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Perception of Students of the Faculty of Security - Skopje for Ethics

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Abstract

Ethics occupies a special place and value in sciences. It has a strong impact on research, as well as on project management and governance in higher education institutions. Studying the issues of ethics and ethical behaviour is a top priority of each higher education institution which deals with the education of police and other security institutions. The significance of ethics in a democratic society with modern policing is of importance for the development of the police profession and respect of human rights and freedoms.

This paper aims to present the views and opinions of students regarding the ethics not only in education but also in the police profession. A group of 80 students were included in the survey, who answered to 13 questions regarding ethics in the police studies and in the police profession. A group of questions are related to the students' opinion on citizen's views.

The results of the survey will offer appropriate conclusions to improve the curriculum on police ethics, simultaneously acknowledging the views of students and their needs for additional training or education in the field of ethics. This approach will give a more comprehensive view of ethics and will become a driving force of the change of attitudes among the police officers.

Keywords:

ethics, police studies, police organization, attitudes, values;

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Introduction

Police ethics is the study of proper, i.e. moral behaviour, focused on the rightness and wrongness of activities. It promotes police as a profession with high standards, with its focus on human rights and freedoms, corruption, and internal or external control of the Police (Reiss, 1971).

Police as a service with powers which are directly related to the most valuable human rights and freedoms, has legal and moral obligations to respect the written procedures and standards to the highest possible level (Westley, 1953). The need of understanding the deontological principles and values by the officers, who implement the law, is the basis of their professional work, success, and development. Correct behaviour implies high level of professionalism, accuracy in acting, communication and cooperation with citizens, success in the law enforcement, and fight against crime (Kelly Cheeseman, 2016). On the other side, negative behaviour or disrespect of the law, beside its moral implications, it also implies legal responsibility (criminal, misdemeanour, material, and disciplinary). Police officers develop the performance of the police profession with respect of the dignity of other people. Respecting other people, police officers respect their own profession. (Greene, 2010)

Education on ethics begins in the earliest years of primary and secondary school education. At the higher education institutions dealing with education of police, ethics has an important place and is studied in the initial semesters as a basis for many other subjects in the field of police science (Black, 1967). Studying ethics, students have the opportunity to closely get acquainted with the police ethics that includes the highest standards of conduct of police officers, particularly in respect of the human rights and freedoms stipulated in the domestic laws and international declarations, conventions, etc. (White, 1949)

The authors argue that it is very important to transmit knowledge of ethics, especially to students who will be obliged to adhere to the standards and principles of good conduct, humanity, in particular to refrain from inhuman behaviour, torture, etc. in their career. Corruption is one of the central issues examined by police ethics, more in terms of promoting high standards of police work, rather than tackling corruption in police ranks. But, it is equally important to consider the views and opinions of the students for whom the subject of science of Police ethics

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was primarily developed. Therefore, the authors decided to prepare and conduct a research on the attitudes and values of the students, which will provide important information on the directions to which we need to move in the development of the science, what the strengths or advantages are, and where the program can be improved. The research will also focus on student's opinions about corruption among citizens and particularly in the police (ner, (1971).

Conclusions will be used to improve the program and to find out the most valuable topics to be studied in the framework of the subject of Police ethics. Furthermore, the authors will declare a clear vision of new standards of policing and with what level of knowledge the students will enter in the Police. The author has more than 20 years of experience within the Police, and more than 7 years teaching ethics as an important subject of police studies. Following generations of students, it is important to develop a new, modern and comprehensive approach to police behavior related to the human rights and freedoms as well as to the professional standards in the Police.

Methodology

Any research in the field of social sciences involves proper preparation, planning and a pace of implementation of the planned activities. To conduct research in the faculty environment, a clear and precise plan is needed, as well as: well-designed methods, proper preparation of the group, time and space conditions, and all other necessary teaching facilities, internet access, communications links, etc. (Dragana, 2007)

For the above mentioned research, the authors decided to conduct a survey with students who attend the lectures of the subject of Police ethics and deontology in the middle of the fifth semester. In that time, they have already mastered the basic postulates of Police science and can independently recognize the principles of ethical conduct and explain the relationship of ethics and corruption.

The authors are aiming to research student's attitudes and views about ethics and corruption in the Police, their opinion about citizen's views, about Police ethics as a subject, and about Police officers and the way of conducting their work.

The authors prepared a questionnaire with 13 open questions which were divided into three groups, including:

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1. Personal views and opinions of the citizens' attitudes about ethics and corruption;

2. Ethics as an educational subject and subject of study;

3. Police ethics.

The group consisted of 80 students, 43 female and 37 male students at the age of 20 to 22. The questionnaire was developed in a way that should enable simple and easy to understand questions, students will be able to select from several options and answers, and space to express their views and opinions on certain issues will be offered.

Research

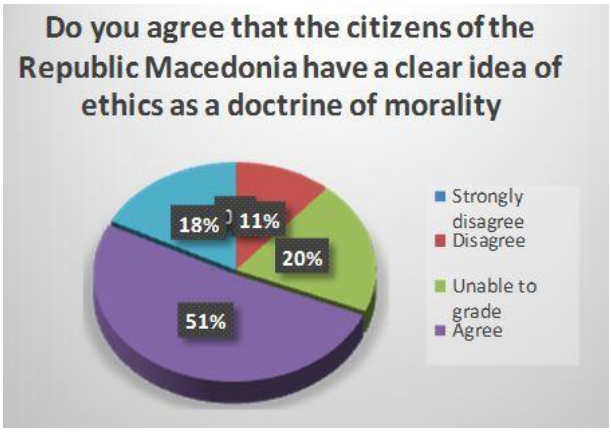
Based on the surveys conducted by the Faculty of Security Research Center and the news reports involving unethical acts committed by officers, it is safe to say that we have not adequately addressed the problem. If law enforcement employs proactive crime fighting techniques, then why do we handle ethics violations in a reactive manner? It has gradually been proven that police officers are great crime fighters, but not so great at handling corruption.

The authors argue that the students are a relevant source of very useful information about any topic related to the police activities, police powers, and police behavior. They are extremely aware about their own needs and their own interest of studying. Hence, it is a good policy to hear their opinion and develop their attitudes on issues about police ethics as a subject of study, and as a police manner.

The main questions were structured in the following order:

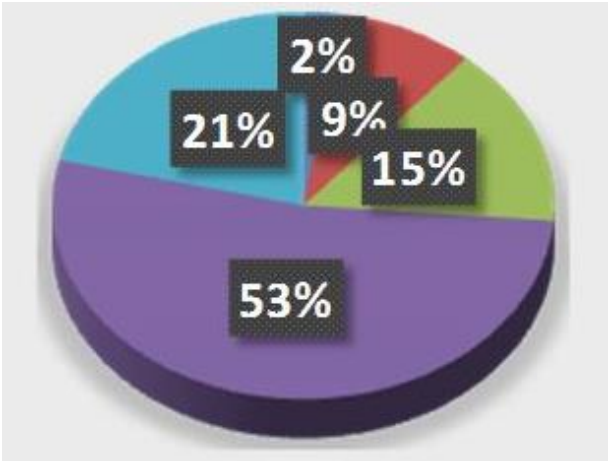
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Do you agree that the citizens of the Republic Macedonia have a clear idea of ethics as a doctrine of morality?



Answering this question, half of the students answered affirmatively that Macedonian citizens have a clear idea of ethics as a doctrine of morality. 18% of them strongly agree with this idea, 20% were unable to answer to this question, 11% give a negative answer i.e. they disagree that citizens are aware about ethics as a doctrine of morality.

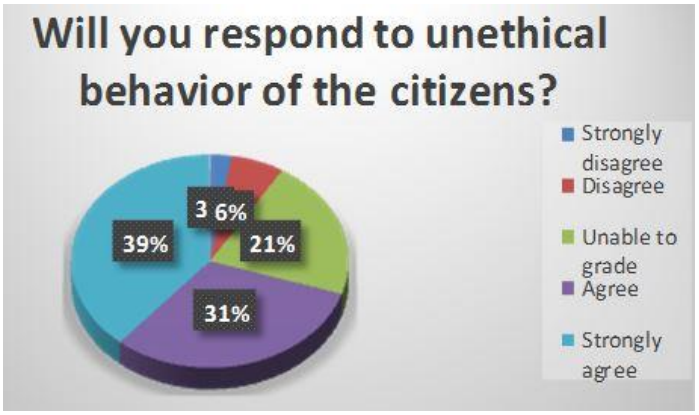
Do you agree that the citizens of the Republic Macedonia act ethically in their everyday life?



54% of the students think that citizens act ethically in their everyday living, 18% strongly agree with this claim. 16% were unable to answer this question, 9% disagree, and 3% strongly disagree that this is true.

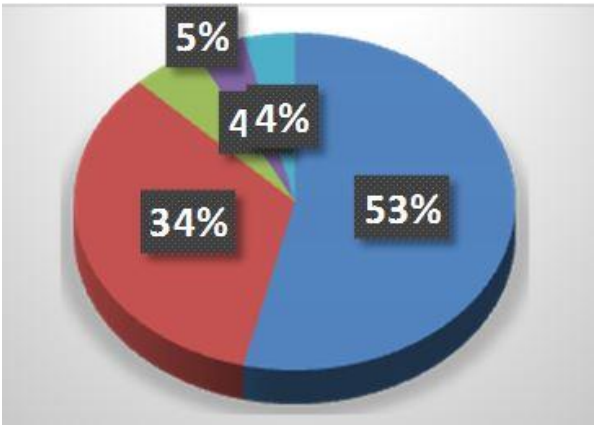
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Will you respond to unethical behavior of the citizens?



To the third question, students' answers were as follows: 38% will respond to unethical behavior of the citizens, 26% strongly agree that they will respond, equal percentage were unable to give an answer, and 10% will not respond (3% of them strongly disagree).

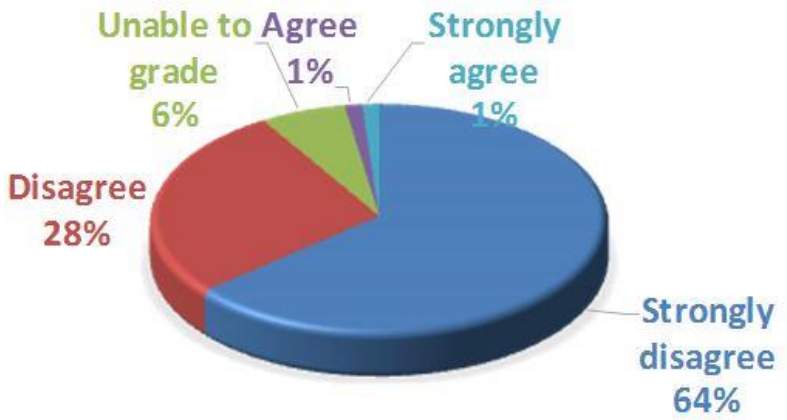
Do you agree with the opinion that if you acted unethically in your everyday behavior, you would succeed more in your professional life?



To this question, students give their attitudes about their everyday behavior and 65% of them are sure that unethical acting will not bring them success. On the other hand, 31% answer that they expect to succeed with unethical behavior.

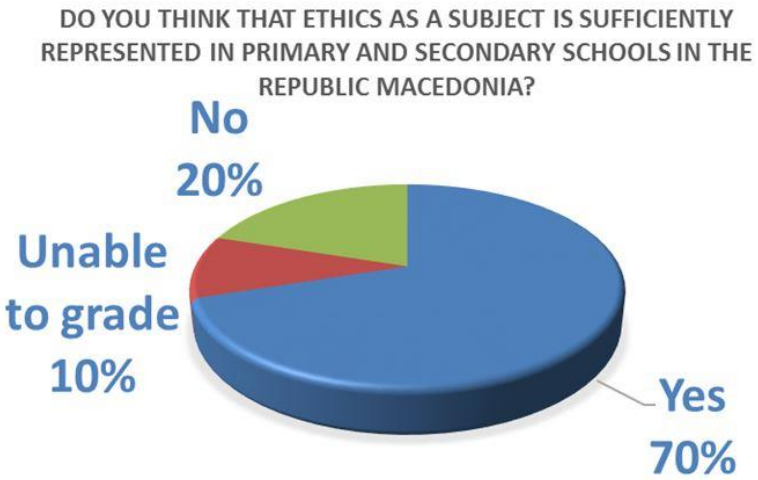
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Have you ever acted unethically in order to gain certain privileges?



Most of the students, 89% of them have never acted unethically in order to gain any privileges. Only 5% answered that they have such an experience, and 6% were unable to answer.

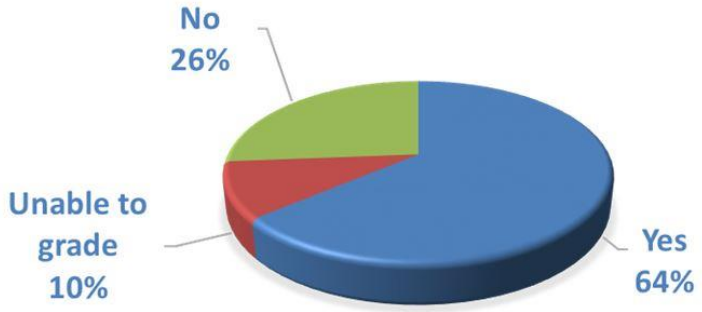
Do you think that ethics as a subject is sufficiently represented in primary and secondary schools in the Republic Macedonia?



To this question, 70% of the students think that ethics as a subject is sufficiently represented in primary and secondary schools in the Republic of Macedonia and 20% that it is not. Eight students were unable to estimate.

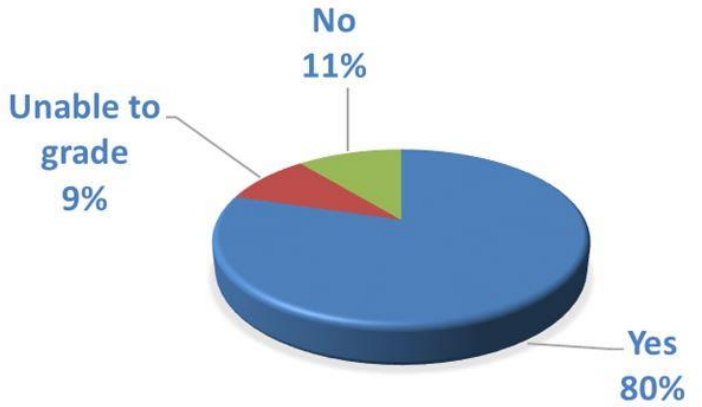
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Do you think that ethics as a subject should be taught in every university in the Republic Macedonia?



68% of the students answered that they would like to learn ethics at university in the Republic of Macedonia and 21% think that it is not necessary. 11% were not able to answer this question.

Do you think the subject of Police ethics with deontology should be a compulsory subject at the Faculty of Security - Skopje?



Students of the Faculty of Security think that Police ethics should be a compulsory subject at the Faculty. 11% disagree with this, and 9% have no answer.

Do you agree that police officers in the Republic of Macedonia perform their jobs ethically and in accordance with the police deontology?

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Students are aware about police officers' job performances. 82% of them think that police officers are acting ethically and in accordance with Police deontology and 12% think that police officers are not performing well.

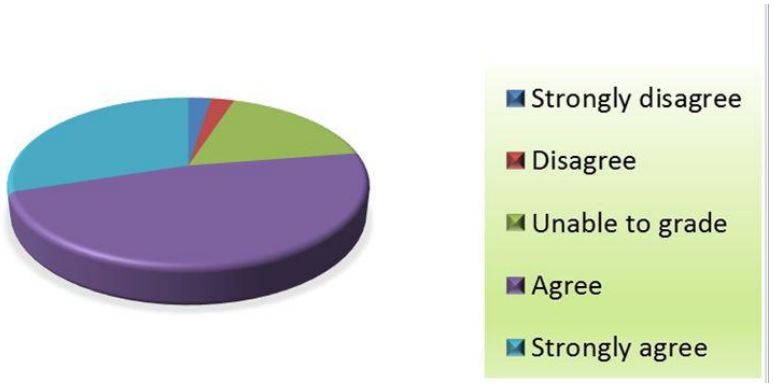
Do you agree that in the Republic of Macedonia police officers refrain from conducting corruptive activities and they do not tolerate such behaviour among colleagues?



To the question about corruption in the Police, students give interesting answers. 57% of them think that corruption is not a problem in the Police, and 37% (14% of them strongly) disagree that this is not true.

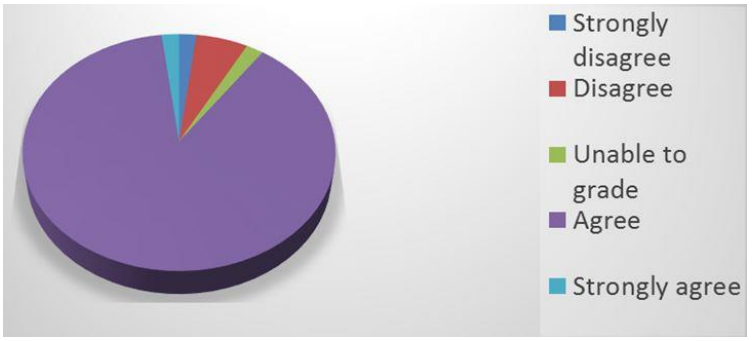
Do you agree that in the Republic Macedonia Police officers know how to act in case someone offers bribes or other corruptive activities?

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67% of the students think that Police officers know how to act in case someone offers bribes or other corruptive activity, and 6% think that they do not know. It is interesting that even 25% have no answer to this question.

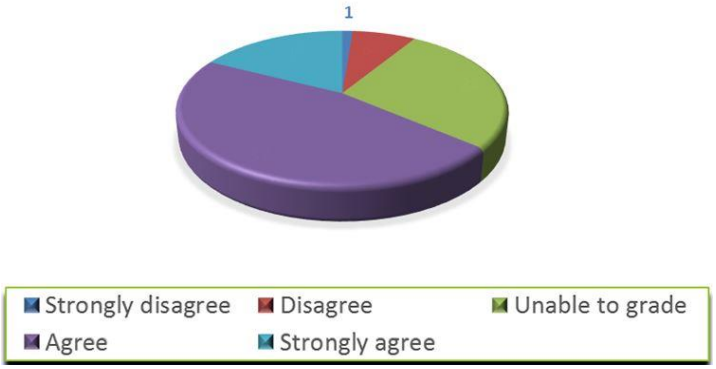
Do you have confidence in the Police work?



72 students (or 90%) have confidence in the Police work. Only 8% answered that they do confide in the Police officers and 2% have no answer to this question.

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Do you agree that in the Republic of Macedonia Police officers are NOT sufficiently educated about ethical conduction in the performance of police work, and they need further training in ethics?



To the last question students' answers were as follows: 56% think that Police officers are not sufficiently educated in ethics and that they need further training. 11% think that Police officers have enough knowledge about ethics, and 33% of the students were unable to estimate.

Results and Discussion

Results that have been collected in this research show student's attitudes and values about ethics as a moral doctrine, ethics as a subject to study and ethics in the police profession. Deeper analysis of the questions shows the following state:

Students are aware about ethics as a doctrine of morality and they are able to recognize if the citizens are aware about this question. Ethics in everyday life is taught as an important part of living, but it is still recommended to develop knowledge of ethics among the citizens. According to the students, Macedonian citizens are acting ethically in their everyday living. This shows that students are able to recognize what kind of acting is ethical and what unethical behavior is. 64% of students will respond to unethical behavior of the citizens. Unfortunately, a high number of 26% do not know how they will react in such situation.

Students view about unethical behavior and possible success and privileges in the everyday living, are more or less different and divided. 65% of them are sure that they will never act unethically in order to gain or to receive some privileges or to make success in their professional life.

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Worrisome 28% strongly believe that acting unethically they will have a better professional and carrier development. Encouraging is the fact that only 4% of the students have no clear position on this issue. Furthermore, every 9 of 10 students will never act unethically in order to gain any privileges.

The next group of questions is about ethics as a subject in the Macedonian educational system. 70% of the students think that ethics is sufficiently represented in primary and secondary schools in the Republic of Macedonia and 20% give an answer that it is not. Similar number of students, think that ethics is represented in every University in the state and that ethics should be subject in every curricula. This shows that ethics is very important in the everyday living even as a science. We meet ethics in every field of professional life, such as ethics in social life, ethics in politics, ethics in communications, ethics in traffic, in economy, in the judicial system, in engineering, in sport, in culture, and of course ethics in the Police.

One of the most important questions in Police work is ethics: whether the Police officers act ethically or not, are they sufficiently aware about the meaning and influence of ethics to their success in the work, etc. This issue should be discussed with great attention at the begging of the training and education of the Police.

Students of the Faculty of Security have the optional subject of Police ethics with deontology. 80% of them think that Police ethics should be a compulsory subject and that it is very important to learn about ethics. This assertion may help to create new, modern, and student-oriented curricula at the Faculty of Security.

The last group of questions was dedicated to the students' view about Police officers and their job. More than 80% of the students agree that Police officers conduct according to deontological and ethical standards. These answers are in relation with the students' views about their own behavior and how they will react in situation when someone breaks the etiological rules. On the other hand, "only" 55% give an answer that they believe Police officers refrain from corruptive activities and do not tolerate such behavior among colleagues. Huge number of 37% of students thinks that Police officers do not act according to ethical standards and are not very immune on corruptive activities. Almost 70% of the students think that Police officers know how to act in case someone offers bribes or other corruptive activity. These answers

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are very important for another reason. This shows that students are familiar with corruption, its manifestation and means or models of influence in the society. However, 90% of the students have confidence in the Police work. Only 8% answered negatively, and 2% were unable to say whether they confide in the Police. This shows that even with many challenges, Police officers do their job in appropriate way. Confidence among citizens is of a crucial importance for their success. Students are very important; they are the driving force of the progress in every society. Thus, it is important to hear their attitudes and to follow their values about the Police and how Police officers conduct their work.

Finally, training and education are never enough. 56% of students agree that the Police officers are not sufficiently educated in ethics and they need further training. This could be a good challenge for Police managers, teacher, and trainers to plan additional courses in Police ethics, to prepare new, contemporary program of ethical issues, and to deliver training for Police officers. Such a program should discuss corruption, human rights and freedoms, ethics in communication, the rule of the law, mutual respect, public relation, community policing, etc.

Conclusion

Ethics is a topic for research among scientists, professors, teachers and it is a question of discussion in every society, every organization, even in the family. Scientists recognize ethics as a number of distinct duties, such as those proscribing the killing of innocent people (murder) and prohibitions on lying and promise breaking (Manning, 1977).

Four types of ethical theory have been the most heatedly debated among the analytic philosophers since the appearance in 1903 of G. E. Moore's Principia Ethica. Each type has certain consequences for jurisprudence (Nakhnikian, 1957). Contemporary ethics is in turn divided into ethical theory and normative ethics. Ethical theory concerns with such questions as: What is the semiotical status (roughly, the "meaning") of ethical words such as 'good,' 'right,' 'duty,' 'obligation'? Can any one of such terms be an adequate primitive for defining the rest? Can ethical term be defined in nonethical terms? Can ethical sentences judgments be true or false? Are they, like the statements in the field of the natural sciences, confirmed or "disconfirmed" by the evidence obtained from experimentation and observation? These and similar questions which

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may be posed in ethical theory are questions about the typical meanings or standard functions of, and logical connections among, certain words and sentences. They are not questions about what we ought to do or what we ought to value (Nakhnikian, 1957). Questions about what we ought to do and value are normative questions.

Traditionally, such questions have been regarded as belonging to the normative ethics or moral philosophy. Normative ethics is that branch of philosophy which seeks to discover, justify, and communicate normative principles (rules of conduct, rules joining certain kinds of disposition, etc.) which are objective (Julius, 1950). Any conclusion reached regarding the objectivity of normative utterances has certain consequences for the status and procedures of ethical jurisprudence.

This paper describes the essential features of the student views and points out to some of the readily discernible consequences. Police ethics is an essential question in the everyday police work and it is very important to introduce students into ethics even wider than only into Police ethics.

This survey and also future surveys will give important data on how to develop Police ethics as a science as well as how to perform ethics in an appropriate way in the everyday working and living.

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Biodata



Dr. Sc. Nikola DUJOVSKI

Assistant Prof. Nikola Dujovski was born in 1977 in Skopje. He is Dr.Sc. in Law and his main subjects of interest are European integration and the police science. In his career, he has worked on several positions at the Police Academy in Skopje and the Ministry of Interior of the Repblic of Macedonia: he has worked as a deputy director of the Police Academy; he has been the Head of the Director's Office, senior adviser in the Department for European Union of the Minister of Interior, and worked in the Department of traffic police in Skopje. As a teacher assistant and than as assistant professor he has participated in over 50 international conferences and international congresses and seminars. He has published more than 40 scientific papers in national and international journals. Today, he is the Vice Dean for Academic affairs. He is actively in cooperation with several international organizations such as CEPOL, AEPC, DCAF, OSCE and others. One of the most important trainings that he has attended was the development and writing of the European project proposal training program "Horizon 2020", for which he acquired a training certificate. He possesses excellent knowledge of English, German, Bulgarian, Serbian and Croatian languages.



Dr.Sc. Snezana MOJSOSKA

Dr.Sc. Snezana Mojsoska was born in Btiola in 1977. As Dr.Sc. in economy she work as assistant professor at the Faculty of Security. She has been working in education for 10 years. She is the Vice Dean for finance at the Faculty of Security. In 2012 she became a member of the Macedonian Association of Sciences and Art in Bitola. She has written 65 scientific national and international papers, of which five are in indexed journals such as Elsevier, EBSCO

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host, or Index copernicus. She has been a reviewer of master theses and PhD theses, a reviwer for scientific papers for the international magazine Horizons, and a reviewer for the annual international conference at the Faculty of Security. Furthermore, Assistant Prof. Snezana Mojsoska has taken part in many seminars, conferences, and round tables, most of which are in the economic field, but treated different topics ranging from taxes, the creation of trade policy, economic development, free market road show, and international webinars which treat the issue of money laundering, financial investigations, fraud, etc. One of the most important trainings she has attended was the development and writing of the European project proposal training program "Horizon 2020" for which she acquired a training certificate. She has participated in exchange of CEPOL money laundering cource held in Rome, Italy. She possesses excellent knowledge of English, Serbian and Croatian languages.



Mr.sc. Ivan RISTOV

Ivan Ristov was born in Shtip, Macedonia in 1988. As a PhD candidate (with GPA 10.00) at the Faculty of Security in Skopje, his doctoral research is focused on security, conflict management, (counter) intelligence and Turkey's strategic interest in the Balkans and the security opportunities for the Republic of Macedonia. Ivan completed the four-year academic studies term at the Faculty of Security in Skopje in duration of only three years, 2006 – 2009, and graduated with honors as the best student of the 2009 generation with GPA 9.85. In 2013 he obtained his MA in criminology at the same faculty and defended the master thesis: "Phenomenological characteristics of smuggling and illicit trafficking in firearms, ammunition and explosives on the territory of the Republic of Macedonia in the period 2001 - 2010".
Between 2014 and 2015, Ristov was appointed at the Faculty of Security in Skopje as an assistant at the Department for police sciences. He helped there with the tutorials in different subjects, such as "Introduction into police sciences", "Police ethics and deonthology", "Police and the public", "Conflict management", "Integrated border management" and "Police management". He has published and presented scientific papers at several academic and professional conferences.

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