioned men from the rank of first private to the rank of major sergeant, all naval officers at the same levels, all air force officers, all coast guard officers, all national guard officers, and all police officers have the same basic role applications; in salary, in time spent before promotion to the next rank and in all other specifications--travel expenses, clothing expenses, housing expenses. For example, all officers in the rank of major in any part of the country, belonging to any force will receive the same monthly salary, will spend four years before getting promoted to the next rank of colonel.
2. Any officer ranked as mentioned above, can transfer from one force to another without losing any seniority or salary.
3. All specialized personnel: pilots, military officers, technicians, etc., receive a monthly extra pay on a separate code not included in the basic salary. When going on retirement, they will receive a monthly pension comparable to that of any other officer in the same rank. In other words, all officers on retirement enjoy the same treatment in terms of their pensions, the difference between them in the rank each holds during active duty.²¹

The Riyadh police department can serve to further illustrate the Saudi police system at the local level.

1. The director of the police department, who is a commissioned high-ranking police officer, has the final say in the organization's operations. He chooses the division heads. He knows them personally, and his contact with each one is regular and continuous. He is subject to two authorities himself, for operation purposes; the prince, governor of

²¹Uniformed officer's code for all armed forces: air force, navy, coast guard, national guard, public security. Issued by the Royal Decree No. M-9, dated 14 March 1977.

Riyadh is the final authority. For fiscal and administrative routine matters, the public security general is the end authority. The Riyadh police director is a very popular person and has occupied that position for more than 15 years, which gives him a great deal of smoothly running operation and helps him make quick and necessary adjustments when needed.

2. His two assistants operate under his direction with limited power in operation and personnel transfer matters, but with more authority in routine day-to-day matters.
3. The line of communication used is horizontal (between various divisions and precincts) as well as vertical to accelerate the work process. But, the type of language used in communication differs, of course, when it is between two equal divisions from that used when coming from directive commanding superiors. But, this is a common and accepted practice. There is no public relations division on the departmental level, but there is on the national level located in the Public Security Headquarters. The same is said to be true for the juveniles, the police do not have many juvenile encounters, and when they do, in most cases the offenses are not of a serious nature. They deal with the juvenile in the precinct where the offense occurs after calling his father or relatives.
4. The traffic bureau is separate from the other eight precincts which makes each precinct deal with all offenses in their areas except for the traffic offenses. In traffic offenses, the traffic bureau is called upon to investigate the incident. This method makes it easy for precinct divisions to put their full-time effort and attention toward crime prevention functions.

The police officer's familiarity with the system through its uniformity enables him to do his job as prescribed with few problems or confusions about what to do if he is to be transferred to another locality or when confronted with an issue. Everyone knows what is

expected of him and where to report and whom to contact. It is the same system all over the country so any officer can transfer to any city and work in any precinct and still know what job he is supposed to be doing. The problems of this system are its routine mechanisms, its lack of qualified personnel (because some of the higher ranking officers with little training are still on the job), and finally its lack of enough manpower. But, the last problem is now being changed for the better. Modernization plans should improve its shortcomings.

Saudi Arabia, through the Ministry of Interior, is determined to modernize its police force, and training programs are being initiated. For example, the police college will teach, train and qualify police cadets to become active police officer graduates after three years of intensive physical as well as mental training techniques. Personnel institutes are conducting on-the-job training for police officers and police personnel. Sending officers abroad for field training or continuing higher education, modern equipment, and new facilities are methods used to improve services. As Nyrop said, "Police who were equipped with radio communication and modern vehicles had maintained enough equipment to have sophisticated mobile police units in the principal cities. Helicopters, radar, and television were either being used or being bought for use."²²

²²Nyrop and others, Area Handbook for Saudi Arabia, 3rd ed.

Because of Saudi Arabian traditions, people look to the police department for protection against any kind of problem they may encounter. The commonly accepted public view of the police is that it is a government agency established to make citizens feel secure in their lives and their properties: The Saudi people do not concern themselves with the formal organization, as long as the "anti-socials" and criminals are apprehended and brought before justice and as long as they can sleep with their home doors open, travel with their families with no fear, and perform their every day activities without interference or harassment. In fact, crime is not a big problem facing Saudi citizens. Nyrop, in his book, supported this fact by saying, "The incidence of crime was not publicly known in 1976 but it was reported to be very low."²³ To live up to this goal and fulfill public and government expectations, the police function is preventative-oriented in nature.

Statement of the Problem

From the beginning of my criminal justice studies in the United States (1964), I was astonished by the public disturbances

²³Ibid.

throughout the United States. And with this puzzlement, and astonishment at the social situation, began my interest and concern with the problems of police-public relations. This interest has become a continuing and growing one. I was particularly surprised that the police were not able to maintain the desired peace. Their inability to cope with these social disturbances, it would seem, was largely due to a lack of understanding of human beings as well as to the ineffective methods used to deal with them. To deal with someone effectively and understandingly, you should know him fully, socially and ethnically, as well as his family background; otherwise lack of communication could be the result.

I am aware that crime, poverty, and ignorance does not know creed, nationality, or race. Rather, these problems are of social origin. "If you subject any portion of a population, regardless of its national origin or color, to conditions of poverty, lack of education, lack of culture, and lack of employment opportunities, that segment of society will, in relatively short order, begin to produce a disproportionately large number of delinquents and criminals."²⁴

²⁴A. F. Brandstatter and Louis Radelet, The Police and Community Relations, A Source Book (Beverly Hills, Calif.: Glencoe Press, 1968), p. 28.

But, when the individual is given the chance of equal opportunity, fair treatment, and what is justly due him, given the security and stability he needs, only at this point can he live and lead a normal and satisfying life. A deep and thorough understanding of human attitudes and behavior is requisite to effective efforts, by police, to strive for the goals of human security and peaceful existence. But, the lack of such an understanding, along with other factors, leads us to the core of the problem with which we are concerned.

As we all know, police-public relations have been and still are one of the most important problems facing both the community and the police. The problem is as old as the system of policing itself. In recent years, advanced countries (e.g., the United States) have undertaken numerous studies dealing with this problem and documenting its importance. In the developing countries, Saudi Arabia, for example, significant strides have been made toward the establishment and maintenance of close and improved understanding between the police and the public. To reach this goal, the government of Saudi Arabia, through the Ministry of the Interior, provides all finances for all police personnel, equipment, material and facilities to render comprehensive social services of this type to the public. Among others, these services include: highway patrol, emergency vehicle availability, commercial and industrial guards

(as at banks), and a switchboard information service to respond to all public inquiries concerning regulations or other affairs. The government being the main source of income for all police manpower, material, and facilities, can promote high morale among police personnel and departments equally by providing the needed resources and requirements and by meeting the demand they require. At the same time, this alleviates any possibility of corruption either by police personnel or by public interference with police work or police policy. Centralizing and formalizing the police personnel function and salary helps to establish uniform methods of discipline which apply to all police personnel who violate police ethics, honesty, and honor, or who abuse their police authority.

Also, within the general directorate of public security, on the national level, a nationwide centralized police-public relations division was created to minimize any possible misunderstanding between the community and the police. This division has the responsibility of airing a weekly program, via television and radio broadcast, the purpose of which is to facilitate interaction between the police and the public and to encourage the individual to behave in a way which contributes to public security. These broadcasts include efforts toward positive mutual concern such as question and answer sessions in which public relations personnel respond to questions from the public; present public safety prizes for correct

responses to questions about safe driving or fire prevention; and present awards for reporting accidents, assisting others in emergencies, reporting crimes, or generally assisting the police. These represent tangible efforts to encourage responsible behavior by the public both toward their police and their community members. The improvement and maintenance of responsible and mutually positive relations which are expected to be enhanced by such a program would indicate that such a program could be of major importance to the police profession and its future, as well as to the Saudi citizenry as a whole.

The Problem

Saudi Arabia, having been described in this paper as a homogeneous society, the focus of my inquiry will be the question of whether the police in Saudi Arabia face the same public relations problems that have been found to exist in more heterogeneous societies such as the United States. That was my concern and the core of this thesis. The vast material on this topic reveals that there can be many areas of conflict between the police and the public. Just to mention a few, these problem areas include a lack of communication between the police and the

community they are serving, lack of community support for the police, minority group conflicts, and pressures from interest groups as well as organized crime.

According to some of the literature, many of these problems arise because of the nature of communities in many metropolitan areas. Numerous metropolitan neighborhoods are comprised of various social groups.

The metropolitan community has become the living place of people of many types: racial, religious, ethnic, political and social class. It is a human spectrum of many cross and conflicting cultures. The metropolitan community is a laboratory of the study of cultural conflict.²⁵

The Saudi Arabian case is homogeneous rather than cross-cultural as has been established earlier. And, the assumption is that the cross-cultural conflict does not exist in Saudi Arabia, based on its nature as one religion, one language, and one race system. At the same time, the conflict, if there is any, has not been subjected to previous research or, at least, has not come into the open. Also, it should be noted that some conflicts may exist in a society of a heterogeneous culture as a result of its high technological development which contributes to most changes in its social life style. I feel that it is important to conduct field

²⁵Ibid., p. 73.

research in an attempt to determine whether or not some of those problems which are more obvious in heterogeneous, highly developed technological societies could also appear in a homogeneous situation such as Saudi Arabia. And, if so, the question arises as to whether or not police-public relations difficulties may be correlated with certain established misconceptions held by the public--which, in our sample, is represented by high school students. This question is more pertinent now than ever before because of the many misconceptions surrounding police-public relations.

Thus, the purpose of this research is to examine what Saudi Arabian attitudes are with respect to their police system. The specific group to be examined is the young, educated students who are on the verge of entering diverse walks of life. This study will be concerned with attitudes toward the police of male, high school seniors. And, as this study is largely intended to be exploratory, its subjects will be limited specifically to male, high school seniors, resident in the capital city of Saudi Arabia, Riyadh.

Definition of Terms

The term *community*, as used in this study, refers to any social group of size whose members reside in a specific locality,

share a common government, and have a common cultural or historical heritage.²⁶

The term *police* is used here to represent an organized civil force for maintaining order, preventing and detecting crime and enforcing the law.²⁷

High school senior refers to students enrolled in the final year of secondary education required prior to entry to colleges or universities. The high school diploma in Saudi Arabia is equivalent to a high school diploma in the United States of America; each country requires twelve years of formal education to achieve the diploma--six elementary years, three junior high (secondary), and three years of senior high school.

Attitude is considered to be one's opinion, feelings, or disposition toward an object, person, group, or entity. Included in this are one's beliefs about the nature of something, his evaluation of it, his views about appropriate policy with respect of it, and his tendencies to behave toward it in a certain way.²⁸

²⁶The American College Dictionary (New York: Random House, 1963).

²⁷Ibid.

²⁸Clair Selltiz, Research Methods and Social Relations, (New York: Holt, Rinehart and Winston, Inc., 1964), p. 146.

Police Community Relations

Our study will focus almost exclusively on one facet of this complex relationship, namely from the public end of the transaction, and more specifically, on a particular sampling of one sector of this public, i.e., male high school seniors of Riyadh. Nevertheless, an effort to enumerate the several objectives of this complex relation should clarify the direction of this inquiry and generally put the several facets in proper perspective. These facets of the relationship express, of course, somewhat idealized aspirations for this fascinating question of police community relations. And, of course, every relationship tends to have some mutually acceptable goals of exchange. Thus, police-public relations ideally could comprise, as most authorities on the subject have indicated, the following:

1. An active concern with bridging the gaps which may develop between the public and the police for the purpose of facilitating the flow of information and interaction in general.
2. To emphasize those positive qualities and efforts of the police in hopes of enhancing those aspects of police labors to maintain the public good and safety--i.e., to develop the sincere concern for the community of the police in the public eye.
3. To foster mutual respect and full understanding between the police and the public.

Hypotheses

As mentioned previously, the general purpose of this study is the beginning of inquiry into the true nature of police-public relations in Saudi Arabia. This study will be basically inquisitive and exploratory in nature. Thus, the use of a sample of the student population, limiting the scope of generalizability will not be as significant as such a limitation might be in later studies. At the same time, this approach might serve to increase both the precision of our findings by limiting the number of variables and simplify comparison of this study with its prototypes conducted in heterogeneous societies. Yet, some generality is desirable to broaden the scope of observation in a preliminary effort. As Clair Selltiz mentions,

whether or not the nature of the anticipated relationships can be stated explicitly--i.e., whether or not they can be expressed as hypotheses in the formulation stage of an inquiry--depends largely on the state of knowledge in the area under investigation. Scientific research can begin with well-formulated hypotheses, or formulate hypotheses as the end product of the research.²⁹

Also, one should consider that constructing hypotheses in advance runs the risk of missing some real-life problems. As Earl Babbie states, "There is a constant danger that constructed

²⁹Ibid., p. 39.

inquiries may overlook relationships not anticipated by formal hypotheses."³⁰

Despite this support for conducting research without hypothesizing in advance, some hypotheses were formulated; but these will be general in nature. I hope to strike a balance between allowing for some benefits of both approaches. These hypotheses are designed to serve as guidelines for carrying out future research in my country, Saudi Arabia.

Hypothesis 1:

As the reader may have already reached the conclusion that he could define and identify Saudi Arabian society as a homogeneous one when compared, for example, to the United States, reaching this point: The major hypothesis will be that the more homogeneous the society, the more favorable is the general attitude of its people, especially students, toward the police.

Hypothesis 2:

Some available researches have shown that socioeconomic status has some effect on students' attitudes toward police as reported by Johnson (1969)³¹ and Dr. Portune's studies of Cincinnati school students.³² If this is a valid conclusion, then the following hypothesis would

³⁰Earl Babbie, The Practice of Social Research (Belmont, Calif.: Wadsworth Publishing Co., 1975), p. 71.

³¹Knowlton Johnson, "Socio-Economic Status as Related to Attitudes Toward Police" (Master's thesis, Michigan State University, 1969), p. 47.

³²Robert Portune, Changing Adolescent Attitudes Toward Police (Cincinnati: The W. H. Anderson Co., 1971), p. 33.

not be confirmed: In Saudi Arabia there is no difference in attitude toward the police between groups of higher and lower socioeconomic status.

Hypothesis 3:

Much of the delinquency literature (in particular David Matza's 1964 notion of the sense of injustice) suggests a negative response by youths who have been in contact with the criminal justice system. On this point, Dr. Peggy C. Giordano, of the Bowling Green State University, in her analysis of juvenile reaction to the justice system found out that "youths with greater system contact actually expressed more positive attitudes than did their less experienced counterparts."³³ If Dr. Giordano's conclusion is valid, then the following hypothesis will not stand in the affirmative.

There is a positive correlation between self-reporting delinquency and an increase in negativity of attitude toward the police. (An example of self-reporting delinquency is an affirmative response to questions such as "How many times have you driven an automobile without a license or a permit?")

Hypothesis 4:

There is no correlation between academic performance, as measured by grade point average, and attitude toward the police.

Overview of the Thesis

The first chapter begins with an introduction to Saudi Arabia, which is the setting for this particular study. There are several

³³Peggy C. Giordano, The Sense of Injustice for Analysis of Juveniles' Reaction to the Justice System, Criminology, Vol. 14, No. 1, May 1976.

significant differences between the social and legal context there and that of the United States in general; these should not be taken for granted as some of these aspects of Saudi society could very well have important implications for the results of the research. Then follows an introduction to the problem selected for the study, the purpose and the need for this type of research. Some operationalization of terminology is also included in this first chapter.

The second chapter will be devoted to the review of literature concerning the police-community relations and the general attitudes of some subjects studied previously.

In the third chapter, I will deal with the research methodology to be utilized. This is comprised of the design, the sample, the total population, the sampling procedure, the data collection technique, and finally the item construction of the questionnaire.

The fourth chapter will be concerned with data analysis including tables, and findings.

The fifth and final chapter will discuss the significance of the findings, as well as the limitations which I encountered during the research procedure. I will also discuss the implications of the findings. Further, discussion of the research findings will reveal support for the theoretical framework. Finally, the conclusion and summary will include recommendations for the implications of the findings in the real world.

CHAPTER II

A REVIEW OF THE LITERATURE

Before we begin reviewing the literature that deals with students' attitudes toward police, in particular, I would like to touch on the subject from all angles of police-community relations, thus, the reader will encounter material which reviews public attitudes toward police in general, youth attitudes and then those of students, which is the focus of this study. Finally, a brief review of the public relations question from the police point of view will balance the discussion. This will include a look at police attitudes toward the public, toward themselves, and toward their profession. Thus, I hope to allow for consideration of the problem within a larger context of pertinent factors, rather than restricting the scope to the student attitude segment, only of the police-public relations question.

This problem of police-community relations is as old as the policing system itself. Robert Peel's principles of law enforcement and community relations, published in 1829, can serve to illustrate historical concern with this age-old problem:

1. The basic mission for which the police exist is to prevent crime and disorder;
2. The ability of the police to perform their duties is dependent upon public approval of police existence, actions and behavior;
3. Police effectiveness is also dependent upon the ability of the police to secure and maintain public respect and cooperation, thus reducing the necessity of the use of physical force and compulsion;
4. The impartiality of the part of the police in enforcing the law; and finally
5. Physical force should be used only when necessary to secure observance of the law or to restore order. The excessive use of the force is, thus, contrary to good police-public relations and thereby to police effectiveness.¹

Peel adheres to the principle that the police are the public and the public are the police, thus insisting on the significance of a sense of common community. Finally, Peel stated that "the final test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with them."²

Police community relations is a subject which has clearly come to the attention of many socially concerned individuals in the United States. Despite the many efforts of scholars to emphasize the importance of the police-community relations, it is still a

¹Louis A. Radelet, The Police and the Community, 2nd edition (Encino, Calif.: Glencoe Press, Criminal Justice Series, 1977), p. 3.

²Ibid.

problem and a deeply rooted one. Regardless of the efforts to provide more training for police officers to enhance their ability to deal with the people in their community, this is only one approach to the problem and the results tend to fall short of the desired success. No matter how much money the government spends or is ready to spend on research and publication of literature in an attempt to narrow the gap between the police and the community, the problem still lives and exists among us.

It is a human relations dilemma. This problem will only begin to be solved when every responsible individual citizen, government official, community member, police personnel, church official, educational staff member, and all agencies come to the realization that it is everyone's personal problem, not John Doe's. When sincere feelings of this type develop, and people feel that each one needs and depends on the other, and recognizes a mutual dependency for their safety and well being, only then can there be a beginning of problem-solving discussions which will lead to resolution of these dilemmas. Each citizen of the community must have the courage, sincerity, and mutual understanding of self and want others to recognize first the nature of the existing problem and then to begin putting forth a workable solution. The first step is for the people of a community to admit that they have a common problem; secondly, they must agree on what this problem is; and thirdly, they must agree on what should

be done about it. In other words, the solution of the police-community relations dilemma must be a collective, supportive, brotherhood involvement.

12-1-61
12-1-61
2-11-61 The problem as it exists in a heterogeneous society, such as that of the United States, has been attributed to many contributing factors. Some of the more pertinent of these are (as based on collection of materials relatively associated with the subject matter):

1. Confusion on the part of the community concerning what kind of performance they want from their police, and confusion by the police on what exactly should be their real work, and when their responsibility ends. This is a definition problem where the police find themselves being "damned if they do and damned if they don't;"
2. The job of the police is looked upon by the community as one of inferior status, which contributes to a low self-esteem by the police;
3. Lack of support for the police by their community to raise their salaries or to pay for their education, while on the job, and especially for education in the human relations area where it is needed the most;
4. The external pressure, "stresses" on the police by politicians and interest groups to enforce some laws in certain situations and to overlook others, which lead to corruption and low morale among the police themselves;
5. Sometimes the lack of superiors' backing for his officers in particular situations or crucial issues leads them to be more discreet and selective in future enforcement;
6. The lack of motivation by the police due to low salaries, slow promotion and absence of lateral entry lead the police to be indifferent as well as uncreative in performing their functions;

7. The labeling by minorities, of the police, as the enforcers of "whitey's" law, or the enforces of the norms of the powerful on the values of the powerless poor, creates a defensive and hostile attitude by minorities to any action the police may take;
8. Previous encounter experiences between minority or youth and the police, and hostile attitude of the police, in turn, toward the behavior of these groups, leads to mutual suspicion, where each side forms a preconceived notion and prediction of action, of how each side will react to the other;
9. And finally, the most prevailing factor is the old myth inherent in American culture, about the inferiority of the Negro and other races.

All of these factors eventually foster a vicious circle of apprehension and hostility, which is difficult to break and a continuous reverberation of uneasiness and unfriendliness between the police and the community, especially those sectors which are most trouble prone.

To return to the issue of police discretion as a source of this problem of hostility, it is argued that if the job of the police is to catch criminals, then the police would have a limited ministerial responsibility in which his discretion plays little part. If this is the case, then there must be a reason not to expose the police to the decision-making processes of the city government. To state it more bluntly, take the police out of politics; but this is in fact impossible. Police discretion is here to stay and we have to live

with it. This unequivocal expression of one position on this issue can clue one in on its complexity through its strength and tenor.

Police discretion is inevitable, as stated above, partly because the police cannot serve all interests at once, in part because many laws require some interpretation before they can be applied, and partly because the community will not tolerate full enforcement of the law in each instance. Wilson said, "the lowest ranking police officer--the patrolman--has the greatest discretion, and thus his behavior is of greatest concern to the police administrator."³ This further complicates a sensitive issue because of the need for immediate action in the most open area, the public places, in the patrolman's performance of his function.

Goldstein adds that "the ability of the police officer to resolve a dispute and to eliminate a nuisance stems, in a large measure, from widespread recognition of the fact that he has the authority to initiate criminal prosecutions. Indeed, in some situations, a police officer may actually exercise his authority--for example, by arresting an intoxicated person for safe keeping--even though he has no intention to initiate criminal prosecution."⁴

³James Wilson, Varieties of Police Behavior, 3rd printing (Cambridge, Mass.: Harvard University Press, 1969), p. 8.

⁴Radelet, The Police and the Community, p. 78.

There is a virtual plethora of comments on the problem of stereotyping. Eleanor Harlow of the National Council on Crime and Delinquency makes this point clear:

Where there is anonymity of individual officers, there is generalization and stereotyping by citizens, where there is racial hatred and distrust there is misinterpretation of police actions, and where there is lack of communication with and confidence in the police, there is also a tendency on the part of citizens to believe the worst. . . . The actions of those police who do behave unprofessionally reflect not only upon the entire department, but on police in general, and whenever questionable tactics are employed against minority groups anywhere, hostility to police everywhere is increased. . . . One important fact to consider . . . [is] whether or not police brutality exists, if significant numbers of people believe that it does, it then becomes a serious and very real problem. . . . [For example], a widespread belief that police are unjust or brutal results in loss of respect for and cooperation with any police officer. When people don't accept police authority as legitimate and challenge their authority at every point of contact, the police feel the need to assert personal authority by force in order "to handle the situation" in the absence of respect for the badge and uniform. Thus, the belief that police are brutal often becomes a self-fulfilling expectation.⁵

Wilson states,

The patrolman believes, with considerable justification, that teenagers, Negroes, and the lower income persons commit a disproportionate share of all reported crimes. Being in those population categories at all makes one, statistically, more suspect than other persons, but to

⁵Eleanor Harlow, "Problems in Police-Community Relations," Information Review on Crime and Delinquency 1, No. 5 (February 1969), p. 4, (bound at MSU).

be in those categories and to behave unconventionally is to make oneself a prime suspect. Patrolmen believe they would be derelict in their duty if they did not treat such persons with suspicion.⁶

Public Attitude Toward Police in General

Data is available from numerous opinion surveys which gives some indication of public attitude, in general, toward the police.⁷ A poll was conducted by the National Opinion Research Center and reported to the President's Crime Commission in 1966, that only 8% of the people polled thought the police did a poor job of enforcing the law; only 9% felt that the police were deficient in protecting people in their neighborhood. A Gallop poll in 1965 showed a similar finding, that only 9% of the public believed that there was any police brutality. A Harris poll in 1966 found that only 4% of the public believed that many law enforcement officers in their community took bribes. These surveys are taken as an overall view of public attitude toward police, without looking to differentiating factors of age, sex, income, race, or social status.

⁶Wilson, pp. 40-41.

⁷Radelet, The Police and the Community, pp. 129-131.

A class in police community relations at the University of Houston Law School conducted a random study in 1959 with a multiple choice type questionnaire survey to gauge public attitude toward police.⁸ When broken down by differentiating factors, the results revealed some indicative patterns. Of youth 18 years old and younger, 39.9% felt that police were usually fair in dealing with minority groups. Thus, fewer than half were willing to respond affirmatively even to this statement qualified by the word "usually," and 6.9% thought the police were definitely prejudiced. Of the age group, 50 years or older, 51.9% thought that the police were usually fair in their treatment of minority groups, while 5.4% thought the police were definitely prejudiced. On the other hand, when evaluating the department overall, 11.5% of the Black respondents expressed the belief that the Houston Police Department was one of the best in the country, whereas 24.1% of the Mexican Americans and 14.5% of the remaining respondents felt that way. To a more negative inquiry, 32.6% of the Blacks, 14.6% of the Mexican Americans, and a full 15.0% of the remaining respondents stated that the department was below standard in comparison with others in the country. Thus, while undifferentiating surveys indicate a slight negative reading, this specific investigation to attitudes of a community to its own police

⁸Ibid.

shows even more dissatisfaction, particularly by the minority sample. These early studies indicate some public dissatisfaction with the police, which is an important measure of its effectiveness as well. Assessment of the department from the inside does not necessarily tell the whole story, regardless of the efforts made by police to maintain a well organized force. The interaction with citizens has frequently been overlooked as significant in contributing to a good relationship and thereby increasing effectiveness. And, this public image of the police is most significantly subject to influence by individual contact with police personnel. This kind of contact, of course, says Wirths,

involves many varieties of social interplays, family backgrounds, culture and personality traits and peer group influence. . . . The specific actions of family and friends are the earliest attitudinal conditioners. In general, children learn a little from what they are taught and a lot from the example they see.⁹

Preiss and Ehrlich, in their study, concluded that the most positive composite image of police was found in the middle-aged, white, female, college graduate who had no contact with police and whose husband was engaged in no executive capacity in a white-collar occupation. While at the other end of the continuum, they found

⁹Claudine Gibson Wirths, The Development of Attitudes Toward Law Enforcement, Police 3 (November-December 1958): 51. (Bound at MSU, Springfield, Ill.: Charles C. Thomas Publisher, 1958.)

that the most negative compositive image was held by a somewhat younger, nonwhite, male who performs manual work with a grade school education or less, but who had had some kind of contact with the police, though not extensive.¹⁰

The President's Crime Commission Report (1966) cited various data showing that young people are generally more negative in their attitudes toward the police than older persons. Similarly, the poor have less favorable attitudes than the affluent. Also, Mexican Americans and Puerto Ricans see the police as the enemy who protects the white power structure and feels that they are more alienated from the police.¹¹

We know that a positive approach by police officers can produce positive results and attitudes; likewise a negative approach tends to produce negative results. Harch police action may, and often does, produce a troublesome reaction not only from the offender but also from the entire community. The FBI's manual emphasizes that "unwarranted application of force will incite the mob to further violence, as well as kindle seeds of resentment for the police that,

¹⁰ Jack Preiss and Howard Ehrlich, An Examination of Role Theory: The Case of the State Police (Lincoln: University of Nebraska Press, 1966), p. 129.

¹¹ Radelet, The Police and the Community, pp. 133-144.

in turn, could cause a riot to occur."¹² Thus, fighting fire with a highly volatile substance, as benzene, is not effective regardless of the effort and energy applied to the cause. Such negative reactions incited in the mind of the adult public also apply to youth, whose reaction is likely to be even quicker and more violent.

Youth Attitudes Toward Police

No one would deny the importance of the generation of youth in building and maintaining the well being of themselves and their societies. Not only this, but future advances and technologies center themselves on how youths perceive their duties as responsible mature individuals. If we treat our youths respectfully and as responsible individuals, it will pay off in the long run.

If a society is to advance and renew itself continuously, it should provide a hospitable environment for its young people to live comfortably and lead a normal life as responsible members of their society. Therefore, it is through the socialization process that we can shape and develop the attitudes and behavior of the young people.

¹²George E. Buckley, The Democratic Policeman (Boston: Beacon Press, 1969-1974), p. 189.

Children are born with many capacities, but the form and direction in which these will develop depend to a large degree on the society's nature. As Dr. John Gardner stated clearly in his book, Self-Renewal, The Individual and The Innovative Society, "every human being is born with many potentialities, but unfortunately most of us have never been able to develop these potentials simply because the circumstances of our life never called them forth."¹³ Thus, as the old myths concerning inherent or hereditary criminality have been called into question by the investigations of social science, we do now understand the significance of poverty, ignorance, and socially ascribed limitations as contributing factors to social deviance. Once these social grievances, over which he has no control, are imposed on the individual then his reaction will be a defensive one, mainly deviant. This will result in a negative attitude and rejection response not only to the dominant and social norms and values, as a whole, but especially to law and authority with its demands for conformity.

Donald Bouma, in his book, Kids and Cops, reported that the attitudes of inner city youth toward the police tend to be much more negative than the youth of surrounding areas. Seventy percent of the youth (students) felt that policemen were "pretty nice guys,"

¹³ John W. Gardner, Self-Renewal, The Individual and The Innovative Society (New York: Harper & Row, 1965), pp. 10-11.

although fewer than half of the Black students felt that way. Fifteen percent of the total answered affirmatively the question asking whether the police were mean. Only 8% thought they wanted to be policemen after being asked whether a policeman's job was a "pretty good one for an intelligent guy."¹⁴ Also, as a result of surveying over 10,000 students in ten school systems in the State of Michigan, Donald Bouma formulated extensive conclusions on student attitudes. The primary focus of that survey was on junior high school students and their attitudes toward the police. Because many of the questions asked were adapted for use in my own Saudi Arabian study, I shall report the major findings of Bouma's study as summarized by Swank.

1. A large majority of students think the police are "pretty nice guys," although fewer than half of the black students feel that way.
2. Only 8 percent of all the students and 3 percent of the black students said they would like to be a policeman.
3. The police presence in the community was viewed positively, with almost two of every three students feeling the city would be better off if there were more police officers.
4. Over half of all students and 40 percent of the black students think police get criticized too often.
5. The closer questions approached situations which the student perceived to be real to him, the greater the possibility he would view the police operation negatively.

¹⁴ Donald H. Bouma, Kids and Cops, A Study in Mutual Hostility (Grand Rapids: William B. Eardman's Publishing Co., 1969), pp. 46-47.

6. Attitudes toward the policeman-in-action were much more negative among black than among white students.
7. One-third of the white youth and two-thirds of the black youth think the police accuse students of things they do not do.
8. Just over a third of all students and only one out of five black students felt the police treated all people alike.
9. Police were seen to be most fair in their handling of various religious groups and least fair in their handling of people from different geographic areas of the city.
10. Less than half of the white students and only 17 percent of the black students thought police treated Negro and white people alike.
11. Almost half of the students think police are always picking on the guy who has been in trouble before.
12. A third of the white students and half of the black students think police have it in for young people.
13. Male students showed a less favorable attitude toward the police than female students.
14. Students who usually went to church or Sunday School had a considerably more favorable attitude toward the police than those who did not.
15. The higher the occupational status of the father, the less antagonism the student expresses toward the police.
16. Those students who had experienced negative police contact revealed more hostility than those who had not.
17. Race is the most significant single factor associated with differences in attitude toward the police, with black students showing markedly more hostility.

18. Antagonism toward the police increases significantly as the student moves through the junior high years. Any effort to improve youth attitudes toward the police would have to focus on this segment of the population.
19. The vast majority of white students, but barely half of the black students would cooperate with police if they saw someone commit murder.
20. Two out of every three students would cooperate with police if they saw someone break into a store.¹⁵

Another study was conducted by Dr. Robert Portune of the University of Cincinnati, in cooperation with the Cincinnati Police Department and public schools, of 1,000 Cincinnati junior high school pupils in 1965-66. The findings of this study indicated that the attitudes of the students toward law enforcement officers are most of all directly influenced by either their own positive or negative contacts with the police. The study concluded that in the adverse feeling situation, it was caused by a meeting of mutual ignorances, that is, lack of common knowledge and understanding between youth and policemen.¹⁶

Charles Lee Weirman, in his dissertation for his Master's thesis, found that Negro students are more negative toward the

¹⁵ Calvin James Swank, "Marital Status as Related to Male on Campus College Students' Attitude Toward Police at Michigan State University" (Master's thesis, School of Criminal Justice, Michigan State University, 1971), pp. 34-35.

¹⁶ Robert Portune, Changing Adolescent Attitudes Toward Police, (Cincinnati: The W. H. Anderson Co., 1971), p. 92.

police than white students and added that student feeling toward the police tends to become more negative with age.¹⁷

John Clark and Eugene Wenninger found that socioeconomic class was not closely related to the attitudes of youth toward legal institutions, but there were notable differences in such attitudes in different communities that they studied. They also found that the negative attitude of juveniles toward the legal institutions support the notion of a general anti-authority syndrome on the part of juveniles and a common rejection and hostility toward certain juveniles imposed by parents, school teachers, and representatives of the legal institutions.¹⁸ In reporting on Portune's study, when reported by Johnson (1969), he indicated, however, that there was no significant socioeconomic status contributing factor in students' attitudes.¹⁹ In later reports, Portune found that "there is a tendency for lower socioeconomic groups to have a less favorable attitude toward police than do the highest socioeconomic group."²⁰

¹⁷ Bruce Benson, An Exploratory Case Study of Youth Attitudes Toward the Police (Master's thesis, Michigan State University, 1971), p. 19.

¹⁸ Radelet, The Police and the Community, pp. 265-266.

¹⁹ Knowlton Johnson, 84.

²⁰ Portune, p. 33.

Police Attitudes Toward the Public

Nelson A. Watson and James W. Sterling conducted a survey of about 4,905 police officers in all 50 states, except Vermont. The study was called "police and their opinions." It is interesting in that it sheds some light on several of the answers the officers give to questions I consider to be of value to the present study.

Examples of these questions and their answers are as follows:

1. Do you often feel tense and "under pressure" during duty hours? 47% answered yes.
2. Do you find your home life made difficult by annoyances, irritations and aggravations which are a "hang-over" from your job? 71% answered yes.
3. Is your physical condition suffering or deteriorating from duty requirements? 32% answered yes.
4. Is police "image" favorable in your community as far as you can determine? 40% answered yes.
5. Do you feel that officers on your department are just "cops in a big machine?" 60% answered yes.
6. Do you plan to make law enforcement your life career? 90% answered yes.
7. Do dangerous aspects worry you? 66% said "very seldom," 33% said "occasionally," one man said "continuously," and 31% said it was "ok."
8. Do you believe punishment is effective in limiting or preventing crime? 65% answered yes.
9. Do you believe punishment should be more severe for law breakers? 82% answered yes.

10. Do policemen today have enough authority? 31% answered yes.
11. Should police concern themselves with social problems such as education, jobs, and housing discrimination? 55% answered yes.
12. Do you think that police should be involved in recreational programs for youth such as Boys Club? 90% answered yes.²¹

It is interesting also to cite some of the written comments that police officers made, in addition to the structured questions.

Here are some excerpts:

When I testify in court, I feel like I am on trial.

The diminishing status of police officers is well recognized. I definitely would not want my sons to become law enforcement officers.

I am ashamed at times to admit that I am a policeman.

Most police departments are not being run by the chief, but by pressure policement.

Anyone coming in this job now is either hard up for employment or a psycho; those of us who stay are just plain psychos.²²

²¹Nelson A. Watson and James W. Sterling, Police and Their Opinions (Washington, D.C.: International Association of Chiefs of Police, 1969), pp 5-12.

²²Ibid.

Police Response to Social Change

The police officer is at the "cutting edge" of social change. He is supposed to be charged with social order and at the same time maintain the peace and enforce the law, but the problem he faces is that social order is undergoing a rapid change. Here, the police definition of social order is oversimplified and he sees it as a planned process where in actuality it involves a lot of factors: technology, economy, social structure, values, and cultural institutions.²³

At this point in time, the police officer is caught in a social dilemma between performing his departmental job and playing his social role. Topical expression of negative reaction comes to the surface as a result of this difficult situation. The following remarks illustrate the point.

- Being a cop is a no-win deal.
- They expect us to solve the problem in town.
- I don't go for these freaks spitting on me.
- We spend so much time these days doing social work that we have not got the time to do real police jobs.
- People just don't care anymore.²⁴

²³Victor G. Strecher, The Environment of Law Enforcement, A Community Relations Guide (Englewood Cliffs, N.J.: Prentice-Hall Book Co., 1971), p. 67.

²⁴Radelet, The Police and the Community, p. 8.

Regarding some of the Supreme Court rulings and police officer's reactions to them, Donald J. Black and Albert J. Reiss, Jr., conducted field survey research in three major cities: Boston, Chicago, and Washington, D.C. The authors found that:

- Six out of ten officers see the legality of search of persons as problematic.
- Forty-eight of the officers felt that the ruling on seizure of evidence was problematic.
- Forty-five percent experienced difficulty with respect to confession.
- Seventy percent felt that the rulings on interrogation of or questioning of suspects interfered with their work.
- Ninety percent felt that the court had gone too far.
- Twenty percent felt that there should be no time limit to interrogations as long as no force was used.
- Twenty-one percent felt that questioning should be restricted to a reasonable amount of time without the presence of an attorney.²⁵

Attitudes Toward Police in Saudi Arabia

In trying to tie the subject of public attitude toward police in Saudi Arabia with what has been written in the United States, one

²⁵ Donald J. Black and Albert J. Reiss, Jr., Career Orientations, Job Satisfaction, and the Assessment of Law Enforcement Problems by Police Officers, Vol. 75 in Studies of Crime and Law Enforcement in Major Metropolitan Areas (Ann Arbor: The University of Michigan, 1966), pp. 109-119.

finds difficulty in dealing with the subject because of the scarcity of literature. There is no material; no research has been done to study, evaluate, or measure the attitude of the public toward police. It is my firm belief and conviction that this lack of material is due to the following factors:

1. Simplicity of the social structure of the Saudi Arabian society--no problem of complexity of life.
2. People are tied together by one common religious belief. They totally adhere to its commandments. They share the same norms, values and beliefs. There is no serious conflict of interest. The Muslim community which comprises the Saudi Arabian society is based on personal faith. It is held together by common loyalties and traditions and by a very careful, thorough system of values and doctrines.

W. S. Smith elaborates on this matter by saying:

It pulsates with the vitality of a profoundly religious, deeply held personal conviction . . . a conviction which is so warm and meaningful to each individual member that many would quite gladly part with life itself, than to let it go. This society, this community, is the expression of a religious ideal. So far as this world is concerned, it is, if I have grasped matters correctly, for the Muslim

the chief expression. Within the realm of historical development, the preservation of the community, the saving of life is for Islam the prime issue.²⁶

Islamic tradition and teachings are directed toward maintaining a cohesive community, free of all social and psychological ills to the greatest extent possible. It has a great influence on the actions, behaviors, attitudes and daily life of its followers to conform to and obey its laws and regulations in order to lead a prosperous and healthy life. M. N. Roy said, "The phenomenal success of Islam was primarily due to its significance and its ability to lead the masses out of the hopeless situations created by the decay of the antique civilization."²⁷

3. The family had been and still is the strongest social demonstrator in child rearing and supervising. It has a moral as well as legal obligation to raise its children according to the family and the society values and beliefs which are taught at very young ages and spoon fed to them with Islamic basic regulations. These are values such as honesty, respect for the elderly,

²⁶W. C. Smith, Islam Confronted by Western Secularism: Islam in the Modern World, ed. Dortha Seeyle Frank (Washington, D.C.: The Middle East Institute, 1951), p. 24.

²⁷M. N. Roy, The Historical Role of Islam (Calcutta, India: B. M. Bose and Brojo, 1968), p. 16.

telling the truth, keeping the family honor by avoiding any social or criminal misconduct, and overall treating others in the same way you like them to treat you. It may sound difficult to achieve, but when kept in mind and made clear and continuously practiced, it can be done.

Another important factor contributing to crime as sociologist Marvin Wolfgang points out is the notion of the individual emphasis on freedom. Some experts today argue that "juvenile crime is spreading because everyone is pushing what he considers his 'rights' to the utmost limits. Standards are lowered and blurred, any behavior, however deviant, finds its instant defenders."²⁸ The article continued to say that "the tradition and the constraining institutions of family, church, and school have much of their authority." Lamar Empey, a University of Southern California criminologist who specializes in youth said,

The 1960's saw the dissipation of the traditional controls of society. There was much more freedom of activity in all spheres, and its inevitable that there would be more crime. . . . The admission that we had a racist society gave some people an excuse to attack that society without guilt.²⁹

²⁸"The Youth Crime Plague," cover story, Time, 11 July, 1977.

²⁹Ibid.

"Most important is the breakdown in the family. The old laws about the family are true," says Judge Seymour Gelber, who hears 1,000 delinquency cases a year in Dade County, Florida. He adds, "We look for quick solutions, but the family stability is the long-term answer."³⁰ Detective Ellen Carlyle elaborates on this matter by saying that "the parents don't seem to care, they turn to the police and say, 'Here's my problem. Take care of it.' But, they must start caring for their children at infancy."³¹

What more can we say to emphasize the important role of the family on the influence of its youth. One cannot underemphasize the significance of the socialization process in shaping and influencing the outcome of the attitudes and behavior of youth. It is a sad situation to see that the crime rate goes up because of an unusual situation existing at home, family disputes, broken homes, or merely an irresponsible father. If every individual father would take the responsibility and obligation to direct and guide his children in the right path, society would end up with few crimes and fewer delinquents. Islam puts on each individual being such an obligation and responsibility. God says that each man has a role in controlling,

³⁰ Ibid.

³¹ Ibid.

with humane and just treatment, what is under his immediate control-- in his house, his family, and his job. With controlling authority, he is given an obligation to see that the job is being done in accordance with the spirit and heart of that to which the total society conforms and adheres. Judge Gelber, in Time magazine, continues:

that blacks commit 75% of the violent crimes in Dade County, Florida, though they constitute only 15% of the population. But, Cubans make up 33 1/3% of the county's population and account for only 12% of the violent crimes. The judge believes that the reason behind this low proportionately percentage is due to the "strong" Cuban family structures.³²

Another authority on the subject, Juan Clark, at Miami Dade Community College adds, "like the Chinese, the Cubans have close-knit families with more supervision. There are more three-generation families and customarily, middle-class women don't work."³³

In Saudi Arabia, one finds that family loyalty and participation pervade all aspects of life. The individual loyalty to his family overrides most other obligations. Respect for parents as the most important, respect for elderly persons and respect for each other to be treated fairly and justly. All these values are implanted in the early stages of childhood to give the desired final contribution

³²Ibid.

³³Ibid.

to respect for law and order and other people's rights. Regarding this part, Nyrop and others stated:

It is still not common for persons to live apart from a family group. Men living apart from their family to work at jobs prefer to live with kinsmen or at least fellow tribes. Grown children ordinarily live with parents or relatives until marriage. For a girl of a respectable family to do otherwise would be unthinkable. Child-rearing practices train the young to be docile members of a family group rather than independent individuals.³⁴

4. The government of Saudi Arabia demands of its public that they be free in their own minds and their souls. And, in order to be free, an individual must and should behave rationally and be capable of carrying his freedom within its boundaries and limitations. Thus, one should be free to determine his own destiny, but at the same time remember always that other people would like to do the same. That is, your freedom stops when it impinges on others' freedom. The Islamic religion requires that, to be a true believer, you should like your brother citizen to have what you like for yourself.

³⁴ Nyrop and others, Area Handbook for Saudi Arabia.

The late King Faisal said in one of his speeches:

In all our actions, we have ever been guided by our religion and the laws it has laid down. In this country we preach one religion of one God and we apply the will of God sincerely and faithfully. Our religion covers all of mankind's social needs-- justice, equality, security, safety and teaching of personal behavior.³⁵

5. Finally, in Saudi Arabia's system of social organization there exists no social conflict between classes. Islam makes it plain and clear that there is no privilege amongst Muslims. The only exception where people can be distinguished by privilege is for their good faith and their adherence to practice and carry out that faith.

God says that "all of mankind is created from Adam, and Adam was created from clay. The best amongst you are those with true belief and good faith. No black is subordinate to white and no white is subordinate to black." Smith explains this sensitive approach to equality by saying:

To be a Muslim means to accept a revelation as to how life should be organized. All this is what I call the standard theological interpretation of Islam. Any religion that has lasted for fourteen centuries must have something fundamentally significant and meaningful to every man; whether he is a millionaire or pauper, a prince or a slave. And, Islam undoubtedly does. Yet, the

³⁵ Ministry of Information, Voyage of Peace, King Faisal Speaks (Jeddah, Saudi Arabia, 1969), p. 11.

central message of Islam, as understood by its standard exponent, has been about society and the organization of political, social and moral power. Islam is a religion of ethics, including social ethics.³⁶

Crime is a social deviation: poverty, lack of education, unemployment, and social ills are a product of social environment. Our reaction, attitudes, beliefs which come into play when dealing with this problem are dependent on how we perceive, most of all, ourselves and those with whom we live and communicate. Therefore, measuring the attitudes of any given individual is conditioned by many intervening factors. Measurement involves value judgment. It depends on whom you measure, what you measure, where you measure it, and under what conditions and circumstances. And, overall what is your own perception and interpretation. Human beings give things their definition and value. Words and symbols do not have meaning in themselves; we are the ones who give them meaning.

Summary

In spite of the many uncertainties and variability of interpretation, academic and scientific discipline requires an effort to

³⁶J. N. Anderson, Islamic Law in the Modern World (New York: University Press London, 1959), p. 9.

abstract regularities and patterns from the numerous observations available for study. This is a requisite to the formulation of conclusions concerning the subject under scrutiny. Some of the major points reviewed in the literature are:

1. Attitude toward the police is correlated with personal interaction with the system of criminal justice.
2. More minority group persons tend to have negative attitudes toward the police than do whites.
3. Youth with a record of delinquency show a tendency toward negative attitude about the police especially in their evaluation of the departmental performance of function.
4. Socioeconomical status showed no significance as a predictor of attitude toward police (Johnson, 1969).
5. Stereotyping tends to create a negative defense attitude held by the public and police toward each other.
6. Police action itself which can be seen by the community contributes greatly to public attitude toward police.

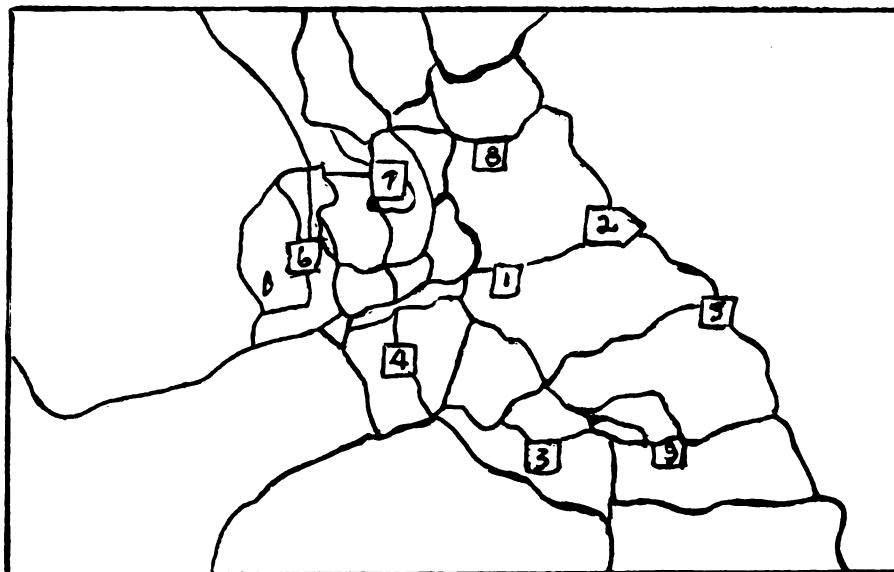
7. Socialization and early beliefs and values play an important role in developing attitudinal reaction toward the legal authority, in particular, and to the norms and values of the society in general.

CHAPTER III

METHODOLOGY AND PROCEDURE

Sample

The sample studied was comprised of male senior high school students⁴ whose ages ranged from 17 to 22 years. The total population from which the sample was drawn was 1,743 senior class students. Of that total, 390 were non-Saudis from different Arab countries studying in Saudi Arabia. This left a total of 1,353 students. This number was divided among nine high schools located in various areas in the city of Riyadh, the Capital of Saudi Arabia (see diagram below).



City map of Riyadh showing location of senior high schools. The number given to each school represents the size of its population in regard to each other (see page 72).

Justification for Selecting Sample

It was my goal and purpose to study public attitudes toward police in Saudi Arabia and in order to do that some kind of field survey must be conducted. And, to conduct a field research, some scientific method must be applied. That is, a sample must be selected as a representative of the whole population to be studied. And, in order to do that, the total number must be known either by having the list of their names or the location and number of each house; but due to the fact that there was no list available nor numbered houses, I found that the telephone listing was not enough for selection nor was car registration. Not everyone has a telephone nor everyone a car. Faced with the reality and the importance of the issue to be studied, I decided to approach another alternative, the only logical one of this time, mainly studying the public attitudes through its youngsters. These young people of today are the teachers, the officers, the administrators and the country leaders of tomorrow. The best sample to represent the young students, in my opinion, are those who have only ~~ten days to~~ leave high school, at the time of administering the questionnaire, to either enter colleges or universities or get various jobs and to participate in the decision-making process of their nation as responsible individuals. Also, these students have been living in the system over seventeen years, (those studied being 17-22 years of

age); therefore, measuring their attitudes reflect not only their own reactions, feelings and experiences, but also reflect, to some extent, their parents', close associates' and society's attitudes through the socialization process and image-building reflection. Another advantage of studying those young students is the availability of their total number and their school locations, which, in fact, makes the study undergone and subjected to the scientific method of social research. With this fact established in mind, it would be beneficial to the present researcher, knowing what to study and how many to select from the total, and for the future researchers to replicate or continue the existing research.

For these reasons, I decided to conduct my field inquiry in measuring the students' attitudes toward police in Saudi Arabia and restrict this study to a city, selecting the largest city, the capital of Saudi Arabia, Riyadh.

Location of Selected City

Riyadh is the capital city of Saudi Arabia. It is located in the heart and center of the nation. All ministries and most large business firms are located in Riyadh. More than one-half the civil servants work in Riyadh. The central decision-making process for the whole nation for major issues and matters of importance to all

citizens are originated and declared from Riyadh. His majesty, King Khalid and His Royal Highness, Crown Prince Fahed, both reside in Riyadh, as do other ministers and most high-ranking officials. The foreign embassies are being informed of the government's desire to transfer them from Jeddah to Riyadh within four years time. Most government employees must work in Riyadh for at least some time because of the job opportunities and due to the fact that the civil service headquarters is located there also.

Due to those important factors, the sample population findings can be used to generalize about the whole body of students' attitudes toward police in Saudi Arabia, as the reader might see, in Chapter V.

In Riyadh, there are nine high schools with senior classes in each. There are other high schools, but some are with no senior classes, some are commercial schools, others are night schools with much older ages and still others are for teacher training or military training, and these were not chosen due to the fact that they might bias the result of the study.

The school classes are shown in the following chart. The number given to the school is an arbitrary number and was given only to determine its size compared to the others. The first column shows the school number, the second column shows the total Saudi students in that senior class, and the third column states the number of questions given to each school.

	<u>School Number</u>	<u>Total Population</u>	<u>Total Given Questionnaire</u>
	1	255	64
	2	223	56
	3	202	51
	4	151	38
	5	141	36
	6	116	30
	7	112	29
	8	88	23
	<u>9</u>	<u>65</u>	<u>17</u>
Total	9	1,353	344

Of the 344 questionnaires distributed, only 301 were returned. Of the 43 not returned, about 15 were not picked up due to the fact that the students took them home with them. The reasons for the remaining 27 questionnaires not being returned are unknown to this writer. It could possibly be from physical and mental fatigue because of final examinations they were taking.

Selection of Sample

The population sample studied was selected randomly in order to assure an equal chance for everyone in the population to be chosen to participate. Each school, at the end of the year, has a unified student roster, which is alphabetically arranged and not organized according to grade or age or any other factor.

In order to get a truly representative random sample, the following procedure was adapted: I chose the first person from each school roster, then the fourth name of that roster and then skipped three more names and picked the fourth name and so on. This procedure was followed to the end of the roster of each school. After that, each principal of the school was given the required questions to cover the number of students selected in his school. This amounted to approximately 30% of the total school population.

Administering the Questionnaires

The procedure followed for administering the questionnaires was: Each school was given the number of questionnaires required, as determined by population count. Each school's principal took charge of administering the questionnaires personally. This took place in the end of the school year, during which time students were taking their final exams (starting June 18, 1977).

Controls

Each principal was instructed to call the name of the students selected and to bring them into an empty room after one day of exams was over; the deadline time was selected with and agreed upon in advance

with the principal, and the questionnaire was to be administered under the principal's supervision. These questionnaires were being administered in all nine schools simultaneously to avoid any leaks. There was no time limit specified, and no questions were allowed to be asked during the completion of the questionnaires. The students were assured of complete confidentiality of their questionnaire. It was made clear to them in the instruction sheet and by the principal that no names or addresses should be mentioned. Each of the three parts of the questionnaire was introduced by a clear and simply presented statement of directions to follow in completing the questionnaire. Also, the principals were asked not to reveal any information about the researcher's job or position to avoid any possible bias if the students knew I was a police officer which might bias the response.

In general, the average time taken was around fifteen minutes. The principals and students were most cooperative, and bearing in mind the fact that these students had just finished taking final exams, sometimes the additional incentive of a small increase in exam points was offered by the principal, in return for participation. Problems encountered during the administration of the questionnaire arose when two principals allowed a few of their students to take the questionnaires home with them, due to the fact that the students, between final exams, wanted to complete the questionnaires at home and during a time more desirable to them because they told the principal that

they were very tired at that time. These particular questionnaires were not subsequently picked up, having been completed outside of a controlled setting, which is unsuitable for the purposes of the survey.

Another limitation on the questionnaire might be attributed to the fact that the students were taking final examinations concurrently, as mentioned before, and were probably submitted to undue stress, which may have had an effect either on how they answered a question or on their mental ability to answer the questions at that time.

Design and Instrument

This study is designed to be descriptive and exploratory in nature. The instrument used is a threefold questionnaire. Part I is a sheet containing factual personal background information and consisting of seven questions. These questions dealt with age, grade, and family information (father's job, family income, etc.).

Part II of the questionnaire is an incident survey, containing self-reported delinquency. This device was initially devised by Nye-Short and was adapted by John Snyder in his thesis.¹ I adapted this

¹John Snyder, "Community-Youth Citizenship Program: An Evaluation of Attitudes Toward Police" (Master's thesis, Michigan State University, School of Criminal Justice, 1972), p. 62.

with further modifications to fit the purpose of my research and the population involved. This part consists of eight questions, each having four responses from which one will be chosen.

Part III, which pertains to attitudinal data, consists of 36 constructed questions presented in the form of a Likert-Scale, and a final one for comments. These questions are broken into three types of answers. One type has five gradations, with the range extending from "strongly agree" on one extreme to "strongly disagree" on the other. The second type has five sets of responses also, but take a different formation and finally the third consists of "yes" or "no" sets of answers.

The first ten questions were mostly adapted from Donald Bouma's studies, Kids and Cops,² and from Dr. Robert Portune's study of Cincinnati youth,³ which is concentrated around the attitude of the student himself toward the police.

Originally, these ten questions and the subsequent ones were arranged in a question format; e.g., "Do you think people would be better off without the police?" And, the responses given to this

²Bruce Lee Benson, "An Exploratory Study of Youth Attitudes Toward Police Recruitment" (Master's thesis, Michigan State University, School of Criminal Justice, 1971), p. 25.

³Ibid.

question are "strongly agree, agree, undecided, disagree, strongly disagree." I further changed this format so the answers would be in response to a statement, rather than a question. The above question was re-phrased to read: "People would be better off without the police." The responses were left unchanged.

Questions 11 through 21 needed to be presented in a question format, but the responses were changed to better give a direct and straight answer; e.g., "Do most of your friends think the police are pretty nice guys?" The previous responses offered were "strongly agree, agree, undecided, disagree, and strongly disagree." This series of responses is inadequate for getting a definite, unambivalent answer to a direct question. I therefore changed it to read as follows: "Do most of your friends think the police are pretty nice guys?" The response was changed as follows (see Appendix):

- ☐ 1. yes, definitely
- ☐ 2. yes
- ☐ 3. don't know
- ☐ 4. no
- ☐ 5. no, definitely

Another change made in this section of the questionnaire involved changing some questions that were culturally inappropriate; e.g., "Do you drink beer?" is not applicable in a Moslem society where consumption of alcohol is prohibited and forbidden by the Islamic law and strongly enforced by the authority.

Procedure

After thorough analysis and evaluation, the necessary changes were made to adapt the instrument to fit my purposes, keeping in mind the different cultures and values. Questions dealing with drinking alcohol, dating, and race were completely eliminated. After these alterations were made, along with the other changes previously mentioned, the finished format was translated into Arabic and reproduced in the United States. Then, seven Saudi students recently graduated from high school and newly arrived in the United States to study English at Michigan State University, were given the questionnaires to determine if there is any difficulty or ambiguity inherent in the instrument. They had no problem, and the average time taken was 12 to 13 minutes. To double check the authenticity of the translation from the English the following procedure was used. Certain questions from the Arabic translation were selected at random by the chairman of the thesis committee. These questions were given to a person skilled in both Arabic and English languages. He had not been involved in the earlier translation and had no prior knowledge of the content of the survey. He was asked to make a translation from the Arabic back to the English for the selected survey items. The resulting item translations reproduced the original English version of each of the original items almost perfectly; that is, the essential meaning of each item was

accurately reproduced and only slightly minor differences occurred with respect to word order in the use of synonyms.

The final format of the questionnaire was xeroxed, due to the scarcity of Arabic typewriters here. Then, questionnaires were personally hand-carried to Saudi Arabia, distributed among the nine schools mentioned before, in a quantity that was in keeping with the percentage previously determined. The principals were contacted, the random sample was selected from the student roster and the deadline for administering the test was set with the principals. A letter of authorization from the director of Riyadh's Board of Education facilitated my mission and assured cooperation from the principals, some of whom I know personally, but they were asked to keep my identity unknown to the students as I mentioned earlier. I asked each principal to administer the questionnaire at the same time, so the administration of the questionnaires was going on simultaneously through the city. At the deadline, I was with the principal of school No. 1, which is centrally located (see diagram, page 68), and went from school to school to collect the other questionnaires. Of the 344 instruments distributed, 301 were returned. Further analysis revealed that of those 301 sets of responses, seven were found to be over the upper age limit (22 years) and had to be disregarded. Eleven of the questionnaires were not completed, and they, too, had to be disregarded for this study. That left a total of 283 usable

responses to be considered, for the purposes of this study, a sample population. Returning to the United States with these 283 instruments, I transferred the responses onto data sheets which in turn were punched onto computer cards. Finally, the statistical analysis of data was performed in part by computer and in part manually.

Operationalization

The following items of the questionnaires will be used to test the writer's four hypotheses':

1. Question 1 through 10, and 16 through 21 in part three of the questionnaire plus previous researches conducted in the United States will be used to test Hypothesis 1.
2. Question 7 (family income) plus question 6 (father's occupation) in part one of the questionnaire will be used to test Hypothesis 2.
3. Part two of the questionnaire, which consists of eight questions on self-reported delinquency will be used to test Hypothesis 3.
4. Question 2 (grade point average) in part one of the questionnaire will be used to test Hypothesis 4.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

Before analyzing the data and reporting the findings it would be well to familiarize the reader with the kinds and methods of statistical techniques used.

Statistical Techniques

In this study the writer makes use of both descriptive and inferential statistics in reporting the findings of the study.

Descriptive Statistics

1. Frequencies of responses to selected questions of special interest.
2. Mean, range, and variance for variables measuring attitudes toward police, i.e., grade points and self-reported delinquency.

3. Contingency tables displaying the observed frequencies within each cell.

Inferential Statistics

1. Student's t-test was used to compare mean scores between different groups. The null hypothesis for such a comparison is that of no difference between the group means. This hypothesis is rejected for $p \leq .05$ and sustained for $p > .05$. This relatively high level was set due to the fact that we are measuring attitudes, which are imprecise at best.
2. The chi-square test of independence was used to test for significant deviation from independence in contingency tables where no directional alternative hypothesis seemed appropriate. The null hypothesis for such a test is that of independence of the two variables and/or classification considered. This hypothesis is rejected for $p \leq .05$ and otherwise accepted. The test for an $r \times c$ table involves calculation of a normalized sum of squared deviations of observed from expected frequencies and comparison of the the resulting statistic to the chi-square distribution with $(r-1) \times (c-1)$ degrees of freedom.

3. When directional alternatives seemed appropriate, tests were based on the Spearman Ordinal Data rank correlation coefficient

$$r_s = \sqrt{\frac{\sum (R_i - \bar{R})(S_i - \bar{S})}{\sum (R_i - \bar{R})^2 \sum (S_i - \bar{S})^2}}$$

This statistic was chosen over the more familiar Pearson continuous data product-moment correlation coefficient due to the ordinal nature of the data. The null hypothesis is for such a test one of independence. This test differs from the chi-square test of independence in that it is more powerful against directional alternatives. Again, the null hypothesis was rejected for $p \leq .05$ and accepted otherwise.

Data Analysis

Scoring Questions Measuring Students' Attitudes Toward Police

Questions Part III 1 through 10 and 16 through 21 were scored from 1 to ⁴5, with 1 indicating a strongly negative attitude toward police and 5 indicating a strongly positive attitude toward police.

The computer was programmed to adjust the responses to follow this method of scoring when necessary. ATP will be used in this study as an abbreviation for the term Attitudes Toward the Police. Questions 1 through 10 in Part III were designed to measure the student's personal attitudes toward the police directly. The mean score for those questions were computed alone to compare them to the mean score for the same questions administered to American students by previous researchers, such as that of Mr. Bruce Benson. ATPP is the total score for the first ten questions in Part III, plus questions 16 through 21. The reason for separating these two mean scores was only to compare the first ten questions in my present study (ATP) with previous findings concerning the same ten questions. Summary statistics are as follows:

ATP:	mean	34.678
	variance	21.921
	range	26.000
ATPP:	mean	55.194
	variance	26.774
	range	26.000

To find out if ATP and ATPP are correlated, the Spearman correlation coefficient was used. ATP with ATPP is:

$$r_s = .8687$$

$$p = .001$$

Mean scores for ATP and ATPP were computed for various occupational groups. The results are shown in Table 1. Analyzing the table,

Table 1. Attitudes Toward Police vs. Father's Occupation

Father's Occupation	Mean/Variance for ATP	Mean/Variance for ATPP	N
Civilian	3.478/0.2177	3.443/0.1187	131
Military	3.545/0.2572	3.498/0.1009	31
Police officer	3.900/0.3133	3.719/0.0690	4
Self-employed	3.372/0.2167	3.419/0.1046	65
Company employed	3.627/0.1742	3.534/0.0628	11
Other	3.444/0.1850	3.433/0.0749	41

one can see there is some difference in the group mean scores but it is not statistically significant, therefore another table was initiated grouping the occupations into two occupational groups: mainly government occupations vs. non-government occupations.

Student's t-test was used to compare the mean ATP and ATPP scores for students whose fathers were government employees versus those whose fathers were not government employees. The levels of significance were:

ATP, $p = .161$

ATPP, $p = .519$ and with no significance

Thus, no significant difference is indicated.

Similar tests were used to compare students whose fathers were employed by the military or police officers with all other students. The results were:

ATP, $p = .112$

ATPP, $p = .151$

Again, no significant difference is noted.

Finally Tables 2 and 3 show that students' ATP and ATPP scores were classified as high or low above the mean and below the mean (based on the mean scores) and compared to various occupational groupings with chi-square analysis. The results of ATP are shown in Table 2, with results of ATPP shown in Table 3.

Table 2. Comparison of ATP vs. Father's Occupation

Father's Occupation	ATP Scores		Total
	Low	High	
Civilian in government	63	68	131
Military	13	18	31
Police	1	3	4
Self-employed	39	29	65
Company	5	6	11
Total	142	141	283

$\chi^2 = 4.71$

$p = .4524$

Degree of Freedom = 5

Conclusion. This particular combination of ATP scores are independent of this grouping of fathers' occupations.

Table 3. Comparison of ATPP vs. Father's Occupation

Father's Occupation	ATPP Scores		Total
	Low	High	
Civilian	70	61	131
Military	14	17	31
Police	1	3	4
Self-employed	38	27	65
Company-employed	6	5	11
Others	21	20	41
Total	150	133	283

$$\chi^2 = 2.87$$

$$p = .7193$$

$$\text{Degree of Freedom} = 5$$

Conclusion. This particular combination of ATPP scores are independent of this grouping of fathers' occupations.

Table 4. Comparison of ATP vs. Father's Occupation When Combining Occupational Groups

Father's Occupation	ATP Scores		Total
	Low	High	
Government, civilian, military, police	77	89	166
Self-employed, company-employed, other	65	52	117
Total	142	141	283

$$\chi^2 = 1.96$$

$$p = .1619$$

$$\text{The Degree of Freedom} = 1$$

Conclusion. ATP scores are independent of this occupational grouping.

Table 5. Comparison of ATPP vs. Father's Occupation When Combining Occupational Groups

Father's Occupation	ATPP Scores		Total
	Low	High	
Government	81	85	166
Non-government	52	65	117
Total	133	150	283

$$\chi^2 = .36$$

$$p = .5477$$

The Degree of Freedom = 1

Conclusion. ATPP scores are independent of this occupational grouping.

Attitudes Toward Police and Family Income

Mean scores for ATP and ATPP were computed for various family income groups. The results are shown in Table 6.

Table 6. Mean Scores for ATP and ATPP by Family Income

Income Group (SR) ^a	ATP	ATPP	Number in Group
40,000 or more	3.460	3.454	133
20,000-39,000	3.506	3.461	71
Less than 20,000	3.447	3.431	79
Combined	3.468	3.449	283

^aSR refers to Saudi Arabian currency "Riyal" which is the equivalent of \$0.28 United States currency.

The data does not suggest any clear trend for either set of scores. Student's t-test was also used to compare the average scores for students from families in the SR19,000 or less range to those from families in the SR20,000 or more range. For ATP, $p = .639$; and for ATPP, $p = .551$, indicating no significant differences.

Finally, ATP and ATPP scores were classified as high or low and compared to family income with chi-square analyses. The results are shown in Tables 7 and 8.

Table 7. ATP vs. Four Income Groups

ATP	Family Income (SR)				Total
	40,000 or More	20,000-39,000	10,000-19,000	Less than 10,000	
Low	69	34	30	9	142
High	64	37	23	17	141
Total	133	71	53	26	283

$$\chi^2 = 3.70$$

$$p = .2961$$

The Degree of Freedom = 3

Conclusion. ATP scores are independent of this income grouping.

Table 8. ATPP vs. Four Income Groups

ATPP	Family Income (SR)				Total
	40,000 or More	20,000-39,000	10,000-19,000	Less than 10,000	
Low	72	36	31	11	150
High	61	35	22	15	133
Total	133	71	53	26	283

$$\chi^2 = 2.05$$

$$p = .5613$$

The Degree of Freedom = 3

Conclusion. ATPP scores are independent of this income grouping.

In Table 9 and 10 the four income groups were combined into two groups, whose income is SR40,000 or over and those whose income is less than SR40,000 in order to find out if there is any significant difference in ATP.

Table 9. ATP Scores vs. Two Income Groups

Family Income (SR)	ATP Scores		Total
	Low	High	
40,000 or more	69	64	133
Less than 40,000	73	77	150
Total	142	141	283

$$\chi^2 = .18 \quad p = .6742 \quad \text{The Degree of Freedom} = 1$$

Conclusion. ATP scores are independent of this family income grouping. When this result was found, the same procedure was followed in Table 10 with more group responses.

Table 10. ATPP Scores vs. Two Income Groups

Family Income (SR)	ATPP Scores		Total
	Low	High	
40,000 or more	85	81	166
Less than 40,000	65	52	117
Total	150	133	283

$$\chi^2 = .36$$

$$p = .5477$$

$$\text{The Degree of Freedom} = 1$$

Conclusion. Again ATPP scores are independent of this family income grouping.

Attitudes Toward Police and Family Situation

Table 11 shows the comparison of ATP scores for students whose parents are both living versus all other students.

Table 11. Comparison of ATP Scores for Students Having Both Parents Living

	Both Parents Living	Other	Total
Low ATP	124	18	142
High ATP	123	18	141
Total	247	36	283

$$\chi^2 = .02$$

$$p = .8763$$

$$\text{The Degree of Freedom} = 1$$

Conclusion. ATP scores are independent of whether or not both parents are living.

Table 12 shows the comparison of ATPP scores for students whose parents are both living versus all other students.

Table 12. Comparison of ATPP Scores for Students Having Both Parents Living

	Both Parents Living	Other	Total
Low ATPP	132	18	150
High ATPP	115	18	133
Total	247	36	283

$$\chi^2 = .04$$

$$p = .8354$$

$$\text{The Degree of Freedom} = 1$$

Conclusion. ATPP scores are independent of whether or not both parents are living.

Table 13 shows the comparison of ATP scores for students who live with both parents versus all other students.

Table 13. Comparison of ATP Scores for Students Living With Both Parents

	Lives With Both Parents	Doesn't Live With Both Parents	Total
Low ATP	114	28	142
High ATP	109	32	141
Total	223	60	283

$$\chi^2 = .22$$

$$p = .6404$$

$$\text{The Degree of Freedom} = 1$$

Conclusion. ATP scores are independent of whether or not the student lives with both parents.

Table 14 shows the comparison of ATPP scores for students who live with both parents versus all other students.

Table 14. Comparison of ATPP Scores for Students Living With Both Parents

	Lives With Both Parents	Doesn't Live With Both Parents	Total
Low ATPP	120	30	150
High ATPP	103	30	133
Total	223	60	283

$$\chi^2 = .14$$

$$p = .7044$$

$$\text{The Degree of Freedom} = 1$$

Conclusion. ATPP scores are independent of whether or not the student lives with both parents.

Attitudes Toward Police and Grade Point

In this kind of measurement Spearman correlation coefficients for ATP and ATPP with grade point were computed due to the nature of the ordinal data to test whether the variables were correlated with grade point. The results were nonsignificant:

ATP with grade point: $r_s = .0453$

$p = .224$

ATPP with grade point: $r_s = .0113$

$p = .425$

A possible explanation for these results is that the average grade point was quite high, 80.77.

Attitudes Toward Police and Perception Of Friends' Attitudes Toward Police

Questions 11, 12, 13, 24, and 25 of Part III were scored from 1 to 5, with 1 indicating a strongly negative attitude toward police and 5⁴ indicating a strongly positive attitude toward police. The total score was used as a measure of the students' perceptions of their friends' attitudes toward the police (FATP). Spearman correlation coefficients were computed to test whether the variable was correlated with ATP and ATPP. The results were:

FATP with ATP: $r_s = .2535$

$p = .001$

FATP with ATPP: $r_s = .3101$

$p = .001$

Conclusion. The more positive a student perceives his friends' attitudes toward police to be, the more positive his own tends to be.

Frequencies of Responses to Selected Questions

The following questions are as taken from Part III of the questionnaire:

3. If you needed a policeman's help, would you ask for it?

strongly agree	141
agree	98
undecided	20
disagree	15
strongly disagree	9

4. Being a policeman is a good job for a capable and intelligent guy?

strongly agree	183
agree	80
undecided	11
disagree	5
strongly disagree	4

8. The police accuse you of things you didn't even do.

strongly agree	82
agree	76
undecided	39
disagree	46
strongly disagree	40

9. Policemen are unfair in their dealings with young people.

strongly agree	77
agree	92
undecided	46
disagree	33
strongly disagree	35

20. If the police needed your help, would you do it?

yes, definitely	174
yes	80
don't know	11
no	10
no, definitely not	8

23. Have the police ever asked you questions because they said you did something wrong (not counting traffic violations)?

yes	49
no	234

Scoring of Questions Measuring Students' Self-Reported Delinquency

Questions 1 through 8 of Part II were scored from 1 to 4, with 1 indicating a great deal of self-reported delinquency and 4 indicating none. The total score for self-reported delinquency (SRD) is the sum of these scores. Summary statistics are as follows:

Mean	28.869
Variance	8.029
Range	13.000

The eight self-reported delinquency questions were combined into two groups: questions 1, 2, 3, 4, and 8 were calculated together, while questions 5, 6, and 7 of Part II were computed together. Due to the close similarity of the implications they constitute a value loss as shown in Table 15.

Table 15. Groupings of Self-Reported Delinquency Questions

Part II Question Group	Mean	Variance	Range
1, 2, 3, 4, & 8	17.237	5.834	10.000
5, 6, & 7	11.633	0.786	6.000

Self-Reported Delinquency and
Attitude Toward Police

Spearman correlation coefficients were computed for SRD with ATP and ATPP scores. The results are shown in Tables 16 and 17.

Table 16. R_s With ATP

Part II Question Group	R_s	p
1, 2, 3, 4, & 8	.2441	.001
5, 6, & 7	.1819	.002

Table 17. R_s With ATPP

Part II Question Group	R_s	p
1, 2, 3, 4, & 8	.2290	.001
5, 6, & 7	.1860	.001

Conclusion. Students reporting much delinquency tended to have more negative attitudes toward the police than those with less reported or non-reported delinquency.

Self-Reported Delinquency Versus Father's Occupation

Mean scores for SRD were computed for various occupational groups. The results are shown in Table 18.

Table 18. Mean Scores for Self-Reported Delinquency by Father's Occupation

Father's Occupation	Mean	N
Civilian	28.97	131
Military	28.84	31
Police	27.50	4
Self-employed	28.82	65
Company	30.36	11
Other	28.39	41

Student's t-test was used to compare the mean score for students whose fathers were government employees versus those whose fathers were not government employees. The level of significance was .776, indicating no significant difference. A similar test was used to compare students whose fathers were employed by the military or as police officers and all other students. Again, the result was nonsignificant with $p = .683$.

Finally, student's self-reported delinquency scores were classified as high or low (relative to the mean score) and compared to various occupational groupings with chi-square analyses. The results are shown in Table 19.

Further classifications of student's self-delinquency scores were computed by taking Q_1 and comparing it to Q_3 as Table 20 shows.

Table 19. Student's Self-Reported Delinquency Scores vs. Father's Occupation

Father's Occupation	SRD Scores		Total
	Low	High	
Civilian in government	49	82	131
Military	12	19	31
Police	2	2	4
Self-employed	21	44	65
Company-employed	2	9	11
Other	19	22	41
Total	105	178	283

$$\chi^2 = 4.15 \quad p = .5277 \quad \text{The Degree of Freedom} = 5$$

Conclusion. The self-reported delinquency scores are independent of this occupational grouping.

Table 20. Student's Self-Reported Delinquency Scores vs. Father's Occupation, Comparing Q_1 to Q_3

Father's Occupation	SRD Scores		Total
	Q_1	Q_3	
Civilian in government	29	49	78
Military	5	11	16
Police	1	1	2
Self-employed	14	22	36
Company-employed	0	5	5
Other	8	11	19
Total	57	99	156

$$\chi^2 = 3.58 \quad p = .611 \quad \text{The Degree of Freedom} = 5$$

Conclusion. Again the student's self-reported delinquency scores are independent of these external occupational groupings.

Table 21 shows the student's self-reported delinquency scores when compared to two occupational groupings.

Table 21. Student's Self-Reported Delinquency Scores vs. Father's Occupation when Combining Occupational Groups

Father's Occupation	SRD Scores		Total
	Low	High	
Civilian in government, military, and police	63	103	166
Self-employed, company-employed, and other	42	75	117
Total	105	178	283

$$\chi^2 = .052 \quad p = .8201 \quad \text{The Degree of Freedom} = 1$$

Conclusion. The student's self-reported delinquency scores are independent of this occupational grouping.

Self-Reported Delinquency and Family Situation

Table 22 shows the results of the comparison of student's self-reported delinquency scores of students whose parents are both living versus all other students.

Table 22. Comparison of SRD Scores for Students Whose Parents Are Both Living vs. All Other Students

	Both Parents Living	Other	Total
Low SRD	86	19	105
High SRD	161	17	178
Total	247	36	283

$$\chi^2 = 3.61 \quad p = .0575 \quad \text{The Degree of Freedom} = 1$$

Conclusion. The self-reported delinquency scores are independent of whether or not a student's parents are both living.

Comparison of the self-reported delinquency scores for students who live with both parents versus all others are shown in Table 23.

Table 23. Comparison of SRD Scores for Students Who Live With Both Parents vs. All Other Students

	Living With Both Parents	Other	Total
Low SRD	76	29	105
High SRD	147	31	178
Total	223	60	283

$$\chi^2 = 3.53 \quad p = .0604 \quad \text{The Degree of Freedom} = 1$$

Conclusion. The self-reported delinquency scores are independent of whether or not a student lives with both parents.

Self-Reported Delinquency and Family Income

Mean scores for self-reported delinquency were computed for various family income groups. The results are reported in Table 24.

Table 24. Mean Scores for Self-Reported Delinquency for Various Family Income Groups

Income Group (SR) ^a	Mean	Number in Group
40,000 or more	29.04	133
20,000-39,000	28.48	71
10,000-19,000	29.08	53
Less than 10,000	28.65	26

^aSR refers to Saudi Arabian currency "Riyal" which is the equivalent of \$0.28 United States currency.

The data does not suggest any clear trend. Student's t-test was also used to compare the average scores for students from families in the SR 19,000 or less range to those from families in the SR 20,000 or more range. Since $p = .804$, no significant difference is noted.

Finally, self-reported delinquency scores were classified as high or low and compared to family income with chi-square analyses. The results are shown in Table 25.

Table 25. Self-Reported Delinquency vs. Four Income Groups

SRD	40,000 or More	Family Income (SR)		Less than 10,000	Total
		20,000-39,000	10,000-19,000		
Low	49	29	17	10	105
High	84	42	36	16	178
Total	133	71	53	26	283

$$\chi^2 = 1.02$$

$$p = .7953$$

$$\text{The Degree of Freedom} = 3$$

Conclusion. The self-reported delinquency scores are independent of this income grouping.

The self-reported delinquency scores were then compared to family income when considered only in two groups, those whose income is SR40,000 or over and those whose income is less than SR40,000. The results are shown in Table 26.

Table 26. Self-Reported Delinquency Scores vs. Two Income Groups

Family Income (SR)	SRD Scores		Total
	Low	High	
40,000 or more	49	84	133
Less than 40,000	56	94	150
Total	105	178	283

$$\chi^2 = .001$$

$$p = .9698$$

$$\text{The Degree of Freedom} = 1$$

Conclusion. The self-reported delinquency scores were independent of this income grouping.

Self-Reported Delinquency and Grade Point

The Spearman correlation coefficient for self-reported delinquency scores with grade point was computed to test whether the two variables were positively correlated. The results were:

$$r_s = .1469$$

$$p = .007$$

indicating a significant correlation. Thus, students with higher grade points tend to report less delinquency.

Students' Career Plans Regarding Police Work

Question 14 of Part III on the questionnaire asked: Which of the following best describes your career plans at this time concerning police work? The possible responses and their corresponding frequencies were:

1. I definitely plan to become a policeman	26
2. I might someday consider a possible career in police work.	35
3. No idea whatsoever.	44
4. I probably will never enter a police career . . .	55
5. I am certain I will definitely never enter a police career	123

The results of the other related questions from Part III of the questionnaire are listed below:

15. Do you think you are qualified to become a policeman if you wanted to?

yes, definitely	88
yes	97
don't know	43
no	26
no, definitely	29

16. Do you think you would be wasting your talents and abilities by entering police work as a career?

yes, definitely	29
yes	49
don't know	48
no	83
no, definitely	74

17. Do you consider police work as a challenging profession?

yes, definitely	34
yes	49
don't know	87
no	72
no, definitely	41

18. Do you think a police career offers a good chance to help people?

yes, definitely	125
yes	131
don't know	14
no	10
no, definitely	3

21. Do you think police work offers good opportunities for advancement?

yes, definitely	52
yes	93
don't know	101
no	21
no, definitely	16

22. What do you consider the one most attractive aspect of a police career?

1. interest and excitement	17
2. authority and power	30
3. chance to help others	157
4. good pay and benefits	16
5. importance of job itself	63

23. Which of the following would be most important in discouraging you from entering a police career?

1. low pay	5
2. low prestige	14
3. poor advancement opportunities	7
4. dangerous work	23
5. poor working conditions	61
6. police represent the establishment	45
7. not discouraged at all	128

Influence of Perception of Friends'
and Relatives' Opinions of Career
Plans Regarding Police Work

Table 27 shows a comparison of career plans regarding police work and perception of best friends' reaction to expressed interest in police work.

Table 27. Best Friend's Career Plans Concerning Police Work

Best Friend's Reaction	Definitely	Might	No Idea	Probably Never	Never	Total
Strongly agree	4	1	1	1	18	22
Agree	10	0	11	11	37	63
Not sure	7	14	22	21	38	102
Disagree	4	11	8	18	24	71
Strongly disagree	1	9	2	4	6	25
Total	26	35	44	55	123	283

$$r_s = .3012$$

$$p = .001$$

Conclusion. Students who perceive their best friend's reaction to expressed interest in police work more positively tend to exhibit more interest in police work as a career.

Table 28 also shows a comparison of career plans regarding police work and perception of other friend's reaction to an expressed interest in police work.

Table 28. Other Friend's Career Plans Concerning Police Work

Other Friend's Reaction	Definitely	Might	No Idea	Probably Never	Never	Total
Strongly agree	3	0	0	2	10	13
Agree	7	1	10	7	23	44
Not sure	12	13	26	27	64	142
Disagree	3	16	6	16	20	65
Strongly disagree	1	5	2	3	6	19
Total	26	35	44	55	123	283

$$r_s = .2194$$

$$p = .001$$

Conclusion. Students who perceive their other friend's reactions to expressed interest in police work more positively tend to exhibit more interest in police work as a career.

Table 29 shows a comparison of career plans regarding police work and perception of close relatives' reaction to an expressed interest in police work.

Table 29. Close Relatives' Reaction to Career Plans Concerning Police Work as Perceived by the Student

Close Relatives' Reaction	Definitely	Might	No Idea	Probably Never	Never	Total
Strongly agree	7	0	1	1	14	16
Agree	12	2	9	11	27	51
Not sure	5	11	17	27	48	108
Disagree	2	12	10	14	24	72
Strongly disagree	0	10	7	2	10	36
Total	26	35	44	55	123	283

$$r_s = .3238$$

$$p = .001$$

Conclusion. Students who perceive their close relatives' reaction to an expressed interest in police work more positively tend to exhibit more interest in police work as a career.

Table 30 shows a comparison of career plans regarding police work and perception of parents' reaction to an expressed interest in police work.

Table 30. Parents' Reaction to Career Plans Concerning Police Work as Perceived by the Student

Parents' Reaction	Definitely	Might	No Idea	Probably Never	Never	Total
Strongly agree	8	0	3	4	27	36
Agree	9	5	13	12	28	63
Not sure	2	3	9	17	30	61
Disagree	5	16	13	17	24	79
Strongly disagree	2	11	6	5	14	44
Total	26	35	44	55	123	283

$$r_s = .2885$$

$$p = .001$$

Conclusion. Students who perceive their parents' reaction to an expressed interest in police work more positively tend to exhibit more interest in police work as a career.

Table 31 shows a comparison of career plans regarding police work and perception of favorite teachers' reaction to an expressed interest in police work.

Table 31. Favorite Teacher's Reaction to Career Plans Concerning Police Work as Perceived by the Student

Favorite Teacher's Reaction	Definitely	Might	No Idea	Probably Never	Never	Total
Strongly agree	6	0	2	1	8	11
Agree	11	3	1	2	10	17
Not sure	8	15	27	25	68	143
Disagree	1	11	11	16	22	71
Strongly disagree	0	6	3	11	15	41
Total	26	35	44	55	123	283

$$r_s = .1844$$

$$p = .1844$$

Conclusion. Students who perceive their favorite teacher's reaction to an expressed interest in police work more positively tend to exhibit more interest in police work as a career.

Career Plans Regarding Police Work and Father's Occupation

Table 32 shows a relationship between career plans and father's occupation when occupations are combined in two groups: Military and police officers versus other occupations.

Table 32. Relationship of Father's Occupation When in Two Combined Groups vs. Career Plans Concerning Police Work

Father's Occupation	Definitely	Might	No Idea	Probably Never	Never	Total
Civilian in government, self-employed, company, other	23	29	36	47	113	248
Police officer and military	3	6	8	8	10	35
Total	26	35	44	55	123	283

$$\chi^2 = 4.40$$

$$p = .3541$$

$$\text{The Degree of Freedom} = 4$$

Conclusion. Career plans regarding police work are independent of this occupational grouping.

Table 33 shows relationship between career plans and father's occupation when combined into five groups.

Table 33. Relationship of Father's Occupation When Occupations Are Combined in Five Groups vs. Career Plans Concerning Police Work

Father's Occupation	Definitely	Might	No Idea	Probably Never	Never	Total
Civilian in government	9	15	22	27	58	131
Military and police	3	6	8	8	10	31
Self-employed	9	5	7	11	33	65
Company	1	3	2	2	3	11
Other	4	6	5	7	19	41
Total	26	35	44	55	123	283

$$\chi^2 = 12.98$$

$$p = .67$$

$$\text{The Degree of Freedom} = 16$$

Conclusion. Career plans regarding police work is independent of this occupational grouping.

Career Plans Regarding Police Work and Family Income

Table 34 shows career plans versus family income regarding police work.

Table 34. Career Plans vs. Family Income Regarding Police Work

Family Income (SR)	Definitely	Might	No Idea	Probably Never	Never	Total
40,000 or more	10	19	15	22	67	133
20,000-39,000	8	9	12	15	27	71
10,000-19,000	7	3	11	13	19	63
Less than 10,000	1	4	6	5	10	26
Total	26	35	44	55	123	283

$$\chi^2 = 12.70$$

$$p = .3912$$

$$\text{The Degree of Freedom} = 12$$

Conclusion. Career plans regarding police work are independent of family income.

Findings on the Police-Public Relations Program

The frequencies of responses to the three questions concerning the police-public relations program from Part III of the questionnaire are shown below:

34. What is your general opinion of the value of the Police Public Relations Program on TV, as far as benefit to the community is concerned?

1. very worthwhile and beneficial for people . . . 117
2. somewhat beneficial 116
3. has no worth or value for people. 32
4. I am not familiar with the police-public
relations program 18

35. The program time should be:

1. stay the same	73
2. increased	165
3. decreased	39
4. I don't know.	6

36. The topics of the TV Public Relations Program should be:

1. changed a little.	192
2. changed completely.	39
3. I don't know.	32
4. stay the same	20

Table 35 shows the various breakdowns of the responses to the above three questions from Part III of the questionnaire according to the father's occupation.

Table 35. Responses by Father's Occupation to Questions 34, 35, and 36 in Part II of Questionnaire

Response to Question	With Two Occupation Groups		Total
	Military or Police	All Others	
34-1	14	103	117
2	15	101	116
3	5	27	32
4	1	17	18
Total	35	248	283
<hr/>			
35-1	9	64	73
2	20	145	165
3	6	33	39
4	0	6	6
Total	35	248	283
<hr/>			
36-1	23	169	192
2	4	35	39
3	4	28	32
4	4	16	20
Total	35	248	283
<hr/>			

Table 35--Continued

Response to Question	With Six Occupation Groups						Total
	Civilian in Gov't	Military	Police	Self- Employed	Company	Other	
34-1	59	13	1	24	5	15	117
2	49	12	3	25	6	21	116
3	15	5	0	9	0	3	32
4	8	1	0	7	0	2	18
Total	131	31	4	65	11	41	283
<hr/>							
35-1	35	8	1	18	2	9	73
2	76	17	3	34	7	28	165
3	19	6	0	10	1	1	39
4	1	0	0	3	1	1	6
Total	131	31	4	65	11	41	283
<hr/>							
36-1	86	19	4	40	9	34	192
2	22	4	0	10	1	2	39
3	16	4	0	8	1	3	32
4	7	4	0	7	0	2	20
Total	131	31	4	65	11	41	283

Table 36 shows the various breakdowns of the responses to the above three questions from Part III of the questionnaire according to the family income.

Table 36. Responses by Family Income to Questions 34, 35, and 36 in Part III of Questionnaire

Response to Question	Family Income (SR)				Total
	40,000 or More	20,000-39,000	10,000-19,000	Less Than 10,000	
34-1	53	31	23	10	117
2	53	29	22	12	116
3	16	9	5	2	32
4	11	2	3	2	18
Total	133	71	53	26	283
<hr/>					
35-1	31	17	19	6	73
2	81	42	27	15	165
3	19	10	6	4	39
4	2	2	1	1	6
Total	133	71	53	26	283
<hr/>					
36-1	89	47	38	18	192
2	18	11	6	4	39
3	16	7	6	3	32
4	10	6	3	1	20
Total	133	71	53	26	283

Remark: Chi-square analyses of the above tables showed no significant differences between income groups or occupational groups with respect to their responses to questions 34, 35, and 36 in Part III of the questionnaire.

Comparative Analysis

In the preceding tables the reader has seen data corresponding to the first hypothesis, mainly the homogeneous form of society, Saudi Arabia. Therefore it is appropriate at the end of this chapter to report some of the findings of previous researches conducted by other people in heterogeneous social settings--the United States.

The reader should be aware of the fact that he will encounter these findings which are reporting the result of the same set of questions I used in my research project.

The kind of comparison, a cross-national study, coincides with the objectives of scientific research, "to describe particular phenomena in the world of our experience and to establish general principles by means of which they can be explained and predicted."⁴

The advantages of such a comparison as Gary Lee said are two:

1. Increasing generality--in order to determine whether one's findings are in fact general to predict the behavior of human beings rather than just the residents of one's own hometown, one must examine and test his findings under conditions which vary as widely as possible.

⁴Gary R. Lee, Family Structure and Interaction, A Comparative Analysis (New York: J. B. Lippincott Company, 1977), p. 12.

2. Maximizing variance--many objects of study as Lee said, "Exhibit greater variability in samples of several societies than they do in samples of only one society."⁵

A third advantage according to Robert Marsh is what he terms the System-Level Variable. "The main reason for the comparative analysis of societies is simply that in many of our assertions the units being talked about are societies, and one should therefore examine more than one such unit--hopefully several or many."⁶

Therefore the writer would like to report some findings by both his study and by other authors.

Findings

Bruce Benson studied 320 high school students in Flint, Michigan, considering the first 10 questions I used in Saudi Arabia to measure ATP. He reported the following:

1. 64.9% of white students compared with 33.1% of black students have high attitudes toward police, while 35.1% of white and 67% of black have "low" attitudes toward police with the mean score for all the 335 respondents 26.80 while the mean score for the same

⁵Ibid., p. 13.

⁶Ibid., p. 15.

10 questions administered to 283 Saudi Arabian students was 34.678.

2. Question 14 provides the students with possible police career plan, it asks: Which of the following best describes your career plans at this time concerning police work?

1. I definitely plan to become a policeman.
2. I might someday consider a possible career in police work.
3. No idea whatsoever.
4. I probably will never enter a police career.
5. I am certain I will definitely never enter a police career.

	<u>Interest</u>	<u>Not Sure</u>	<u>Disinterest</u>	<u>Total</u>
<u>United States</u>				
<u>Students:</u>				
Number	49	57	207	313
Percent	15.9%	18.2%	66.1%	100%
<u>Saudi Arabian</u>				
<u>Students:</u>				
Number	61	44	178	283
Percent	21.6%	15.5%	62.9%	100%

The comparison above shows that 15.9% of United States students are interested in police work as compared to 21.6% of Saudi Arabian students, while 66.1% of United States students feel disinterested as compared to 62.9% of Saudi Arabian students. The difference, however small it may seem, gives an indication of how Saudi Arabian students value the police work by reflecting their interest in it.

Question 15 asks: Do you think you are qualified to become a policeman if you wanted to?

	<u>Agree</u>	<u>Undecided Don't Know</u>	<u>Disagree</u>	<u>Total</u>
<u>United States</u>				
<u>Students:</u>				
Number				
Percent	58.5%	21.5%	20.0%	100%
<u>Saudi Arabian</u>				
<u>Students:</u>				
Number	185	43	55	283
Percent	65.4%	15.2%	19.4%	100%

Conclusion. More students in Saudi Arabia feel they are qualified to become policemen by showing a tendency to favor police work.

Question 16 asks: Do you think you would be wasting your talents and abilities by entering police work as a career?

	<u>Agree</u>	<u>Undecided Don't Know</u>	<u>Disagree</u>	<u>Total</u>
<u>United States</u>				
<u>Students:</u>				
Number				
Percent	41.1%	22.4%	36.5%	100%
<u>Saudi Arabian</u>				
<u>Students:</u>				
Number	78	48	157	283
Percent	27.6%	16.9%	55.5%	100%

Another interesting point of view appears here in contrast to the generally accepted notion of low police prestige as looked upon by students in the United States. Of the students in the United States, 41.1% agree that entering police work is wasting one's talents and abilities as compared to 27.6% of Saudi Arabian students who felt that way. While 36.5% of the United States students disagreed with this notion, 55.5% Saudi Arabian students disagreed.

Question 17 asks: Do you consider police work a challenging profession?

	<u>Agree</u>	<u>Undecided Don't Know</u>	<u>Disagree</u>
<u>United States</u>			
<u>Students:</u>			
Number			
Percent	63.3%	16.6%	20.1%
<u>Saudi Arabian</u>			
<u>Students:</u>			
Number	83	87	113
Percent	29.3%	30.7%	40%

The above comparison shows that more United States students (63.3%) feel that police work is a challenging profession compared to only 29.3% of the Saudi Arabian students. While only 20.1% of the United States students disagree, 40% of the Saudi Arabians felt that way. Analyzing the figures in question numbers 16 and 17, the

reader may notice that there were 27.6% of Saudi students who disagree with the idea that entering a police career is wasting one's talents while 40% agree that police work is not a challenging profession.

This may seem to show some kind of inconsistency, but the fact is, according to my background and experience as a police officer, that a high school graduate can get more money when choosing another field than in a police job. For example, when a student completes a two and a half year police college course after high school, he gets a rank of second lieutenant while a student with a regular four year college degree can get the rank of first lieutenant, or its equivalent in pay, at any other government job.

Therefore, the positive viewpoint held by students of a position with the police is actually its social prestige--and the opportunity to help others--NOT for its economic opportunity or that it is a challenging profession.

Question 18 asks: Do you think a police career offers a good chance to help people?

	<u>Agree</u>	<u>Undecided Don't Know</u>	<u>Disagree</u>
<u>United States</u> <u>Students:</u>			
Number			
Percent	73.7%	16.2%	10.1%
<u>Saudi Arabian</u> <u>Students:</u>			
Number	256	14	13
Percent	90.5%	4.9%	4.6%

This comparison shows a large percentage of the Saudi Arabian students feeling that a police career offers a good chance to help people as compared to 73.7% of the United States students who felt this way.

Question 21 asks: Do you think police work offers good opportunities for advancement?

	<u>Agree</u>	<u>Undecided Don't Know</u>	<u>Disagree</u>
<u>United States</u> <u>Students:</u>			
Number			
Percent	33.6%	40.4%	26.0%
<u>Saudi Arabian</u> <u>Students:</u>			
Number	145	101	37
Percent	51.2%	35.7%	13.1%

Conclusion. Over 51% of the students in Saudi Arabia viewed police work as offering good opportunity for advancement as compared to 33.6% of the students in the United States.

Questions 20 and 22 in Mr. Benson's questionnaire deal with police discrimination against minority groups in the police department. Therefore these were not used in Saudi Arabia for they do not apply.

Question 23 in Mr. Benson's study is the same as Question 22 in the Saudi Arabian study. The question asks: What do you consider the most attractive aspect of a police career?

	<u>United States</u> <u>Students</u>	<u>Saudi Arabian</u> <u>Students</u>
A chance to help other	45.3%	55.5%
Interest and excitement	19.2%	6.0%
Importance of the job	15.0%	22.3%
Authority and power	12.4%	10.6%
Good pay and benefits	4.2%	5.6%
Security	3.9%	not included

From the above comparison there seems to be some difference in perception concerning police work. A larger percentage of the students in Saudi Arabia (55.5%) view police work as a chance to help others as compared to 45.3% of the students in the United States who felt that way. Also looking at the importance of the job itself, more Saudi Arabians (22.3%) as compared to 15.0% of the United States students were impressed with the importance of the job. Considering "interest

and excitement," the United States students were more interested in this aspect (19.2%) than were the Saudi Arabians (6.0%). The 3.9% reported for seeing police work as a source for security was not included in this study which might be distributed among the other five responses causing some minor increase in the percentage reported. It should be noted that the 3.9% is small in itself and will probably not make any difference when spread over the responses, but I felt this point should be brought to the attention of the reader.

Reporting other findings of attitudes toward police concerning students in the United States the following writers are mentioned:

1. Knowlton W. Johnson stated the following:
 - A. Of the youth in the lowest socio-economic status, 35% appear to have low attitudes toward police, while only 34% of the youth in the highest socio-economic status fell into the low category.
 - B. Of the low socio-economic status who have never had a policeman be nice to them, 72% have low attitudes, as compared to 53.3% of the youth from the high status group. While youths who reported that a policeman "had been nice to them" 44.7% from low socio-economic status group have low attitudes compared to 30.3% of the high status level.⁷
2. Dr. Robert Portune (1971) while studying 1,000 students' attitudes in a Cincinnati, Ohio, junior high school reported that students' attitudes toward police are all directly

⁷Johnson, p. 47.

influenced either positively or negatively by their contacts with the police.⁸

3. Professor Donald Bouma (1969) found that only 8% of the students thought they wanted to be policemen when asked whether a job as a policeman was a "pretty good one for an intelligent guy." He also found that race is the most significant single factor associated with difference in attitude toward police.⁹
4. Charles Lee Weirman (1970) found as reported in Benson's thesis (1971) that Negro students are more negative toward the police than white students and that student feelings toward police tends to become negative with age.¹⁰

Restatement of Hypotheses

After dealing with other findings concerning students' attitudes in the United States and making the appropriate comparisons of these findings with student attitudes in Saudi Arabia, it appears that the first hypothesis stands in the affirmative. That hypothesis states:

⁸Portune, p. 92.

⁹Bouma, p. 47.

¹⁰Benson, p. 19.

1. The more homogeneous the society, the more favorable is the general attitude of its people toward the police.

Taking the students as a representative sample, the foregoing findings both by this present study, and by others reported in it, tend to support this trend. Especially when considering the race factor, which seems, as Professor Bouma reported, the most "significant single factor."

When looking at hypothesis two which states that:

2. There is no difference in attitude toward the police between groups in higher and lower socio-economic status.

As reported earlier the findings on this study showed that the data does not suggest any clear trend for any significant difference between various income group's attitude toward the police. Therefore the findings support hypothesis number two.

Analyzing the data for hypothesis three which states:

3. There is a positive correlation between self-reporting delinquency and an increase in negativity of attitude toward the police.

The writer using Spearman correlation coefficients found that r_s for the first 10 questions (ATP) $r_s = .2753$ and $p = .001$ and for questions 16 to 21 (ATPP) $r_s = .2595$ and $p = .001$ showing significant correlation. This indicates that students reporting much delinquency tend to have more negative attitudes toward the police than those with less reported or non-reported delinquency. These findings support the

above hypothesis to stand in the affirmative contradicting what Dr. Beggy reported earlier.

In reviewing the data for hypothesis four which states:

4. There is no correlation between academic performance as measured by grade point average and attitude toward police.

The data using Spearman correlation coefficients for both ATP and ATPP were as follows:

ATP with grade point $r_s = .453$

$p = .224$

ATPP with grade point $r_s = .0113$

$p = .425$

This data shows no significant correlation. A possible explanation as mentioned before is that the average grade point reported was 80.77 which might seem to the reader to be a little high. But it should be kept in mind that the study was done during the last week of final examinations for senior high school students who can't get into the college or university of their choice unless they obtained a grade of 80 or more. Also for those who like to be chosen to study abroad a grade of 80 or better is required.

There is no hard data, but the impression given to me by educators in Saudi Arabia, is that the 80.77% figure is roughly representative of population figures.

CHAPTER V

SUMMARY AND CONCLUSION

Summary

The Problem

Today, with advanced technology, human interaction, that is, face to face communication, becomes one of the most difficult problems facing the individual human organism. Organizations deal mostly with figures and data. Government officials deal with summarized and condensed information. Schools deal with computers and mechanical devices to solve their problems. Society, as a whole, becomes lax and indifferent about its values and conventional adherence to human principles, due to much emphasis on material values over its human values. What is left for the individual is his feeling of loneliness, anxiety, and frustration. The consequences of these feelings, of course, are seeking other alternatives to achieve security, self-importance, and a sense of belonging. Striving to achieve these proper and legal ends, if society fails to help him secure them, the individual sometimes finds them through illegal means, crime, deviant

behavior, and violence. It is at this point that society may realize it faces a problem, a social one. What it has forgotten is its concern for the individual human being who along with others composes the society. The person and the world he lives in are unitary, a structural whole; self implies world and world implies self. Berger and Luckman said ". . . the relationship between man, the producer, and the social world, his product, is and remains, a dialectical one. That man (not, of course, an isolation but in his collectiveness) and his social world interact with each other. The product acts upon the producer."¹ It is clear from this statement that interaction between man and his social world is a necessary and important one in order to maintain, achieve, and get an organized social system. Once a breakdown of communication in society or any other organization occurs, a disorganization and confusion in the system are the result. Ignoring the individual as a contributing factor to his social setting is treating him like a cog in a big wheel. No society can progress, achieve its national or international goals without paying attention, a personal kind, to its individual, regardless of his race, color, or creed. Social control cannot be maintained when a few people make the decisions for the masses. Law and order will not be respected

¹Edwin M. Schur, Labeling Deviant Behavior, Its Sociological Implications (New York: Harper and Row Publishers, 1971), p. 119.

when it is applied to and enforced only on the minorities. As Max Scheler said, "Social bonds and roles have an important effective structural basis reflected in personality."²

These social bonds and roles should be applied to everyone equally and justly in order for the individual to feel and sense the equality that God gave to him in regards to his other fellow man. Therefore, in order to ask the individual to be just in treating other people, the law through its enforcers, should be just in treating him in the first place. How people view the justice of the law is best described in their reaction to the police who are given the authority to enforce it.

This attitudinal outcome is the most important factor, and yet the hardest to measure, in determining the citizens trust and confidence in their police in particular and their social system in general. Social system or social structure when looked at in different societies is not constant. It varies from one society to another. One society may have a close kinship structure, while another has loose and lax family relationships. It is this situation which this present study is mainly concerned with, that is, looking at a society, on the one hand, where people are tied together with close kinship, that is to say, family first, relatives, community, and society as a whole.

²Ibid., p. 121.

That society has common values, beliefs, one race, one religion, and one language--in other words a "homogeneous society." And, on the ⁶²⁰ other hand, taking a differentiated society with mixed race, religion, and national origin, forms a "heterogeneous society." The writer looked at Saudi Arabia as an example of the homogeneous society and the United States as a heterogeneous society. The purpose of these two extremes was to find out if people in the first case viewed their police in the same way as did the people in the second case. In other words, do the attitudes of people in Saudi Arabia, taking students as a representative sample, have more favorable attitudes toward police than American people, comparing previous research findings on students' attitudes. That question is the critical theme of this study.

Hypotheses and Methodology

In this study, four hypotheses were formulated. The first one was aimed to answer the project question, that is to determine whether or not people in a homogeneous society have more favorable attitudes toward police than those in the heterogeneous one. The second hypothesis was to determine whether or not there exists a significant difference in attitudes toward police between higher and lower socioeconomic levels in Saudi Arabia. The third one was developed to find out if there is a positive correlation between self-reporting delinquency

by students and their increase in negative attitudes toward police. Finally, a fourth hypothesis was formulated in order to see whether or not there exists a correlation between academic performance as measured by grade point average and attitudes toward the police in Saudi Arabia. These hypotheses were used in null form in order to facilitate the statistical analysis.

The research design was developed as a descriptive and exploratory questionnaire format study. It was divided into three parts.

The first part contained questions concerning the individual respondent, demographic data, such as family background, family income, father's job, age and grade point average. This part was adapted with some modification from John Snyder's thesis in 1972.

The second part of the questionnaire consisted of eight questions using Nye-Short, self-reported delinquency, after modification deemed necessary to fit the societal structure of Saudi Arabia.

The third and last part was the attitudinal questions which consisted of 36 questions and a last one for comments.

The first ten questions, ATP, are adapted with modifications after Portune's and Benson's design. And the remainder were modified in most parts and adopted from Bruce Benson's thesis, for the sake of comparative analysis.

The sample population was selected randomly (see Chapter III). Total population selected for the study was 344 students; the actual return was 301 and further analysis reveals that 283 respondents were to be the total cases for this study. Ages of sample range from 17 to 22 years, male senior high school students. Data was collected and transferred onto data sheets which in turn were punched into computer cards. Statistical analysis of data was performed in part by computer (at Michigan State University Computer Center) and in part manually.

The statistical techniques used were:

1. Descriptive statistics: frequency, mean, range, variance and contingency tables were used for analysis of the data.
2. Inferential statistics: student t-tests were used to compare mean scores between different groups. The chi-square test of independence also was used when directional alternatives seemed appropriate, tests were based on the Spearman rank correlation coefficient (as shown in Chapter IV):

$$r_s = \sqrt{\frac{\sum (R_i - \bar{R}) (S_i - \bar{S})}{\sum (R_i - \bar{R})^2 \sum (S_i - \bar{S})^2}}$$

Conclusion

The results of this study indicate that the writer's four original hypotheses as follows:

1. A homogeneous society has more favorable attitudes toward the police than a heterogeneous one (Saudi Arabia versus the United States).
2. That there is no difference in attitude toward police between higher and lower socioeconomic status levels.
3. That the more the person reported self-delinquency the more negative his attitude toward the police.
4. That grade point average has no statistical significance regarding attitudes toward police.

were confirmed and therefore accepted on the grounds of the following findings.

Research Findings

The major findings which support the first hypothesis, comparing Saudi Arabia and the United States, were as follows:

1. Students in Saudi Arabian society tend to have more favorable attitudes toward police; the mean score

concerning the first 10 questions (ATP) was 34.678 as compared to 26.80 in the United States, where higher means show more positively toward the police.

2. Students in Saudi Arabia tend to look more favorably on entering police work as a career. The percentage for Saudi Arabia was 21.6% as compared to 15.7% for the United States.
3. Of the Saudi Arabian students, 65.4% think they are qualified to become policemen as compared to 58.5% of the students from the United States.
4. More students in Saudi Arabia have more regard for police work--55.5% disagreed that entering police work is wasting one's talents and abilities as compared to only 27.6% who agreed, while in the United States 36.8% disagreed compared to 41.1% who agreed.
5. Saudi Arabian students think more of police work as offering good opportunities for advancement (51.2%) as compared to 13.0% who disagreed, while 33.6% of the students from the United States agreed compared to 26.0% who disagreed.

6. Saudi Arabian students view police work importance as a chance for helping others (55.5%) as compared to the student percentage in the United States of 45.3%. Importance of the job itself comes second for Saudi Arabian students (22.3%) compared to 15.0% for the students in the United States. The second most important category to the United States students was "interest and excitement" (19.2%), as compared to Saudi Arabian students (6.0%).
7. Race, as reported by other studies (Bouma, 1969, page 55) is the most significant single factor contributing to negative attitudes toward police in the United States.

The non-comparative findings of this study follow:

1. Students with more self-reporting delinquency tend to have negative attitudes toward police as compared to students with less self-reported delinquency or non-reported delinquency. This supports the third hypothesis.
2. Family situations, that is, if the students live with both parents or not, has no significant difference on

self-reporting delinquency. The same is true for family income.

3. Grade point average has some significant correlation where self-reported delinquency was computed through the Spearman correlation coefficient. The result was $r_s = .1469$, $p = .007$ indicating that students with higher grade point averages tend to report less delinquency.
4. As one would expect students who perceive their parents', best friends', relatives', teachers', and other friends' reactions to an expressed interest in police work more positively, tend to exhibit more interest in police work as a career.
5. Socioeconomic status has no significant bearing on students' attitudes toward police in Saudi Arabia (which supports hypothesis 2), while Johnson (1969) reported that it did in the United States.
6. The father's occupation has no significant bearing on self-reporting delinquency.

7. Grade point average has no significance in determining students' attitudes toward the police in Saudi Arabia which supports hypothesis number four.
8. A significant relationship was found to exist between a person's attitudes toward police and the estimated reaction of his parents, close relatives, best friend, or friends, and teachers. In other words "significant others" play an important role in shaping the individual's attitudes and perceptions.

Discussion

It is not the intention of this writer when comparing attitudes of Saudi Arabian students toward police with United States students to show whether one country is better than the other. This intention was ruled out without any reservations from the writer's mind, and I hope the reader will do the same when looking at this study's results. The sole reason for comparison was to show that when people are closely associated with each other, personal interaction is encouraged, formally and informally, personal concern and attention is the central model for the family, unity between members is maintained, values and beliefs are socially and ethnically shared, then variance and

diversity in attitudes and opinions on some issues (i.e., attitudes toward police) are kept to a minimum resulting, almost, in similarity and homogeneity of opinions.] For example, people in England look at their police job as "preventive in nature" and essentially the police there confine their activity to this role, (Manning, 1977). The same notion is held by the Saudi Arabian public. But looking at the other extreme of the case according to Dr. Peter Manning, "the American police in the twentieth century converted their prime aim from the prevention of crime or the absence of public disorder to arresting and charging of criminals." He continues, "they transformed the means into ends; arrests began to stand for success in maintaining society and protecting its members. The crime rate became the chief indicator of organizational and personal success for the American urban policeman."³ A Canadian writer commenting on United States policing systems said, "It is important to Canadian police to maintain a public identity distinct from that of law enforcement agencies in the U.S.A. Law enforcement in the U.S.A. is facing a series of crises that have no counterpart in this country."⁴

³Peter Manning, Police Work, The Social Organization of Policing (Houghton: Michigan Institute of Technology, 1977), p. 19.

⁴A. M. Kirkpatrick and W. T. McGrath, Crime and You (Ontario: Macmillan of Canada; MacLean-Hunter Press, 1976), p. 36.

Not only this shifting of American police activity constitutes the problem of misunderstanding of the police role by the police themselves, but the public is not in agreement of what actually should be the police role. "Faced with this diversity of conflicting interests in a pluralistic society, the response to uncertainty, ritual and myth becomes a means by which the police rationalize its own responses," said Dr. Manning. "By doing so," he said, "they [the police] respond less to community interests and requirements." Again when the police are faced with a paradox between what is formally expected of them by the community they serve, about which sometimes consensus is not reached on what their real job is, and what they possibly can do, the result would be, as Dr. Manning said, "they will tend to retreat from a collective definition of morality, the law and social order."⁵ When this action of retreat becomes evident, both in theory and practice, negative images of the police are created by the public and lack of support comes into play, resulting in crime, deviance and violence. This state of affairs causes fear, anxiety, frustration, and emotional stress for the individual as well as for the society. This can be a determining factor in distinguishing between the social organization in a heterogeneous society such as the United States and a homogeneous society such as Saudi Arabia.

⁵Manning, p. 313.

The ex-president of the United States, Richard Nixon, in a position paper entitled, "Toward Freedom from Fear" cited the fact that "in the last seven years while the population of this country was rising some 10 percent, crime rose a staggering 88 percent." He warned that,

if the present rate of new crime continues, the number of rapes, robberies, assaults, and thefts, in the United States will double by the end of 1972. . . . This is a prospect America can't accept; if we allow it to happen, the City Jungle will cease to be a metaphor. It will become a barbaric reality, and the brutal society that now flourishes in the core cities of America will annex the affluent suburbs. This nation will then be what it is fast becoming--an armed camp of two hundred million Americans living in fear.⁶

This fearful situation is far from being the case in Saudi Arabian society. George Lipsky, the most recognized authority on studying Saudi Arabian society, said, "the dominant relationship in Saudi Arabian society is personal. Allegiance to Islam (the basic law of the land), loyalty to the family and loyalty to the tribe are the strongest bonds felt by most Saudi Arabians."⁷ These strong social bonds contributed among others to the establishment of stability, security, safety, and an orderly society with a respect for law and authority. Nyrop and others said about Saudi Arabia,

⁶Bouma, p. 17.

⁷George Lipsky, Saudi Arabia, Its People, Its Society and Its Culture (New York: Hartford Press, 1959), p. 2.

According to foreign observers, police methods were not considered cruel and had not aroused any general resentment. In 1976 the country's prosperity and its ability to provide for its citizens reinforced the strong feeling of loyalty between the people and authorities at all levels.⁸

Concerning the fear of crime, he said,

The establishment of a strong central government supporting the Islamic system of justice combined with the development of a dual system of harsh repression of crime and swift and impartial justice, reportedly has successfully suppressed the growth of a criminal element. The incidence of crime was not publicly known in 1976, but it was reported to be very low.⁹

Implications of the Study

Limitations

1. The study was conducted during the last two weeks of the final examinations for senior high schools in the nation's capital city, Riyadh, which might have had some impact either on how they answered a question or on their mental

⁸ Richard F. Nyrop and others, Area Handbook for Saudi Arabia, 3rd ed. (Washington, D.C.: Government Printing Office, 1977), pp. 340-345.

⁹ Ibid.

ability to answer the questions at that particular time, which may effect the output of answering the study questions due to the stresses of the examinations.

2. The unreturned questionnaires, totaling 43 plus the disqualification of 18 respondents for either non-completion of the questionnaire or having exceeded the age limit of the study (17-22 years), might have some effect on the outcomes of the results had they been completed and returned.
3. Due to the fact that this kind of study was administered for the first time to Saudi Arabian students it might have some bearing on the students' responses considering the fact that it asked for their opinions about the police.
4. The above factors (1-3) are assumed by the writer as a precaution to be considered and accounted for in further research studies, if they can be avoided.
5. Another factor should be noted about the comparison between the students' attitudes in Saudi Arabia and the United States is the fact that the age groups studied were older in Saudi Arabia than in the United States.

But this should be an advantage to the American students when compared to older ages, otherwise the already existing negative attitude could be more negative than positive. It is widely believed that negativity toward police becomes more evident with age (Weirman, 1970). Also Dr. R. Portune reported that "when students leave the ninth grade, their attitude toward police is significantly less favorable than when they entered the seventh grade."¹⁰

Generalization

The writer would take the position of drawing to the reader's attention that any generalization which may be drawn from these findings must be interpreted with respect to the following qualifiers.

1. The population sample was 30% of the total student population in Riyadh.
2. Riyadh is the nation's capital which populates more students than any other city in the country.

¹⁰Portune, p. 33.

3. Riyadh is the largest city in the nation with a population of one million. The largest second city has a population of 700,000.
4. Riyadh lies in the center and heart of the country.
5. It is the place where the top government officials including His Majesty King Khalid and His Royal Highness Crown Prince Fahed reside.
6. Most job opportunities and large businesses are located and initiated in Riyadh.
7. Riyadh has more police personnel than any other city in the country which makes citizens' contact with the police more valuable and makes police behavior and actions more readily observable.

APPENDIX

APPENDIX A
QUESTIONNAIRE IN ENGLISH

QUESTIONNAIRE

Part I. Factual Data

INFORMATION SHEET

PERSONAL

Please remember, all information in this questionnaire will be treated as confidential.

1. Your age:

2. Your grade point:

3. Are your parents living?

1. Both living_____ 2. Only father living_____

3. Only mother living_____ 4. Neither living_____

4. Are your parents divorced or separated?

yes_____ No_____

5. Do you live with:

1. Mother and father_____

2. Mother and stepfather_____

3. Mother_____

4. Father and stepmother_____

5. Father_____

6. Other (write in)_____

6. Fathers job is:

Government employed;

1. Civilian_____ 2. Military_____

3. Police Officer_____ 4. Self-employed - his own
business_____ 5. Company employed_____

6. Other (please specify)_____

7. Your annual family income is:

1. SR40,000 or more_____

2. SR20,000 - 39,000_____

3. SR10,000 - 19,000_____

4. Less than SR10,000_____

Part II

Self-Reported Delinquency

INCIDENT SURVEY

Most of us have done at least a few things which might be considered wrong. On this part of the questionnaire we would like you to check the number of times you have done each of the things listed. Remember, all your answers will be held in strictest confidence by ourselves. No one else will ever see your answers. Please read each item carefully and then circle the number of times (if any) you have done this sort of thing.

1. Drive a car without a driver's license or permit?

(1) Very often (2) Several times (3) Once or twice (4) Never

2. Skipped school without a legitimate excuse?

(1) Very often (2) Several times (3) Once or twice (4) Never

3. Run away from home?

(1) Very often (2) Several times (3) Once or twice (4) Never

4. Defied your parents' authority to their face?

(1) Very often (2) Several times (3) Once or twice (4) Never

5. Taken little things (worth less than \$2.00) that didn't belong to you?

(1) Very often (2) Several times (3) Once or twice (4) Never

6. Taken things of medium value (between \$2.00 and \$50.00)?

(1) Very often (2) Several times (3) Once or twice (4) Never

7. Purposely damaged or destroyed public or private property that did not belong to you?

(1) Very often (2) Several times (3) Once or twice (4) Never

8. Getting into fights or quarreling with others?

(1) Very often (2) Several times (3) Once or twice (4) Never

Part III

ATTITUDINAL DATA

FOR EACH QUESTION, PLEASE CIRCLE THE LETTER IN FRONT OF THE
ONE ANSWER YOU BELIEVE IS BEST.

1. People would be better off without the police.

1. Strongly agree.
2. Agree.
3. Undecided.
4. Disagree.
5. Strongly disagree.

2. The police are mean.

1. Strongly agree.
2. Agree.
3. Undecided.
4. Disagree.
5. Strongly disagree.

3. If you needed a policeman's help, would you ask for it?

1. Strongly agree.
2. Agree.
3. Undecided.
4. Disagree.
5. Strongly disagree.

4. Being a policeman is a good job for a capable and intelligent guy.

1. Strongly agree.
2. Agree.
3. Undecided.
4. Disagree.
5. Strongly disagree.

5. Policemen are pretty nice guys.

1. Strongly agree.
2. Agree.
3. Undecided.
4. Disagree.
5. Strongly disagree.

6. The city would be better off if there were more policemen.

1. Strongly agree.
2. Agree
3. Undecided
4. Disagree.
5. Strongly disagree.

7. The police get criticized too often.

1. Strongly agree.
2. Agree.
3. Undecided.
4. Disagree.
5. Strongly disagree.

8. The police accuse you of things you didn't even do.

1. Strongly agree.
2. Agree.
3. Undecided.
4. Disagree.
5. Strongly disagree.

9. Policemen are unfair with their dealings with young people.

1. Strongly agree.
2. Agree.
3. Undecided.
4. Disagree.
5. Strongly disagree.

10. The police think they are "big shots" because they wear a uniform.
 1. Strongly agree.
 2. Agree.
 3. Undecided.
 4. Disagree.
 5. Strongly disagree.
11. Do most of your friends think the police are pretty nice guys?
 1. Yes, definitely.
 2. Yes.
 3. Don't know.
 4. No.
 5. No, definitely.
12. Do your friends think that people would be better off without the police?
 1. Yes, definitely.
 2. Yes.
 3. Don't know.
 4. No.
 5. No, definitely.
13. Do most of your friends feel the police get criticized too often?
 1. Yes, definitely.
 2. Yes.
 3. Don't know.
 4. No.
 5. No, definitely.
14. Which of the following best describes your career plans at this time concerning police work?
 1. I definitely plan to become a policeman.
 2. I might someday consider a possible career in police work.
 3. No idea whatsoever.
 4. I probably will never enter a police career.
 5. I am certain I will definitely never enter a police career.

15. Do you think you are qualified to become a policeman if you wanted to?
 1. Yes, definitely.
 2. Yes.
 3. Don't know.
 4. No
 5. No, definitely.
16. Do you think you would be wasting your talents and abilities by entering police work as a career?
 1. Yes, definitely.
 2. Yes.
 3. Don't know.
 4. No.
 5. No, definitely.
17. Do you consider police work as a challenging profession?
 1. Yes, definitely.
 2. Yes.
 3. Don't know.
 4. No.
 5. No, definitely.
18. Do you think a police career offers a good chance to help people?
 1. Yes, definitely.
 2. Yes.
 3. Don't know.
 4. No.
 5. No, definitely.
19. Do you think a career in police work is a good way to personally attack other people abusing their authority?
 1. Yes, definitely.
 2. Yes.
 3. Don't know.
 4. No.
 5. No, definitely.

20. If the police needed your help, would you do it?
 1. Yes, definitely.
 2. Yes.
 3. Don't know.
 4. No.
 5. No, definitely.
21. Do you think police work offers good opportunities for advancement?
 1. Yes, definitely.
 2. Yes.
 3. Don't know.
 4. No.
 5. No, definitely.
22. What do you consider the most attractive aspect of a police career?
 1. Interest and excitement.
 2. Authority and power.
 3. Chance to help others.
 4. Good pay and benefits.
 5. Importance of job itself.
23. Which of the following would be most important in discouraging you from entering a police career?
 1. Low pay.
 2. Low prestige.
 3. Poor advancement opportunities.
 4. Dangerous work.
 5. Poor working conditions (hours, etc.).
 6. Police represent the Establishment.
 7. Not discouraged at all.

How do you think the following persons would react if you expressed interest in becoming a policeman?

24. Your best friend:

1. He would strongly approve.
2. He would approve.
3. Not sure.
4. He would disapprove.
5. He would strongly disapprove.

25. Your other friends:

1. They would strongly approve.
2. They would approve.
3. Not sure.
4. They would disapprove.
5. They would strongly disapprove.

26. Your parents:

1. They would strongly approve.
2. They would approve.
3. Not sure.
4. They would disapprove.
5. They would strongly disapprove.

27. Your close relatives:

1. They would strongly approve.
2. They would approve.
3. Not sure.
4. They would disapprove.
5. They would strongly disapprove.

28. Your favorite teacher:

1. Strongly approve.
2. Approve
3. Not sure.
4. Disapprove.
5. Strongly disapprove.

29. Do you have any individual police officer as a personal friend?

1. Yes.
2. No.

30. Do you have any relatives in police work?
 1. Yes.
 2. No.
31. Are you, or have you ever been, a Police Cadet, Community Service Officer, or Police Service Officer?
 1. Yes.
 2. No.
32. Do you drive a car?
 1. Yes.
 2. No.
33. Have the police ever asked you questions because they said you did something wrong (not counting traffic violations)?
 1. Yes.
 2. No.
34. What is your general opinion of the value of the Police-Public Relations Program on TV, as far as benefit to the community is concerned?
 1. Very worthwhile and beneficial for people.
 2. Somewhat beneficial.
 3. Has no worth or value for people.
 4. I am not familiar with the Police-Public Relations Program.
35. The program time should be:
 1. Stay the same.
 2. Increased.
 3. Decreased.
 4. I don't know.
36. The topics of the TV Public Relations Program should be:
 1. Changed a little.
 2. Changed completely.
 3. I don't know.
 4. Stay the same.

37. Please use this space to make any comments you may feel are appropriate.

This concludes the questionnaire. Thank you for your patience and your cooperation. It is hoped that the opinions you have expressed will lead to greater understanding of how young adults feel about the police, and possibly produce much needed solutions to relevant problems in this area.

APPENDIX B
LETTER AND QUESTIONNAIRE
IN ARABIC

بسم الله الرحمن الرحيم

المملكة المغربية

وزارة المعارف

إدارة التعليم بمنطقة الرياض

الرقم
التاريخ ٢٩٧/٧/٩
المرفقات

الموضوع

الإدارة الفنية

مع التحية لمديري مدارس الرياض الثانية

سيزوركم الأخ محمد عوض الراجحي بنفوس أنها استفتت لديه مع
بعض الطلاب تتعلق برسالة يقوم حالياً بإعدادها ... أمل تسهيل مهمته كعادتك ...

مع شكرى وتقديرى ...

مدير التعليم بمنطقة الرياض

د / حمد إبراهيم السلوم

part I

الجزء الأول : معلومات شخصية

إن المعلومات المطلوبة في هذا الجدول ستبيناها ستخدم لغرض البحث العلمي فقط .
لذا نحن نطلب حياجه المعلومات المطلوبة وصحة مع مدققكم أنه كافة المعلومات ستظل
شخصية ولن يستطيع أى شخص معرفة صاحب الجدول كانت إجابتكم ومنه
أهل ضمانه ذلك لا داعى لذكر الإسم أو العنوان أو مكانه السكنى .

١- العمر

٢- معدل الدرجات الدراسية (بعد تجميع آخر فصل دراسي)

٣- هل ذوالدانه على قيد الحياه :

☐ كلاهما ☐ الوالد فقط ☐ الوالده فقط ☐ كلاهما متوفى

٤- هل ذوالدانه لا يزال في ظل رباط الزوجيه :

☐ نعم ☐ لا

٥- هل تقيم مع :

☐ الوالد والوالده ☐ الوالده ☐ وزوج غير الوالد ☐ الوالده
☐ الوالد وزوجته غير الوالده ☐ الوالد ☐ غير ذلك .

٦- طبيعه محل الوالد :

☐ موظف حكومي ☐ مدني ☐ يعمل بالقرات الملهه
☐ يعمل لقوات الامن الداخلي ☐ يملك رضاء مستقلا منه من فراض ☐ موظف شركة أهليه
☐ يختلف عما ذكر أعلاه أو ذكر ذلك فقط :

٧- دخل عائلته السنوي (مجموع الراتب السنوي مضاعف أي مصدر دخل آخر)

☐ ٤٠٠٠٠ ريال فأكثر ☐ ٢٠٠٠٠ - ٣٩٠٠٠

☐ ١٠٠٠٠ - ١٩٠٠٠ ☐ أقل منه ١٠٠٠٠

part 2

تقرير عنه كذب بلوغ عنه حادثه والبدن نظام الشخص تجاهه .

الفرقة منه الحب :

يستهدف هذا الذب ستفراء لا يعرف مع طبيع (و بلوغ عنه وقوع حادثه
و احوال المعالجة ، كما هو معروف كل انسان له بدنه وأنه يرتكب أخطاء في حياته سواء
كانت مقصوده أو غير مقصوده ، المطلوب في هذا الذب ستفراء هو اختيار الذب عليه الأكثر
صحة وسلامة والتي تمثل الحقيقة والواقع . لا داعي لذكر الذب عليه . أيضاً لا تختار أكثر
من إجابته وأمره مطلقاً وذلك بوضع علامة (X) في مربع أمامه .

١- قيادة سيارة دونه تواجد رخصه وقيادة :

☐ غائباً ☐ عدة مرات ☐ مرة أو مرتين ☐ لم يحصل مطلقاً

٢- اختلف عنه الحضور في المدرسة دونه عذر أو مبرر شرعي :

☐ غائباً ☐ عدة مرات ☐ مرة أو مرتين ☐ لم يحصل مطلقاً

٣- ترك المنزل بهدف عدم الرجوع :

☐ غائباً ☐ عدة مرات ☐ مرة أو مرتين ☐ لم يحصل مطلقاً

٤ - خالف مع والديه بشأن تدخلها فيما يتعلق بتصرفاته الشخصية . وموافق

لها (أو لأحدهما) علامة :

☐ غائباً ☐ عدة مرات ☐ مرة أو مرتين ☐ لم يحصل مطلقاً

٥ -

٥ - إغواء أشياء تخص الآخر (بأقل من عشرة ريالاً) بغرض إيقادها لنفسه :

☐ غائباً ☐ عدة مرات ☐ مرة أو مرتين ☐ لم يحصل مطلقاً

٦ - إغواء أشياء تخص الآخر (تقدر بين ١٠ - ٢٠٠ ريالاً) بغرض إيقادها لنفسه :

☐ غائباً ☐ عدة مرات ☐ مرة أو مرتين ☐ لم يحصل مطلقاً

٧ - اختلف أو تخبر ممتلكات خاصة أو عامة .

☐ غائباً ☐ عدة مرات ☐ مرة أو مرتين ☐ لم يحصل مطلقاً

٨ - القرش أو النظام مشاجره ولاخريه :

☐ غائباً ☐ عدة مرات ☐ مرة أو مرتين ☐ لم يحصل مطلقاً

Part 3-

تقریر پھر مندرجہ ذیل کے اختصار پر مشتمل ہے۔

تحت کل سوال نوید اکثر منہ اجابہ المطلوبہ اختیار دیں جاوے گی یہی تعقید اس کی تفسیر
وہیہ نظر رکھو کہ وہیہ موضوع عدسہ (X) امام علیہ السلام کے لیے ہے۔

مثال: طبیعت پر اس کے تحت طلب جہداً مرکزاً:

☒ اوافہ کلیہ ☐ اوافہ ☐ لا ادری ☐ لا اوافہ ☐ لا اوافہ مطلقاً

۱۔ انہی سببوں میں سے درجہ اولیٰ خدمات رہاں بشرطہ:

☐ اوافہ کلیہ ☐ اوافہ ☐ لا ادری ☐ لا اوافہ ☐ لا اوافہ مطلقاً

۲۔ اسلوب معاملہ رہاں الشرطہ ہیسی شدہ (اولیٰ ہوم):

☐ اوافہ کلیہ ☐ اوافہ ☐ لا ادری ☐ لا اوافہ ☐ لا اوافہ مطلقاً

۳۔ إذا لم یجب لماعہ رہاں الشرطہ ہیہ تطلب ذلک:

☐ نفع کل تأکید ☐ نفع ☐ لا ادری ☐ لا ☐ لا کل تأکید

۴۔ طبیعت عمل رہاں الشرطہ تطلب ذلکاً و قدرات معینہ:

☐ اوافہ کلیہ ☐ اوافہ ☐ لا ادری ☐ لا اوافہ ☐ لا اوافہ مطلقاً

۵۔ معاملہ رہاں الشرطہ ط قدر منہ التعمیم:

☐ اوافہ کلیہ ☐ اوافہ ☐ لا ادری ☐ لا اوافہ ☐ لا اوافہ مطلقاً

۶۔ مدینہ: حاجہ ہی مدد اکثر منہ رہاں الشرطہ:

☐ اوافہ کلیہ ☐ اوافہ ☐ لا ادری ☐ لا اوافہ ☐ لا اوافہ مطلقاً

۷۔ رہاں الشرطہ دواماً موضع نقدینا:

☐ اوافہ کلیہ ☐ اوافہ ☐ لا ادری ☐ لا اوافہ ☐ لا اوافہ مطلقاً

۸۔ رہاں الشرطہ لیستقونہ ہی تہوہ اومناضہ اکثر منہ ہیہ استنباط:

☐ اوافہ کلیہ ☐ اوافہ ☐ لا ادری ☐ لا اوافہ ☐ لا اوافہ مطلقاً

۹۔ رہاں الشرطہ یفرقونہ ہی معاملتہم ہیہ رہاں کبار السن و ہیہ استنباط:

☐ اوافہ کلیہ ☐ اوافہ ☐ لا ادری ☐ لا اوافہ ☐ لا اوافہ مطلقاً

۱۰۔ رہن شرطہ بصورتہ خوفہ دلا خیرہ لذتہ یرتدی لیلہ الرسیہ :
☐ اوافعہ شدہ ☐ اوافعہ ☐ لا ادری ☐ لا اوافعہ ☐ لا اوافعہ اطلاقاً

۱۱۔ هل أكثر اصدقائك يعتقدون انه رهن شرطه شخصاً لطيفاً وسخياً :
☐ نفعی کل تأکید ☐ نفعی ☐ لا ادری ☐ لا ☐ لا کل تأکید

۱۲۔ هل تعتقد انه أكثر اصدقائك يتصورونه انه انما سيكونون في وضع افضل
 بدونه رجاا شرطه :
☐ نفعی کل تأکید ☐ نفعی ☐ لا ادری ☐ لا ☐ لا کل تأکید

۱۳۔ هل تعتقد انه أكثر اصدقائك يتصورونه انه رهن خلافه دوماً موضع نقد انما :
☐ نفعی کل تأکید ☐ نفعی ☐ لا ادری ☐ لا ☐ لا کل تأکید

۱۴۔ أي إختيار من بين الإختيارات التالية يمثل بصورة المستقبل بعد التخرج من الثانوية :
☐ أسمى لذته أكونه رهن أمه ☐ ربما إختياره المستقبل انه أكونه رهن أمه
☐ لا ادری اطلاقاً ☐ لا ادری اني لم أكنس برنامجاً دراسياً يودي لذته
☐ أكونه رهن أمه ☐ سأكنس باقئ لذته أكونه رهن أمه

۱۵۔ هل تعتقد بانك مؤهل لذته تكونه رهن أمه لورعية في ذلك :
☐ نفعی کل تأکید ☐ نفعی ☐ لا ادری ☐ لا ☐ لا کل تأکید

۱۶۔ هل تعتقد انه إختيارك لهذه رهن شرطه يمثل ضيقاً لمواهبك وتبدلاتك :
☐ نفعی کل تأکید ☐ نفعی ☐ لا ادری ☐ لا ☐ لا کل تأکید

۱۷۔ هل تعتقد انه مؤنه رهن شرطه تمثل تحدياً شخصياً لإبراز إطلاقات ومواهب الكامنة في
 الشخص :
☐ نفعی کل تأکید ☐ نفعی ☐ لا ادری ☐ لا ☐ لا کل تأکید

۱۸۔ هل تعتقد انه مؤنه رهن شرطه تعطي فرصه لمساعدته خیرہ :
☐ نفعی کل تأکید ☐ نفعی ☐ لا ادری ☐ لا ☐ لا کل تأکید

۱۹۔ هل تعتقد انه مؤنه رهن شرطه تمثل إلهاماً للتقدم في دلائل خیرہ :
☐ نفعی کل تأکید ☐ نفعی ☐ لا ادری ☐ لا ☐ لا کل تأکید

٩٠- إذا احتاج رجل شرطه ما يستحقه (شأنه مطاردة محرم، أو إبداء غيره مباحاً)
فهل تأييده:

☐ نعم بكل تأكيد ☐ نعم ☐ لا أدري ☐ لا ☐ لا بكل تأكيد

٩١- هل تعتقد أن منه رجل شرطه يعود إلى الترقى في الوظيفة:
☐ نعم بكل تأكيد ☐ نعم ☐ لا أدري ☐ لا ☐ لا بكل تأكيد

٩٢- ما هي في نظرك أهم عناصر هذا كثر تشويهاً وجاذبية في منه رجل شرطه:
☐ الإثارة وعدم اليأس ☐ السلطة والصوره ☐ الفرصه لمساعدته لاخرين
☐ المكافآت المادية والمعنوية ☐ اهمية العمل ذاته

٩٣- أي الأسباب التالية يعتقد أكثر أهمية بشأن قراره بعدم اختيار منه رجل أمه:
☐ ضلالتهم في المبادئ والقيم ☐ تدني مكانة الجماعة ☐ قلة خبرتهم ودرستهم
☐ طبيعة العمل المختلف بالظهور ☐ سوء أوقات العمل
☐ الوظيفة تخص أشخاص معينين لا للجميع ولا للجميع ☐ ليس لما سجد منه أهمية في قراره

ما هو رد فعلك إذا شخص ما يتألم نتيجة قراره فيما لو كنت من المقادير لقراراته:

٩٤- أكثر أصدقاؤه المقربين:
☐ يوافقونه بكل تأكيد ☐ يوافقونه ☐ لا أدري ☐ لا يوافقونه ☐ لا يوافقونه إطلاقاً

٩٥- أصدقاؤه البعيدين:
☐ يوافقونه بكل تأكيد ☐ يوافقونه ☐ لا أدري ☐ لا يوافقونه ☐ لا يوافقونه إطلاقاً

٩٦- والديك:
☐ يوافقونه بكل تأكيد ☐ يوافقونه ☐ لا أدري ☐ لا يوافقونه ☐ لا يوافقونه إطلاقاً

٩٧- أقرباءك:
☐ يوافقونه بكل تأكيد ☐ يوافقونه ☐ لا أدري ☐ لا يوافقونه ☐ لا يوافقونه إطلاقاً

٩٨- مدرستك:
☐ يوافقونه بكل تأكيد ☐ يوافقونه ☐ لا أدري ☐ لا يوافقونه ☐ لا يوافقونه إطلاقاً

٩٩- هل من بين أصدقاؤك من أمه:
☐ نعم ☐ لا

٣٠- هل من بين أترابك من يصل بقوات بلاده :
☐ نعم ☐ لا

٣١- هل يجب أن يحملت، أو كنت من بين رجال الأمة :
☐ نعم ☐ لا

٣٢- هل تفقد سياره :
☐ نعم ☐ لا

٣٣- هل سمعته أنه أوقفته قبل رجل الشرطة (غير الخفاف المروحيه)
☐ نعم ☐ لا

٣٤- ما هو رأيك بشأن برنامج العلاقات العامة (يعنيو اساهره) بقلعزويه
 من حيث جوده ونائده للجمع :

☐ مجرى ومخير ☐ في مدها ☐ ليس له اي مروي اطلاقاً ☐ لا أعرف البرنامج

٣٥- يده الممدوده لبرنامج العلاقات العامة يجب أن :
☐ تبقي على وضعها الحالي ☐ تزداد ☐ تنقص ☐ على وضعها الحالي ولكن تزداد
☐ محاوره / نقاصها

٣٦- لواد يملكه ويضبط برنامج العلاقات العامة يجب أن :
☐ لا يدخل بعض التغييرات ☐ تغييرها جذرياً
☐ لا أدرى ☐ تبقي على وضعها الحالي

٣٧- الر حاد استخدام لسانه لئلا أدناه لاضافه اي تعليقه أدومه نظره

هذه هي نهاية هذا الاستبيان . شكرًا لصبرك وتعاونك . كما نود انجاءك انه يؤكد
 انه وصلت نظرك وإحاطتك سيكون لها دور عند صياغة برامج تهدف الى
 تحسين قدر اكبر من ارتقاء بين رجال الأمة و المواطنين .

APPENDIX C
OTHER FINDINGS

OTHER FINDINGS

- A. Concerning police public relations TV programs in Saudi Arabia of the 283 respondents.
1. 117 students reported that the program is worthwhile and beneficial for people.
 2. 116 reported it is somewhat beneficial.
 3. 32 said it has no value for people.
 4. 18 only reported that they are not familiar with the program.
 5. 13 said that the program time should stay the same.
 6. 165 said the time should be increased.
 7. 39 said the time should be decreased.
 8. 6 only said they don't know.
 9. 192 said that the program topics should be changed a little.
 10. 39 said that the program topics should be changed completely.
 11. 32 said that they don't know much about the topics.
 12. 20 said that the program topics should stay the same.
- B. Interesting findings in relation to social conformity and family respect.
1. Students were asked if they had experienced running away from home.

- a. 3 said several times.
 - b. 15 said once or twice.
 - c. 265 said never.
2. When asked if the student defied his parents' authority to their face.
- a. 6 said very often.
 - b. 19 said several times.
 - c. 65 said once or twice.
 - d. 193 said never.
3. When asked about taking little things (worth \$2.00).
- a. 3 said very often.
 - b. 5 said several times.
 - c. 15 said once or twice.
 - e. 260 said never.
4. When asked about taking things of medium value (between \$2.00 and \$50.00).
- a. 1 said very often.
 - b. 2 said several times.
 - c. 8 said once or twice.
 - d. 272 said never.

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