

National University of Public Service

Faculty of Police Sciences

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THESIS ABSTRACT

Improving the Teaching Methodology of Police Officer Training

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1. Relevance of the Research

Nowadays, in many sectors, professions and areas of specialisation, we see a shortage of manpower and professionals, for which a solution must be found urgently because this can cause significant disadvantages to and damage the "functioning" of the country. This also includes the difficult situation of managing police recruitment, which is a consequence of demographics and the conclusions that can be drawn from them, the transformation of society, changes in the interests of the younger generations, the expansion of the private sector, and the emergence of multinational companies. For example, the number of births¹ (e.g. 142,890 in 1981, 95,137 in 2004, and 93,039 in 2021), the number of school-leavers² (68,000 in 1981/1982, 93,000 in 2004/2005, and 68,000 in 2021/2022) and the drastic fall in the number of people choosing the police profession have also contributed. The police profession needs to be made attractive at the career choice stage and competitive in the labour market, whose pillars could include the recommencement of education, which is the first thing a future police officer might encounter. Education needs to be modernised in many ways. It is necessary to take into account the differences between generations, to adapt to the technological advances of a highly accelerated and increasingly digital world, to use smart tools and to adopt new and effective teaching techniques. From the introduction of the National Training Register³ in 1993 to the present day, the theory-practice ratio of the "police officer" as a state-recognised profession has changed from 60-40% to 50-50%. The practical orientation of training needs to be significantly increased, which can be achieved by placing greater emphasis on practical training in schools. The basic pillar of this is the subject of tactics of action, developed and introduced in the second half of the 1990s, and the extension of the didactic methods used there to include a significant part of the training. In the teaching of tactics, the knowledge of the individual subjects is synthesised, closely interwoven and interdependent. Figure 1 illustrates current traditional training, where the subject knowledge (the subject areas to which the numbers refer) is taught in parallel and in an 'isolated' (almost independent) way.

¹ Based on data from Central Bureau of Statistics
https://www.ksh.hu/docs/hun/xstadat/xstadat_hosszu/h_wdsd001a.html. (Downloaded: 30/09/2022)

² Based on data from Central Bureau of Statistics
https://www.ksh.hu/stadat_files/okt/hu/okt0001.html. (Downloaded: 2022. 09. 30.)

³ Government Decree No. 150/2012 (VII. 6.) on the National Training Register and the Procedure for Amending the National Training Register.

Illustration of the subject structure and subject areas

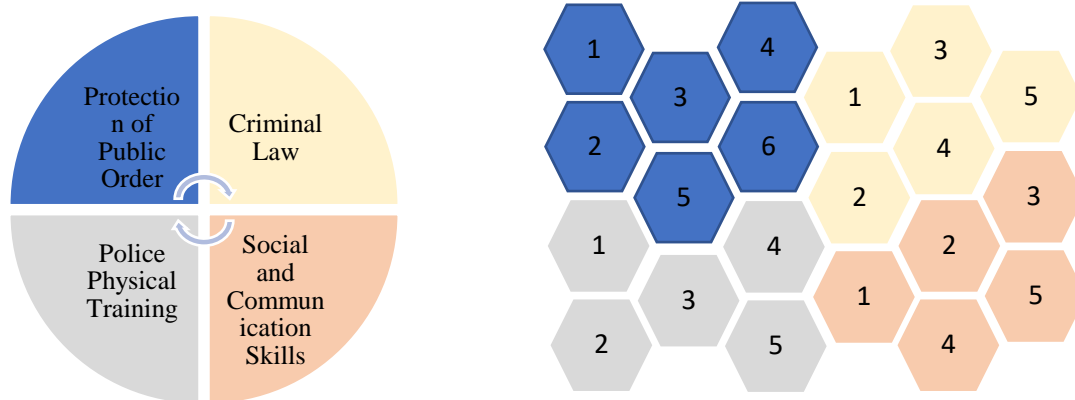


Figure 1 – Source: Own ed.

It is necessary to develop a truly modular training, where each module builds on the others. The subjects are not taught separately, but the knowledge (subject areas) of the individual subjects is synthesised, closely coherent, and interdependent – built on the model of the subject of tactics of action, with its further development – and is taught in the individual modules. Figure 2 illustrates a true modular training in which the subject knowledge (the subject areas to which the numbers refer) is presented in each module.

Illustration of the Modular Training Scheme

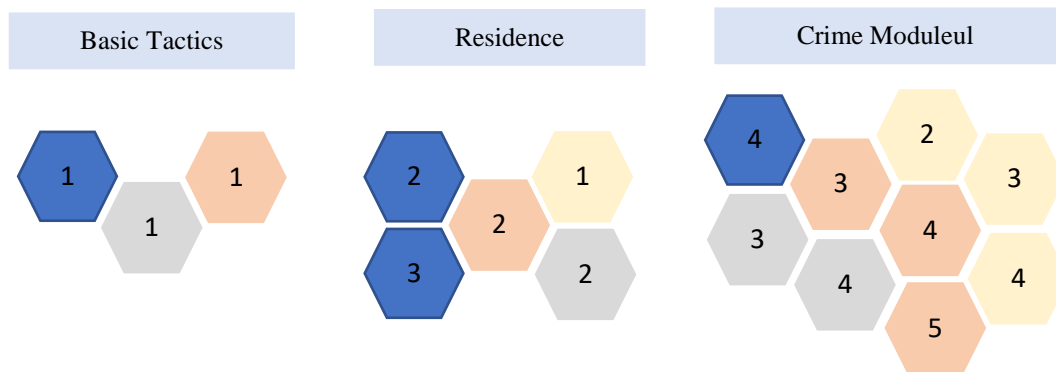


Figure 2 – Source: Own ed.

2. Formulation of the scientific problem

Over the past twenty-five years, there have been several occasions, or decisions, when education has been provided in a different order to that laid down in the legislation. As a result, education in schools has been limited to theoretical knowledge and practical training has been

omitted, with the claim that it is replaced by professional practice. Practical training in educational establishments is not the same as field training in police forces. They are not to be confused, and the two cannot replace or substitute each other. Even if field training is carried out by well-trained mentors. An in-school placement differs from an apprenticeship in the following ways. During in-service training, students are given an opportunity to carry out controlled actions in realistic conditions, stress levels and conflict situations, using service and other equipment, in uniform, under ideal, changing and difficult conditions, etc., following the principle of gradualism. Actions can be recorded and viewed from multiple camera angles, and analysed and evaluated. They can see themselves, their movements, actions, etc., and hear themselves, how clearly they understood what was said, etc. If an action is not carried out correctly, they will receive the correct instructions. The pupils can test their abilities and preparedness "without stakes" during the training in the school. They can learn tactics, patterns and schemes which can form the basis of other actions. Mistakes made in the implementation of measures in the school can be highlighted and prevented through appropriate practice. Whereas in the internship, if data is entered incorrectly, the error will not be detected. In addition to improving professional skills, the measures implemented in the classroom can help in particular to reduce the students' own stress factor, allowing them to act with confidence. The emphasis on practical knowledge is underpinned by the fact that learning new knowledge in theory is much harder than learning it in practice. If you teach clothing inspection and make students 'memorise' the concealment methods and devices, they may not be able to enumerate some of them over time. If they have to perform solely on the basis of theoretical knowledge without practice, they are likely to make mistakes. If, on the other hand, after a theoretical introduction, the concealment methods and dangerous devices relevant to the conduct of the police action are demonstrated and then the correct execution is demonstrated and practised, they will be retained more effectively, quickly and permanently.

3. Hypotheses

- I. The full and high-quality implementation of the educational tasks of police officer training requires specifically trained police and civilian instructors, specially designed training locations, as well as service, demonstration and training equipment, and special protective gear (H1).
- II. Police officer training differs from traditional secondary school training because of the specific requirements it has to meet and because the didactic methods and

teaching experience used in secondary school training are only partially applicable (H2).

- III. The practical orientation of police officer training needs to be further enhanced, mainly by increasing the number of hours of practical training in the training institute (H3).
- IV. The subject of action tactics plays a decisive role in police officer training. The didactic methods used in its teaching can be extended to a significant part of the training and the knowledge of theoretical and practical subjects can be synthesised and taught in a complex manner in thematic modules which build on each other (H4).

4. Research Objectives

The aim of the research is to investigate and prove that the training of police officers can be modernised, its practical orientation can be increased and the teaching methodology applied to the subject of tactics can be extended to a significant part of the training. In contrast with the current Prussian teaching methodology and frontal teaching model, it is necessary to apply innovative didactic methods that are adapted to the requirements of the times, meet the specific demands of the police profession, and take into account social changes and the characteristics and learning habits of different generations. They significantly facilitate the teaching-learning process and the transfer, acquisition, memorisation, and recall of the knowledge required for carrying out duties and actions. The implementation of genuine modular training, where the modules are structured in a logical chain in close cohesion with each other. The modernisation of the teaching-learning process and the introduction of a new teaching methodology would bring about a paradigm shift in the training of police officers, which would fundamentally change and abandon the traditional structure of the distribution of subjects and lessons, the fragmented system of theoretical knowledge, practical training and professional practice. Provide effective practice-oriented training for students who, after passing the examinations, would be more quickly and easily integrated into the various police forces and communities, and would become useful members of them within a short time without additional training. The use of this method, in addition to preparing the students, would also be of great help to the services.

5. Presentation of Research Methods

The topic of my dissertation raises issues related to a number of disciplines, so I considered a transdisciplinary approach to the problem to be appropriate. In analysing the results of theoretical as well as empirical research and in drawing conclusions, I had to take into account the fields of police science, educational science, sociology, and psychology. There is a broad and growing body of national and international literature on education, teaching and learning, the teaching-learning process, and educational methodology, which was important in terms of analysis and synthesis in order to corroborate the empirical research I conducted. Consequently, the main objective of my secondary research methodology was to study and explore the national and international literature. At the same time, there is relatively little literature on the subject of action tactics in police officer training, which is due to the fact that the subject itself is young and its application is very limited. Furthermore, the term "tactics of action" is a generic term, which is not defined, for example, for a police officer in training, or for a course, a specialised course, or a course at university. I have collected data from the websites of police schools abroad, from their educational and training programmes, with a historical overview of police officer training in the country, and I have conducted document analysis of training documents and identified partial conclusions. I analysed in detail the subject of action tactics and the didactic method used there. I conducted a theoretical research of the didactic methods used in training and in the training of police officers, made a comparative analysis of them and established partial conclusions. I have conducted theoretical research on the teaching methods of transferring, memorising and recalling the knowledge to be acquired, which I have compared with those used in police officer training, and have drawn partial conclusions. In the framework of empirical research, I conducted a questionnaire survey and structured interviews, from which I made analyses, comparisons and evaluations based on different aspects, and established partial conclusions. A statement of the primary research is presented in Table 1.

Presentation of the Primary Research

Target Group	Number of Respondents	Research Method	Research Period
Foreign police departments	11 institutions	Questionnaire	5/10/2020 – 15/03/2021
MH AA	1 institution	Questionnaire	5-20/11/2020
BVOTRK	1 institution	Questionnaire	5-20/11/2020
BM KOK	1 institution	Questionnaire	5-20/11/2020
NAV KEKI	1 institution	Questionnaire	5-20/11/2020
Leaders, officers, and instructors of the police public order division, and leaders, instructors and students of the educational institutions	1421 persons	Questionnaire	25/10/2021 15/12/2021
Police chiefs, trainers, senior instructors in scenario-based training	44 persons	Interview	13-27/01/2022

Table 1 – Source: Own ed.

6. Concise Description of the Investigation

In the *second chapter*, I gave a brief overview of the training of police officers from 1946 to 2022, and described the general didactic methods used in training. Furthermore, I described the law enforcement-related characteristics of the didactic methods and the didactic methods themselves. I distinguished didactic methods in law enforcement from those in civilian and military training. I highlighted the effectiveness of didactic methods, especially those that support practical knowledge.

In the *third chapter*, I provided a comprehensive overview of the design, structure, operation, subject links, "synthesising" nature, teaching methodology, human resources and equipment, the documentation and management tasks involved, and the philosophy of teaching. The descriptive and descriptive sections are illustrated and supported by a wide range of visualisations in the annexes. In particular, I have described my educational experiences with action tactics.

In the *fourth chapter*, I reviewed the legislation governing training, analysed in detail the training documents, the National Training Catalogue, the framework curricula (central programmes), pedagogical programmes (local programmes), and used my experience as a teacher and manager. I have collected, analysed and compared the evolution of the total number

of hours of training. I have analysed separately the evolution of the number of hours of action tactics. I have analysed and illustrated by means of a diagram the frequency of the recommended didactic methods in each subject (Figure 3).

Presentation of the Recommended Didactic Methods for Each Subject

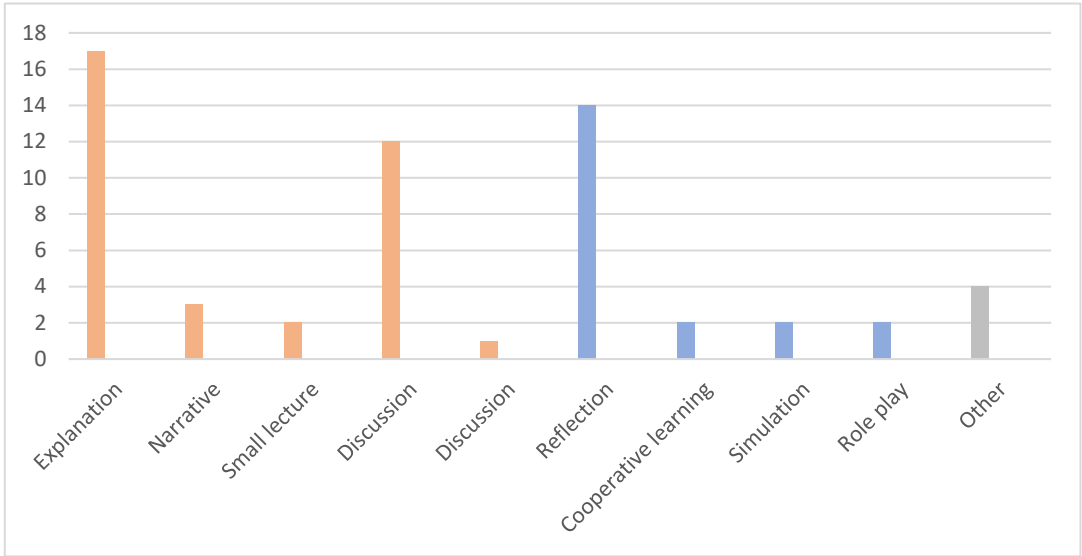


Figure 3 – Source: Own ed.

I also analysed the recommended didactic methods for each subject, which I illustrated in a diagram (Figure 4).

Teaching Methods Recommended for Each Subject

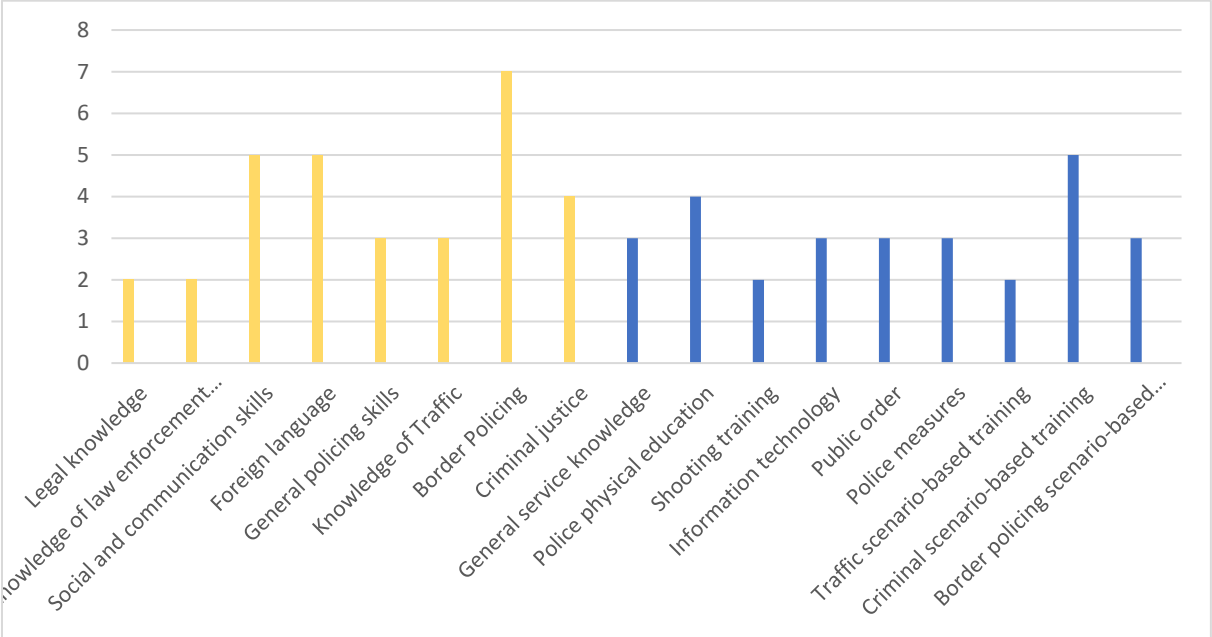


Figure 4 – Source: Own ed.

In *chapter five*, I provide an international and domestic perspective. I conducted an institutional questionnaire survey on police officer training in foreign countries and partner schools, as well as on officer training in partner agencies at home. Internationally, I sent the paper questionnaire to police forces in 21 countries and to police training institutions in seven of those countries. Most of the questionnaires sent out were returned completed, but not all questions were answered. With regard to the home partner organisations, I sent the institutional questionnaire to four training institutions, which were returned completed. The institutional questionnaire covered the duration of the training (Figure 5), the number of hours, the availability of human resources and equipment, class sizes, the didactic methods used and their effectiveness, the theory-to-practice ratio, the documentation burden, etc., with particular emphasis on the emergence of generational differences.

Duration of Training

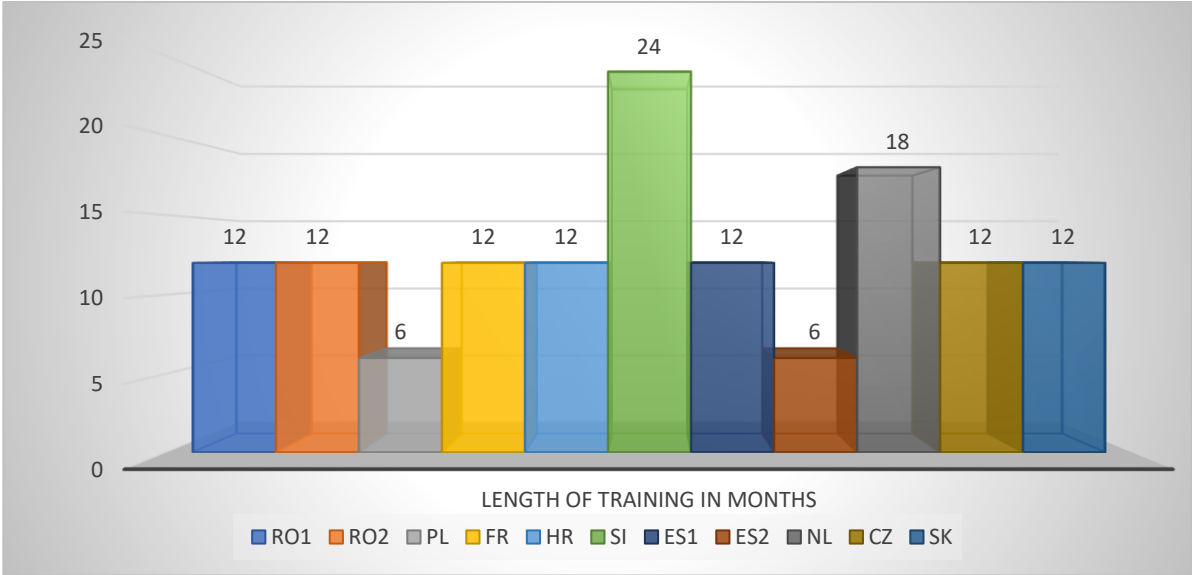


Figure 5 – Source: Own ed.

The most common didactic method used in the training of officers in the partner organisations in Hungary (Disaster Management Training Centre, Education, Training and Rehabilitation Centre of the Prison Service, Training, Health and Cultural Institute of the National Tax and Customs Administration, Hungarian Defence Forces Academy of Non-Commissioned Officers) is simulation, followed by lecture and demonstration. Figure 6 illustrates the percentage of didactic methods used by the home partner organisations that use simulation.

Didactic Methods Used 3 (HTSZ)

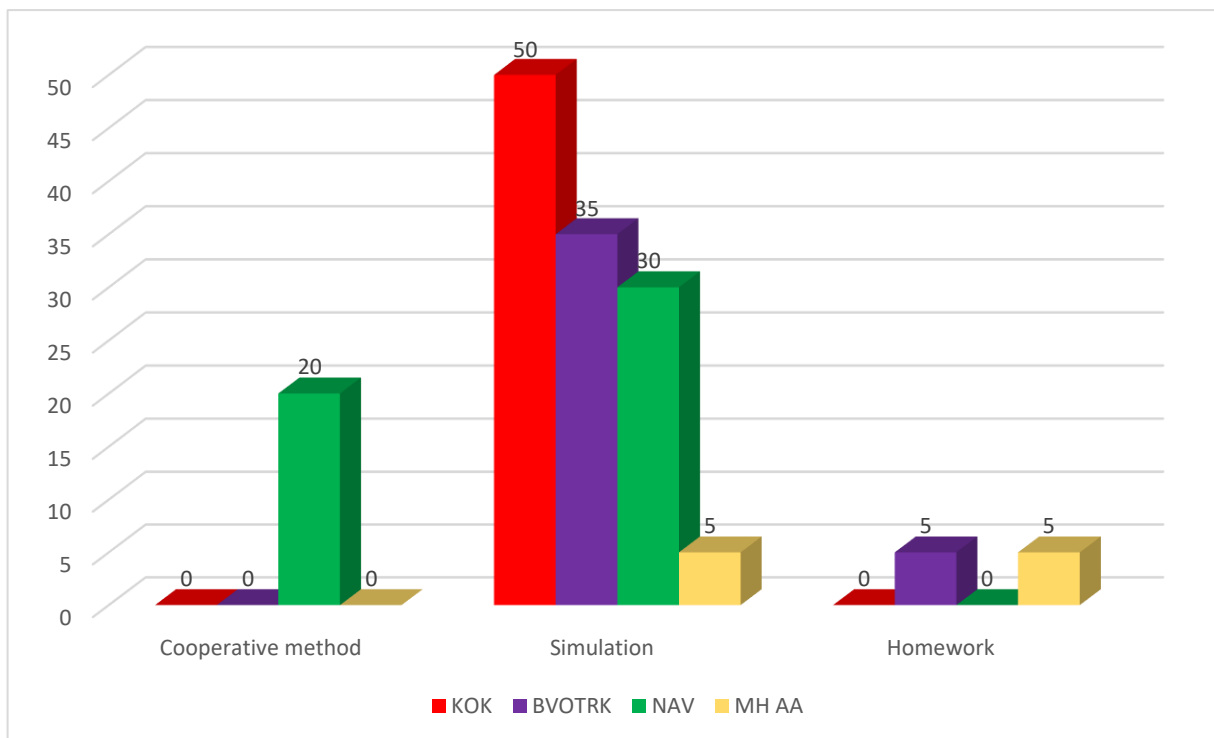


Figure 6 – Source: Own ed.

I have analysed the answers to each question both overall and by institution and illustrated them with charts and tables.

Chapter six contains the results of my own empirical research, a summary and analysis of the face-to-face (online) questionnaire, and an evaluation of the answers to the interview questions. The contact details of the in-person (online) questionnaire were sent to a total of 28 organisations, 22 territorial police forces, and 6 educational institutions, which were then completed by a total of 1421 respondents. The responses were processed and analysed in two ways. Firstly, I processed the totals of the responses to all questions and the responses to selected questions according to additional criteria (simple analysis). In the second approach, I analysed the generational differences in the perception of the educational methodology of police officer training using SPSS Statistics version 25 (combined analysis). I also illustrated the summaries and analyses with charts and tables.

To the question on the usefulness of the tactics, "To what extent have you been able to use them in the performance of your duties?" is an aggregation of the answers given:

- Did not know at all: 56 persons
- Knew to a small extent: 242 persons
- Medium-level knowledge: 405 persons
- Exhibited thorough knowledge: 351 persons

To examine generational differences in responses to some of the questions, I used the following methodology. In the analysis, I assumed a normality distribution of the calculated statistics based on the central limit theorem due to the sample size. Where I compared categorical variables by examining their association, I used the χ^2 test commonly used for cross-tabulation studies to test for association. Since the variable that provides the backbone of the opposition (generation) has an ordinal measurement scale, if its association with another ordinal and should-be-measured variable was examined, I used the Gamma index to quantify the trend. If the other variable was of ordinal scale type, I measured the closeness of the relationship between the two variables using Spearman's rank correlation coefficient. In such cases, to further analyse the previous results in a more sophisticated way, I used the method of multivariate analysis of variance, which also allowed me to filter out the possible biasing effects of key demographic variables (gender, place of service, geographical location of service) in order to refine the results. For pairwise comparisons between generations, I used the Bonferroni correction. Figure 7 illustrates the evolution of the responses to the question "Do you think there is a need for a subject in the school curriculum that combines, synthesises and translates theoretical and practical knowledge into practice?" across the four generations.

The evolution of the answers to the question "Do you think there is a need for a subject in school education that combines, synthesises and translates theoretical and practical knowledge into practice?" across the four generations

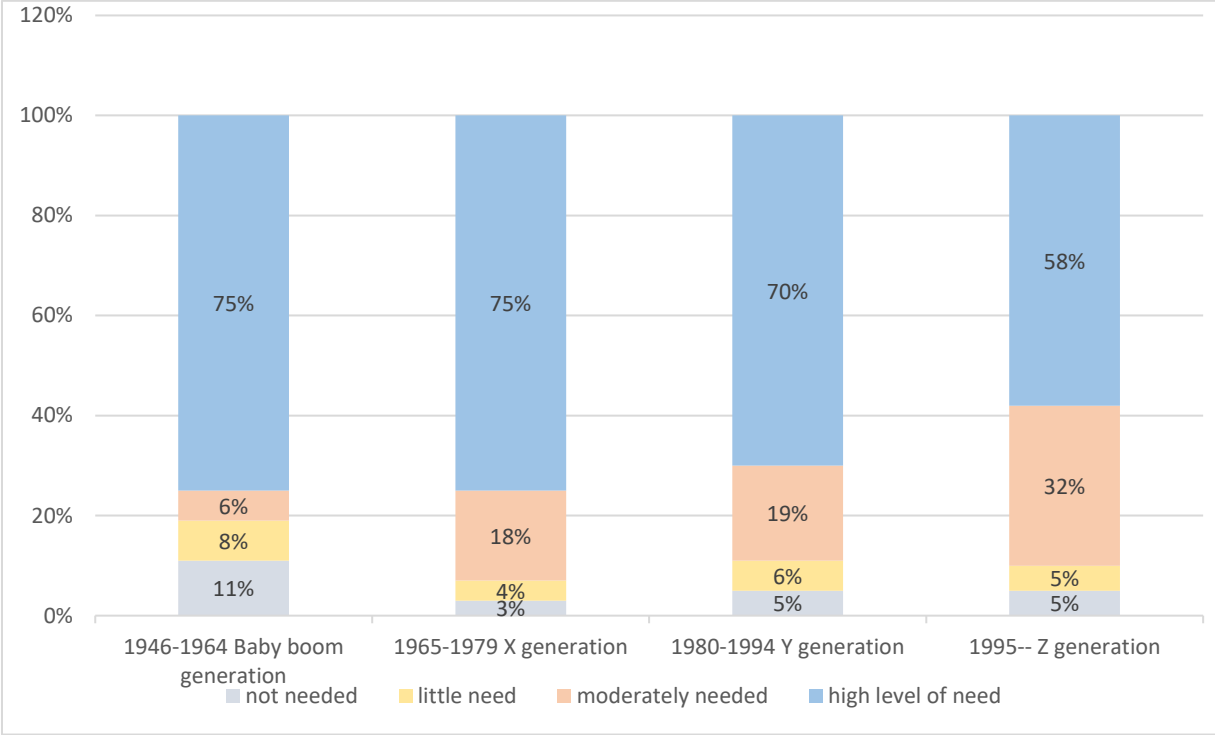


Figure 7 - Source: Own ed.

One of the main questions of the research is to increase the practice orientation, which can be achieved by emphasizing the practical training in schools. The perception of the necessity and effectiveness of the didactic method of simulation and role-play (situational exercises), which is the basis of practical training, did not differ significantly between generations, which means that the difference of opinion of the representatives of the 4 generations is within the sampling error margin. The overall sample mean for the need for simulation and role-playing (situational exercises) is 66.28%, i.e., a high level of "cumulative" use. The overall sample mean of the effectiveness of this methodology is 4.07, which is at the top end of the scale from 1 to 5, in other words, it is considered effective by the respondents.

I interviewed a total of 44 people, of whom 21 represented a regional police force and 23 represented an educational institution. The answers to the interview questions were aggregated into categories and their evaluation was illustrated with charts and tables. The interview contained 25 questions, which covered the general and theoretical and practical preparation of the students, as well as their integration into the service. Figure 8 illustrates whether and to what

extent the interviewees believe that the number of lessons in the subject of action tactics in support of practical training should be changed.

Should the number of lessons in action tactics be changed (in %)

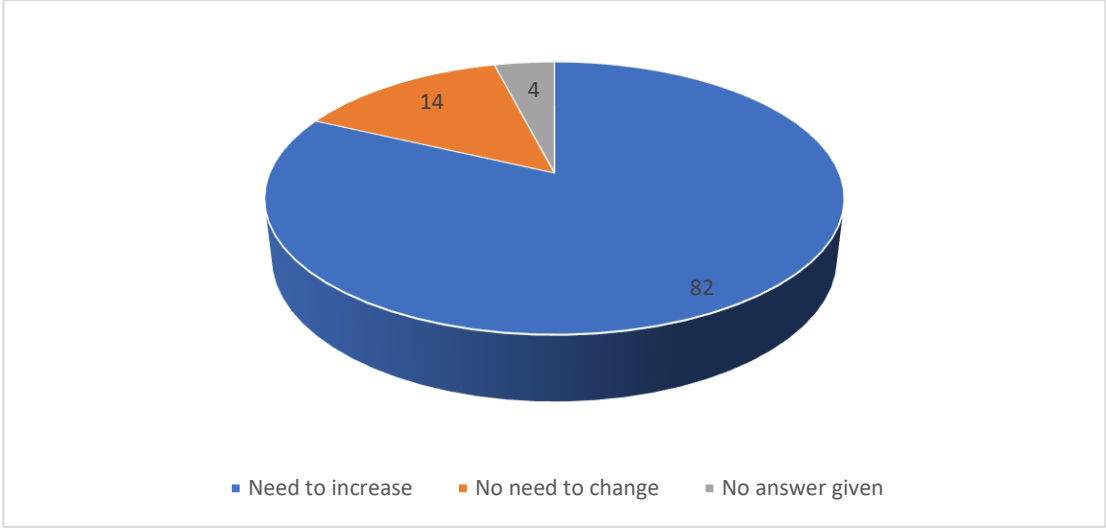


Figure 8 - Source: Own ed. (n=44)

The unanimous opinion of the interviewees is that more practical training should be provided.

7. Summary Conclusions

In the course of the research, I aimed to obtain answers to the research questions that were formulated, which would contribute to confirming or refuting the hypotheses. I found that there is a need to renew police officer training, to rethink the structure and duration of the subjects, to change its structure, to introduce new teaching methodologies induced by the changing environment, demographic data, technological advances and generational differences. Old methods, structures, grades, etc. need to be phased out and new ones introduced in parallel. This will impose a considerable additional burden on all concerned. In my opinion, the historical overview of the training, the review of the didactic methods used to transfer, memorise and develop the knowledge, the analysis of the training documents, the results of the questionnaire survey, and the interview responses clearly confirmed the need for an improvement in the teaching methodology of police officer training, which would automatically entail renewing the training, rethinking the knowledge taught in each subject and making it fit in with the other knowledge. In my opinion, as in all areas of training, there is a need for periodic 'profiling', which means a thorough analysis of what needs to be taught, how many hours, what didactic methods, etc.

Overall, it can be concluded that there is a lack of a logical, well-followed educational concept that would ensure the future of education in the long term, its stability, reliability, high quality and value creation. There should be a balance not only in terms of form but also in terms of content. This requires serious determination and decisions.

8. New Scientific Findings

The results of my research can be used primarily in the field of policing in the broader and narrower sense, and secondarily in areas where authorised persons have the right and duty to act, may violate or restrict fundamental human rights, or may use legitimate violence and coercion. On the basis of the practical approach to the training methodology used in police officer training, the presentation of its law enforcement characteristics and the extensive description of the tactics of action, as well as the empirical study, I assess that the hypotheses are valid in several respects. I summarise the new scientific findings below and recommend their adoption:

1. I have compared and clearly distinguished police officer training from traditional secondary school training, highlighted the significant differences, and detailed the law enforcement characteristics that give rise to the differences.
2. I have analysed in detail and summarised the didactic methods, areas of application, law enforcement characteristics and factors influencing their use in police officer training. I have presented the differences from those used in traditional secondary school training.
3. I analysed the practical training in schools and the professional training in police forces, on the basis of which I distinguished the two, and summarised their content and their role in training using scientific methods. My scientific research has emphasised practical training and highlighted its crucial role.
4. I have presented in detail the tactics of action, defined its concept, defined its content, its meaning in a narrower and broader sense, its fields of application, its necessity, and its usefulness. I have proposed its further development, the teaching of the knowledge necessary for the performance of service tasks in a complex manner, in modules that build on each other.

9. Proposal for New Scientific Research Topics Related to My Research

1. Analysis of statistical data on the police actions carried out and the possibilities of its use in different police training courses.
2. Modelling of police patrol duties and the conduct of operations.
3. The introduction of partial qualifications, the need to obtain a full qualification.
4. The presence of smart devices in training, how they can be involved, where and to what extent they can be used.
5. The necessity, effectiveness, usefulness and potential for renewal of teaching practice.
6. The need, effectiveness and usefulness of using mentors.
7. Possibilities and conditions of using online education in police officer training.
8. Who is applying to become a police officer, what are their motivations and skills.
9. Reasons for the lack of stability and consistency in the content of police officer training.
10. The need and definition of the professional content of police officer training.
11. The interdependence of the different levels of police training - basic, secondary, higher, and the necessity and conditions for it.
12. Reasons for leaving the police career, conditions and possibilities of prevention.
13. A detailed presentation of the leading Western European countries, the German and the Dutch police officer training, and the didactic methods used.

10. Practical Use of the Research Findings

I summarise the practical applications of my research findings below:

1. It can provide a direction and a solution for law enforcement technicians training police officers in the field of renewal and modernisation of training, which may include rethinking the time and content of training, adapting the didactic methods used to the characteristics of different generations, and increasing practical training. It also involves the wider use of information technology in training, the development of complex skills training, and the introduction of genuine modular training.
2. The training institutions of the Police Education and Training Centre in the 10-month police training and in the various courses and specialised training, in the choice of didactic methods used, in increasing the practical orientation and in the synthesis of the knowledge taught.

3. In the training of the Faculty of Law Enforcement of the National University of Public Service in the field of tactics of action, the didactic methods used and the interdependence of the different subjects.
4. A modern educational model can be developed in the training of officers in partner services, where action must be taken or coercive measures must be used.
5. May exercise control in all areas of law enforcement - persons performing certain law enforcement duties, armed security guards - where authorised persons may also take measures or use coercive means.
6. It can be adapted to the field of private policing, in the training of bodyguards and property guards, who are also authorised to take measures, use coercion (with a proportionate degree of physical force) or use assaultive means.

11. Publications in Hungarian and foreign languages on the subject of the doctoral thesis

1. Krauzer Ernő: A rendőrtiszthelyettes-képzés oktatásmódszertani helyzete. *Belügyi Szemle.* (2022:12) pp. 2663-2680.
2. Krauzer Ernő: Az Intézkedéstaktika oktatásánál alkalmazott didaktikai módszer kiterjesztése a teljes rendőr tiszthelyettes képzésre. *Rendőrség Tudományos Tanács Rendőrségi Tanulmányok.* (2022:2) pp. 104-120.
3. Krauzer Ernő: Didactic methods used in police training in some foreign countries. *Belügyi Szemle.* (2021: Special Issue 6) pp. 8-25.
4. Krauzer Ernő: A rendőr tiszthelyettes képzés oktatás-módszertani fejlesztési lehetőségei. In: Gaál Gyula – Hautzinger Zoltán (szerk.): *A hadtudománytól a rendészettudományig – társadalmi kihívások a nemzeti összetartozás évében.* Pécsi Határőr Tudományos Közlemények XXII. Pécs, 2020. pp. 167-176.
5. Krauzer Ernő: Az Intézkedéstaktika mint oktatásmódszertan, a korszerű és gyakorlatorientált képzés alapja. *Belügyi Szemle.* (2019:7-8) pp. 79-115.
6. Krauzer Ernő: *Intézkedéstaktika magatartástudományi háttere.* Nemzeti Közszerzői Egyetem. Diplomamunka. Budapest, 2017.

12. Professional and Academic Curriculum Vitae

I have been a professional police officer since 1986. In 1987 I graduated from the BM Police Officer Training School, in 1989 from the BM VCSÉK Kun Béla Flag Training School, in 1996 from the Police College, in 2001 from the Juhász Gyula College Faculty of József Attila University, and in 2018 from the Master's Degree Programme of the Faculty of Police Sciences of the National University of Public Service. After that, I obtained my doctorate at the Doctoral School of Police Sciences in 2022.

I have been involved in police training since 1996, during which time I have held teaching (pedagogical) and management posts in various areas and levels of education. In particular, in the training and further training of police officers and professional police officers.

In 1997, at the Budapest Police Training School, I developed and operated the course of action tactics introduced (scenario-based training) in the training of police officers, and in 2007, at the Adyliget Law Enforcement Training School, I developed and operated its personnel and material conditions in the training.

During my police and teaching career I have participated in several national and international professional and scientific conferences - among which the ones held in Frankfurt, Germany (Defence against stabbing and cutting instruments, 1998; Action against rampage, 2000; Action in case of terrorist acts, 2005) - the experiences of which I have adapted to the Hungarian conditions and used them in the development of the subject of action tactics. I have been an active participant in supporting the development of the training of police officers and officers of partner services in Hungary in the field of tactics of action and in the training of the trainers. In addition to police training, I have delivered a number of training and development courses in the wider areas of partner agencies and policing. In 2012, I developed and operated a system of in-service training for police officers and for bodyguards and property officers.

In connection with police training and human resources development, I have participated in several projects (ÁROP, KÖFOP, etc.), of which the training of soldiers, police officers and border guards in the region, implemented by the Berzsenyi Dániel Teacher Training College in 2000, was of great importance in promoting Hungary's accession to the European Union.

My research field (including the field of private policing) is law enforcement training in a broader and narrower sense, especially the possibilities of modernization, efficiency increase and development of police officer training.