



The effect of training on deviancy among cadets

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Abstract

This study examines the effects of training on deviant behavior among cadets, using a sample of cadets in Nigeria police academy, the research explores the relationship between training and cadet deviancy. Findings reveal weak correlations between training components and deviancy, suggesting that in regimented institutions, individual motivation and perceived training benefits have limited impact on behavior modification. Supported by theories such as Social Learning Theory and planned behavior theory, the present research emphasizes that highly controlled environments may neutralize the influence of intrinsic motivation and perceived benefits, as cadets often rely on external reinforcement rather than self-motivation. Managerial implications recommend that training institutions focus on implementing structured, behavior-specific training with robust supervisory mechanisms to reinforce discipline, rather than solely emphasizing motivation-based methods. Theoretical implications highlight the need to adapt current behavioral theories to account for environmental factors, such as institutional reinforcement, in hierarchical settings. Limitations of the study include its narrow sample size to cadets in one academy and exclusion of potential external influences, which may perhaps provide further comprehensions regarding the complex dynamic forces of training as well as behavior in structured environments.

Keywords: Training, Deviancy, Cadets, Police Force

Introduction

The Nigeria Police Academy Wudil was established in in the year 2003 by the federal government of Nigerian, this citadel of learning is destined to provide a mutual higher education and also as definite police training. The source of the Police Academy in Nigeria is dated backward to as early as 1980s, precisely 1981 during the time that the Government of Nigeria demanded the Government of British to provide Nigeria, a number of police personnel from the United Kingdom to evaluate and render the required training in Police force of Nigeria. This Academy therefore formally commenced concurrently in the year 1988 at (2) two

impermanent college grounds; which are the Challawa Police Institution located at in Kano State, that was meant for training the cadet inspectors; while secondly, is the Police College which was located in Kaduna state, for the training of ASP cadets.

Thus, the aforementioned campuses were combined leading to their relocation to its everlasting or rather permanent place in Wudil local government of Kano State, upon if official commissioning precisely in April 2nd 1996, during the tenure of the head of State as at then, and who also doubled up as the commander in Chief of the Nigeria Armed forces, in person of late General Sani Abacha, based on the

anticipation that the Nigeria Police Academy will be an affiliate of University for the purpose degree awarding institution. However, during the year 2012, the Federal Republic of Nigeria Government upgraded it to The Police Academy Nigeria located in Wudil- Kano State, as an institution that will be awarding degree. It is on this note that the National Universities Commission (NUC) acknowledged this established Academy as the 37th Federal Government University and the 124th Nigeria University. Thus, Academic activities began in September 2012 (Info Guide Nigeria; April 13 2024).

The training of cadets within The Nigeria Police Academy is a critical process aimed at shaping the professional and ethical conduct of future officers. Scholars and advocates have been of the opinion that there is the requirement for transformation, with schemes which encompasses the diversification of the force in Nigeria (Nicholson-Crotty et al., 2017), officers screening with improved conflict management skills and culture sensitivity (Nicholson-Crotty et al., 2018), external review boards or civilian (Ali & Pirog, 2019), among others. Additionally, Cadets start receiving communications regarding conduct in the police force in the period of training in the academy (Van Maanen, 1974), as the procedure of socialization around the axis of the police training in the academy is understood exert a significant and swift influence on candidates (Oberfield, 2014).

However, when equated to other professions, officers of the police devote their entire commencement of their policing occupation to training as well as job preparing (Tao & Cohen, 2025; Wilson et al., 2010), as such, the cadets spend approximately five years in rudimentary training before they graduated to be officers of police force and bump into any job-specific surroundings independently. This reasonably elongated period of preliminary training makes a lot of sense considering the fact that police officers react to various and multifaceted on duty requirements everyday (Chretien, 2025; Paton, 2009). Officers of the Police Force are vested with the responsibility of law

enforcements, protection of civilian property and life, as well as reacting to (emergency) calls. Other responsibilities encompass arresting and apprehending criminals, among others. Subsequently, there is probability of police officers to encounter high-risk and complex circumstances (Waddington et al., 2012). It's a known fact that handling these types of highly risky situations sufficiently needs vast skills and knowledge, and as such, police officers should to acquire such expertise and training. The law enforcement agencies and Police academies are vested with the responsibility of equipping officers with the pertinent know-how to successfully ameliorate any on-duty demands that is expected of them (Chappell & Lanza-Kaduce, 2010; Murauskas, 2025).

On the other hand, deviance is defined as the violation of conventional contextual, cultural or social norms, either codified law, folkways or values (Sumner 1906; Ahmed, Saleem, Tehrim, Hayat & Akhtar, 2024). The question, "What is deviant behavior?" could not be provided answer with in a forthright way (Little, 2014). This is viewed from two major perspectives of the sociological line to deviance which distinguishes it from the legalistic and moral approaches. First of all, the term deviancy is well-defined from its social background. To comprehend the reason behind certain actions are being termed as deviancy while others cannot be termed as so, and as such essential to comprehend its contextual meaning. Also, what does the prevailing laws encompass? And also reasons behind the emergence of such laws being recognized. In the situation where these laws changed, factors that are termed as deviancy also change automatically.

Thus, knowing fully well that norms and rules differ through time and cultures, it is therefore makes a lot of sagacity that philosophies of deviancy also changes accordingly. Either a behavior or an act is seen as deviancy or not so hinge on the societal classification of such an act. Acts or behaviors are not being termed as deviancy in actual facts themselves. Secondly is the sociological view reiterated that deviancy cannot be termed as intrinsic (psychological or

biological) feature of persons, or that of the behaviors/acts themselves as perceived, rather viewed as social processes produce or product. The social contexts themselves or the norms that determine which of the acts they are perceived to be deviant or not, are frequently well-defined and re-defined via continuing social processes, legal, political, cultural and so on. The intervention of moral entrepreneurs is one of the major ways in which certain people or activities are being defined and understood as deviant (Little, 2014).

Problem Statement

Deviant behavior in Nigeria has been described to entail grave danger to the delivery of service in both private and public organizations (Olabimitan & Alausa, 2014; Camenus, Joy & Chibugo, 2025), with occurrence degree of around 35% to 75% amongst employees in Nigeria organizational settings (Fagbohunge, Akinbolade & Ayodeji, 2012). Precisely, deliberate breaking the rules, lateness to place of work, as well as using the organizational belongings without official approval have been verified and testified to fall within the range of 40%, 65% and 80% respectively occurrence rates (Akikibofori, 2013). A study by Obove & Owolabi (2018) found that police officers in Nigeria engaged in various deviant behaviors, including bribery, corruption, and extortion of civilians. In specific study on cadets at Nigeria Police Academy, Adewole & Opanuga (2018) reported that some cadets exhibited deviant behaviors such as bullying, fighting, sex offences, sexual harassment, absenteeism, violence behavior, disobedient to rules and regulations, alcohol consumption, vandalism, drug abuse, insulting/assaulting, stealing, among others. Adewole & Opanuga (2018) noted that these deviant behaviors were influenced by various factors such as peer group, lack of discipline, and weak institutional control system.

Also, there have been reports of deviant behavior among cadets of the Nigeria Police Academy in recent times. Some of these occurrences include cases of cadets engaging in physical and mental abuse (bullying) of their colleagues, hazing, extortion, and other forms

of misconduct. In September 2020, a video surfaced online showing some senior cadets of the academy brutalizing some junior cadets. This led to public outrage, and the police authorities promised to investigate and punish those involved. In March 2021, the Police Service Commission dismissed six cadets of the academy for acts of gross misconduct, including substance abuse, extortion, and theft. A major act of deviancy among cadets of the Nigeria Police Academy is the intake of illicit drugs (Abraham, Shittu, Bibire, & Oluwafemi, 2022). As discovered during the year 2021, the Nigeria Police Academy “an institution that provides middle-level manpower for the Nigeria police force” discharged four (4) of its cadets who were apprehended by the National Drug Law Enforcement Agency (NDLEA) upon being involved in crime of illicit drug abuse and dealings (The Citizen, November 6, 2020).

The implication of deviant behavior by cadets of the Nigeria Police academy, Kano on the whole community of the Academy could be significant, both in terms of its impact on the reputation of the academy and in terms of potential harm to individuals or groups affected by the deviant behavior. Firstly, when cadets engage in deviant behavior such as bullying, hazing, sexual harassment, or other misconduct, it can tarnish the reputation of the Nigeria Police Academy. People may view the academy as a place that condones or even encourages such behavior, which can have an undesirable influence on the entire public's perception of the Nigerian Police Force as a whole

Additionally, the wellbeing and safety of groups or individual is negatively influenced and dented by deviant behavior due to compromise. Individuals that suffered from oppression and bullying or other types of abuse experiences both emotional and physical and emotional damage, thereby degenerating to issues relating to mental health and trauma. Also, the deviancy culture always leads to an unfriendly circumstance that in turn has negative effect on individual mental health in the community resulting to misconduct and as such, becomes vital for the academy to take

decisive and quick action in addressing this type of attitude as well as preventing its possible magnitudes. Hidayat, Ferdianto, and Suhartoyo (2021) carried out a research and the result reveal lead that inmate training program in Indonesia leads to reduction of re-offense. This is due to the fact that those that completed the program don't like to commit offence when compared to those that didn't receive the training program, and as such indicates the impact of training of deviant behavior reduction.

It is against this that the research intended at investigating the effects of training on deviancy among cadets in Nigeria Police Academy. Despite extensive research on training and deviant behavior in law enforcement, several gaps remain in the existing literature concerning the effect of training on deviancy among cadets. Much of the existing research is based on data from Western police academies, particularly in Europe and United States. From the review of past literatures, it is glaring that there are scanty researches on the influence of training on cadet deviancy in Africa, and specifically in Nigeria knowing fully well that research can't be generalized due to factors such as differences in culture, institutional and social, thus, further research is required in depth understanding of the aforementioned dynamics cutting across different backgrounds.

Review of Literature Training

Training defined as a procedure of utilizing a systematic and planned instruction endeavors so as to enhance learning promotion (Armstrong, 2023; ElSayary, 2025). As such, training is termed as a process of learning a categorization of behavior that is programmed. It is the process of knowledge application for the purpose of improving employee performance on the existing job, as well as preparing them for the projected profession (Memoria, 2000; Al-Zoubi, Masa'deh & Twaissi, 2025). The perception of training carries the inferences of a thoughtful effort in cultivating skills, as dissimilar from a more philosophical task evaluation oblique by education; an additional narrow exercise that has identifiable end produces with respect to

practices. It reiterated that in an actual training exercise, there are need to further identify and develop skills, as such skills can in some instances or measures be recognized or defined accordingly. Training, therefore, in the aforementioned terms carries a responsibility of identifying, describing and afterward developing precise behaviors or skills (Taylor, 1982).

Police training is an imperative method of articulating and communicating values as well as technical know-how in molding police cadets' right from the foundation of their profession (Neild, 2000). Essentially, the assortment of police undertakings that must be carry out, as well as the multifaceted factors entails in their accurate performance relies on best ability and knowledge. The overall experience and knowledge where an average individual may have while he/she joined the police service in enabling him or her do the numerous responsibilities he or she is called upon to execute is enhanced through proper training. In fact, policemen with sizeable experience and know-how cannot, as a rule, execute responsibilities appropriately unless they have proper training advantages (McDonald, 2025; Shehe, 1945). As such, training of Police men plays a vital part in police officers development, because it combines numerous educational constituents that is beign governed by organizational guidelines (Kleygrewe et al, 2022).

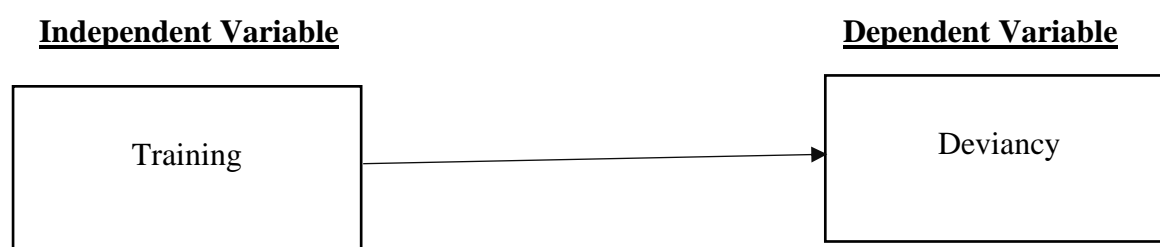
Deviancy

In general, deviance is defined as any belief, condition or behavior that violates significant social standards in the group or society within which it transpires (Goode, 2022). Deviance behavior is a mode of action that do not fit in to the values or norms held by greatest or large members of a society or group, and as such, not widely acceptable. What is considered as deviant behavior is as variable as the values and norms that differentiate diverse subcultures and cultures from one another (Wikipedia). Practices of behavior that are extremely respected by a particular group of people may be viewed damagingly by others. Correspondingly, Macionis (2023) elucidated

that deviance is the acknowledged defilement of cultural values and norms which are a standard for almost all human undertakings. Consequently, the term deviance behavior connotes those deeds which are considered abnormal, at least, by the good majority of a community, social group or society, regardless of the bearing to where those manners diverge from the actual norm (Geremew, 2020).

Deviance there simply implies to go astray (Nala & Ishaya, 2013), and is seen by large number of people as a bad behavior since it constitutes a social menace (Nala & Ishaya, 2013). This is due to the fact that deviant behavior negatively influences the smooth course of social interface, as well as impairing social organization. Also, deviant deeds undermine trust, for example, as a result of negative conduct of some persons in fraud, armed robbery, drug trafficking, kidnapping,

Conceptual Framework



Methodology

In this particular study, descriptive survey research design was employed due to the fact that the researcher aim is to identify characteristics, frequencies, trends and categories (Faruk, 2025). The design is therefore considered appropriate for the use in the present study as it gives current information on the influence of training on deviancy among cadets.

The study's primary focus is towards describing the characteristics of the population, namely Nigeria Police Academy, Wudil that is located in the north-west expanse or region in Nigeria. In this study, the population is determined based on information obtained from the Nigeria Police Academy records, which indicates that as of 2025, the total number of cadets in Nigeria Police Academy stands at approximately 3689.

and human trafficking, some countries or personalities no longer have confidence in these types of people. This deviant behavior has gone as far as denting the image of some countries known to have some citizen that undertake such negative act (Nala & Ishaya, 2013). Due to the chaotic phenomena of deviant behavior, government allocate and divert enormous amount of funds into contemporary agents of social control such as uniforms for Police, Prison and drug law enforcement officers, buying bullet proof cars for them, construction of offices/stations for them, as well as building prisons and courts all over the country. All these efforts are put in place to enforce conformity. These huge resources could have been channeled to other lucrative area such as agriculture, industries, education, human capital and development of society.

For this study, the sample size was determined using the table provided by Krejcie and Morgan (1970) for sample size determination. As per the information available on the Nigeria Police Academy, Kano parade state, there are 3689 cadets in the Academy. To further buttress the; sample size figure from Krejcie and Morgan's (1970) sample size table, their formula was applied using the population of the 3689 cadets in the Nigeria Police Academy and it thus arrived at sample size of 348.

Regression analysis was utilized in testing the hypotheses at 0.05 alpha significance level, as the information from copies of the questionnaires was coded and analysed through the application of Statistical Packages for Social Sciences, IBM-SPSS (Version26 Statics for window).

Research findings

Descriptive Statistics

Variables	Mean	Std. Error	Median	Mode	Std. Deviation	Variance	Kurtosis	Skewness	Range
Deviancy	2.13	0.031	2	1.82	0.541	0.293	3.75	1.68	3.18
Motivation for training	3.54	0.029	3.57	3.71	0.496	0.246	0.3	-0.25	3.14
Access to Training	3.7	0.044	3.67	4.33	0.764	0.584	-0.08	-0.42	3.67
Benefit of Training	3.69	0.037	3.75	4.25	0.64	0.41	-0.07	-0.48	3.5

Source: SPSS Output

Table above presents the descriptive statistics of the analyzed variables in the research, including Deviancy, Motivation for Training, Access to Training, and Benefit of Training. Starting with the Deviancy variable, the mean score is 2.13, which reflects the average level of agreement with deviant behaviors among cadets. The standard error is 0.031, indicating that the mean of the sample is a reliable estimate of the mean of the population. The median score is 2, suggesting that half of the cadets had scores below this value. As for the mode, that is the utmost frequent occurrence value, is 1.82.

Additionally, 0.541 standard deviation indicates responses that has a realistic variation, whereas 0.293 is the obtained variance. The positive kurtosis of 3.75 shows that the data distribution is more peaked than a normal distribution, suggesting a high concentration of responses around the mean. The skewness of 1.68 shows a positively skewed distribution, meaning that there are more cadets with lower deviant behavior scores. The 3.18 range shows the spread that exist between the lowest and highest scores of the aforementioned variable. As for training motivation, 3.54 is the mean score, and it signifies a general positive behavior towards motivation for training. However, 0.029 is the standard error, while 3.57 is the median as such indicating responses that are consistent. The mode is 3.71, reflecting the most common response. The deviation of standard is

relatively low as it scores 0.496, signifying that the responses or replies remained closely clustered around the mean. The variance is 0.246, while the kurtosis is 0.3, suggesting a distribution that is slightly more flat than normal. The skewness which is -0.25 indicates a slightly negative skew, implying that more cadets leaned in the direction of higher motivation for training. Also, 3.14 range shows adequate responses spread respectively.

Access to Training has a mean score of 3.7, suggesting a favorable perception of access to training. The standard error is 0.044, while the median is 3.67, and the mode is 4.33, indicating that many cadets perceived access to training as high. 0.764 is the standard deviation is, and it is greater value when compared to the other or remaining variables, as this signifies responses that are more predictable. Furthermore, 0.584 is the variance, whereas the kurtosis result that is -0.08 indicates data distribution that is near-normal. While -0.42 skewness indicates negative skew that is slightly in nature, showing more number of cadets that report improved training opportunity. The obtained 3.67 range shows distribution of responses that is wide.

Lastly, 3.69 is the obtained means score for training benefit, and this suggests that cadets are mostly in agreement that training is highly beneficial. The standard error is 0.037, with a median of 3.75 and a mode of 4.25, indicating

that most cadets perceive training as beneficial. The standard deviation scored the result of 0.64, showing moderate or reasonable variability of responses accordingly. Moreover, 0.41 is the scores of variances, whereas the scores of the kurtosis revealed -0.07, signifying close to normal distribution accordingly.

However, -0.48 skewness indicates slightly skew that is negative, and the implication of this is that large number of cadets are in the agreement that benefits are received are result

of training. The 3.5 range shows large perceived distribution of training benefits.

Summarily, descriptive statistics result indicates that the cadets usually exert positive insights regarding the training regarding benefits and motivation, despite the fact that of the exhibition of deviant behavior at low levels respectively. The values skewness and kurtosis indicated that most of the responses are clustered around the positive end of the scale for training variables, while the data for deviancy shows a skew towards lower deviant behaviors.

Correlation Matrix

	Deviancy	Motivation for Training	Access to Training	Benefits of Training
Deviancy	1	-0.09	0.094	0.135
Motivation for Training	0.09	1	0.115	0.039
Access to Training	0.094	0.115	1	0.048
Benefits of Training	0.135	0.039	0.048	1

Source: SPSS output

From the above table showing the correlation matrix, the relationship between independent variable (Training) and the dependent variable (Deviancy) is clearly displayed. The variable of deviancy scored a weak and negative matrix correlation for training motivation is -0.09, signifying that when motivation for training increases, there is automatic/corresponding somewhat decrease of deviant behavior. Thus, this is due to the fact that other factors exert effect on deviancy.

However, deviancy scored a weak and positive correlations as both with both Training and Access has 0.094, while Training Benefit has 0.135. The implication of this result is that the more cadet perceives adequate access to training, as well as greater training benefits, the more the slight likelihood of an increment in deviancy. Looking at the independent variable as well, both Access and Motivation for Training also have a positive and weak

correlation result of 0.115, as such indicating that when cadets are being motivated to obtain training, it in turns brings about slightly perceived access to training. Correspondingly, the Training Motivation scored highly weak correlation but positive as Training Benefit scores 0.039, signifying virtually lack of association amid the two elements.

Lastly, both benefit and Access to Training scores a weak correlation of 0.048, indicating a trifling association amid cadets' training access, as well as their acuity to benefit. Summarily, the result of the correlated matrix displays a frail association amid variables of these research, as there are no predominantly robust correlation result, inferring that though training related factors and deviancy has some relationships, but these relationships are not highly significant in suggesting a solid interdependencies accordingly.

Model Summary/ Analysis of the Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1	-0.513	0.509	0.378	0.148
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Source: SPSS Output

Table above presents the model summary for the regression analysis conducted on the relationship between the independent variables (Motivation for Training, Access to Training, and Benefit of Training) and the DV which signifies dependent variable (Deviancy). The result of the correlation coefficient R is described as -0.513, signifying a mid-relationship among the independent variables and the DV (dependent variable). This put forward that as the IV (independent variables) increases, there is however a tendency for the level of deviancy to decrease.

The value of R Square is 0.509, which implies that approximately 50.9% of the variance in deviancy can as well be explained by the IV (independent variables) included in the model. This level of explanatory power recommends that the IV (independent variables) accounts for a noteworthy percentage of the variability in the DV (dependent variable), although nearly half of the variability remains unexplained by the present study model. The

attuned R Square value scores 0.378, which adjusted the R Square for the number of forecasters or predictors in the current research model. This value is lower than the R Square, indicating that when taking into account the number of independent variables used, the explanatory power of the model is slightly diminished. The Standard Error of the Estimate is 0.148, indicating that the normal distance of the observed values fall from the regression line. Thus, a smaller standard error implies a better or reasonable fit of the data model.

Overall, the regression analysis or model summary advocates that while the IV (independent variables) have a relative relationship with the DV (dependent variable), there is still a considerable amount of variability in deviancy that is not accounted for by the predictors in this model. Further exploration of additional variables may be essential to heighten the power of the model's explanatory.

Anova

Source	df	Sum of Squares	Mean Square	F	Sig. F
Regression	3	3.264	1.088	3.826	0.010
Residual	296	84.202	0.284		
Total	299	87.467			

Sources: Output SPSS

The table above presents the Variance Analysis (ANOVA) findings of the regression model measuring the association amid the independent variables, motivation for training, access to training, and benefit of Training and the dependent variable, deviancy. The table reveals that the regression component accounts for a sum of squares of 3.264, demonstrating the variation elucidated by the independent variables, while the residual sum of squares is 84.202, representing the unexplained variation. With 3 degrees of freedom for the regression and 296 for the residual, the mean square for regression is

calculated at 1.088, compared to 0.284 for the residuals. F-statistic result is 3.826 indicating an auspicious variance proportion elucidated according to the model of the variance not elucidated, knowing fully well that it is vital for ascertaining the efficiency of independent variables/Training in forecasting the dependent variable/ deviancy.

Notably, the (Sig. F) which is the F-statistics significance scores 0.010, and it is lower than the level of conventional alpha which is 0.05. The implication of this revealed a statistically significance affiliation amongst the dependent

and independent variables, as it goes in accordance with the model hypothesis which extensively depicts a notable variability proportion in deviancy among cadets. Overall, the ANOVA results underscore the relevance

of the independent variables in influencing deviancy among cadets, warranting further examination of each variable's individual contribution to the model.

Model	Unstandardized Coefficients		Standardized Coefficients	t Stat	Sig. F	95% confidence Interval	
	(B)	Standard Error	(Beta)			Lower Bound	Upper Bound
Intercept	1.862	0.303	—	6.141	0.000	1.265	2.459
Motivation for Training	-0.117	0.063	-0.117	-1.865	0.063	-0.24	0.006
Access to Training	-0.071	0.041	0.071	1.746	0.082	-0.009	0.151
Benefit of Training	-0.114	0.048	0.114	2.354	0.019	0.019	0.2

Sources: Output SPSS

From the above table, it shows the regression analysis coefficients which examines the effect of the “independent variables” namely: “Motivation for Training”, “Access to Training”, and “Benefit of Training” on deviancy which is the dependent variable. These intercepts are premeditated at an average of 1.862, and using a standard error benchmark at 0.303, as well as t-statistic at 6.141 respectively, and this yields significance level of 0.000. This implies that the intercept is found to be significant in accordance to statistics, as well as signifying a reference point level of deviancy as at the point of holding all independent variables constant.

Regarding the independent variables, the coefficient for Motivation for Training is -0.117, with a standard error of 0.063 and a t-statistic of -1.865. The significance value for this variable is 0.063, which is marginally above the conventional threshold of 0.05. This implies that while there is a negative relationship between motivation for training and deviancy, it is not statistically significant at the 5% level, indicating that motivation may not be a strong predictor of deviant behavior in this context.

In contrast, Access to Training has a coefficient of -0.071, a standard error of 0.041, and a t-statistic of 1.746, with a significance

level of 0.082. Similar to motivation, this result suggests a negative relationship, but it also falls short of being statistically significant at the 5% level, although it could be considered significant at the 10% level.

Notably, the Benefit of Training shows a coefficient of -0.114, standard error of 0.048, and a t-statistic of 2.354. 0.019 is the level of significance for this variable, and this revealed that there is statistically negative significant association with deviancy at level of 5%. The interpretation of this results implies that superficial training benefits are contrariwise associated to deviancy, that is, when cadets are aware of the training advantages, it leads to decreased engagements in deviancy.

Furthermore, as shown in the above table, every coefficient is additionally supporting the findings of the research at confidence intervals 95%. Looking at the Training Motivation, -0.24 to 0.006 is the interval ranges, and this indicates the factual outcome might consist of zero. As for the Training Access, -0.009 to 0.151 is the interval range, which also indicates possible non-significance accordingly. On the contrary, 0.019 to 0.2 is the range for Training Benefit, as it reinforces the impact significant.

Discussing of Results

The verdicts from this research revealed significant understandings into the influence of Motivation for Training, Access to Training, and Benefit of Training on Deviancy levels among cadets. This section discusses each finding, integrating past research. The analysis showed a weak relationship between Motivation for Training and Deviancy. Previous studies (Wang, Qu, & Zhao, 2020) have established that motivation is a key factor in enhancing behavioural alignment with organizational goals, as motivated cadets often engage more actively in training, which can theoretically lead to reduced deviancy.

However, in this context, the lack of a strong correlation might be due to the highly regimented and hierarchical structure of police training, which may diminish the role of individual motivation in behavior modification. According to Social Learning Theory (Bandura, 1977), behavior is influenced more by modelling and reinforcement within the environment, suggesting that cadets may rely more on direct supervision and the behavioral norms enforced by the institution than on personal motivation for training. This aligns with Wyatt-Nichol and Franks (2009), who found that structured environments, such as police academies, rely on external reinforcement mechanisms to shape behavior rather than intrinsic motivation alone.

This finding suggests that in environments like the police academy, intrinsic motivation may be less impactful on behavior than in civilian or less structured institutions.

Additionally, the association amongst Training Access and Deviant behavior scored a weak relationship result. This result is in cognizance with the Resource-Based Theory, that maintained that only access cannot warranty consequences except complemented by sufficient backing and inspiration (Nuel-Okoli & Okoli, 2025). Past researches have revealed that although opportunities of training is essential, but still needs exact attention and configuration to effectively solve outcomes that are related to behavior. In the same vein, the theory of human capital

maintained that effectiveness of training hinge on delivery quality as well as content relevance. It is one this note that Tactacon et al. (2023) revealed that structured environments and an extrinsic motivation are more operational in the engagement cadets when compare to ordinary access to training, this is because structured training fits in better with the learning environment of cadets. The weak correlation implies that accessibility to training is not a significant determinant of reduced deviant behavior among cadets. Thus, cadets might require more structured and behavior-specific training rather than mere access to general training programs, as this adds to knowledge by underscoring the importance of tailored, behavior-focused training in high-control settings.

Finally, the findings showed a slightly stronger relationship between Benefit of Training and Deviancy than the other variables, though still not statistically significant. The Theory of Planned Behavior (Ajzen, 2011) posits that perceived benefits can influence intentions and attitudes. However, in regimented environments like the police academy, this influence might be limited in altering ingrained behaviors. While cadets might recognize the benefits of training theoretically, these benefits do not necessarily translate into reduced deviancy due to the deeply embedded cultural and operational norms in the academy. This contributes to knowledge by pointing out the limitations of perceived benefits in altering behavior without supplementary reinforcement mechanisms (Conti & Nolan, 2005; 2014; Wolfe & Piquero, 2011).

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